

PROFESSIONAL NURSING CONCEPTS (RNSG 1125)

CREDIT

1 Semester Credit Hours (1 hour lecture, 1 hour lab) 32 Contact Hours

MODE OF INSTRUCTION

Face to Face, Hybrid (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisites: Admission to the nursing program

Co-Requisites: RNSG 1311 & RNSG 1128 (prior to admission) RNSG 1160, RNSG 1216, RNSG 1330

COURSE DESCRIPTION

Introduction to professional nursing concepts and exemplars within the professional nursing roles: member of profession, provider of patient-centered care, patient safety advocate, and member of the health care team. Content includes clinical judgment, communication, ethical-legal, evidenced-based practice, health promotion, health information technology, patient-centered care, patient education, professionalism, safety, and team/collaboration. Emphasizes role development of the professional nurse. This course lends itself to a concept-based approach.

COURSE OBJECTIVES/ COURSE MEASURABLE LEARNING OUTCOMES

Upon completion of this course, the student will be able to:		End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competency (DEC)
1.	*Describe the attributes and roles of the professional nurse.	1,5	MOP A1a,b,c, A2, A3, A4, B1a,b,c,d,e, B7a,b, C1, C2 C5a, D4
2.	*Explain the use of a systematic problem-solving process for the development of clinical judgment.	2,3,8	PCC A1a,b, B1, C6
3.	*Identify the Institute of Medicine (IOM) competencies for improving health care quality.	5	MOP B4, B6a,b, B8 PCC B10 PSA A1, A2, A3, A4, A5, A6, B1a,b, B2, C2
4.	*Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the American Nurses Association (ANA) code of ethics.	4	MOP B1a, b, c, d, e; B2a,b PCC D1c,d, E8, E9 PSA A1, A2 MHCT A4b

Approved:



**LAMAR INSTITUTE
OF TECHNOLOGY**

5.	*Describe professional communication techniques.	1,5,7	MOP B7c; PCC C 2a, b, E2
6.	*Identify health promotion needs for patients across the lifespan.	5,6,7,8	PCC C3, G1a, b
7.	Define intraprofessional and interprofessional teamwork and collaboration.	5,6,7,8	PCC C4b, C5, C7, D5a, E10, H6 MHCT A1a, b, A2, A 3a,b, C4a, D1a,b, D2, D3
8.	Define evidence-based practice.	2,3	PCC A1a, A3, MHCT A5a
9.	Recognize patient and caregiver education topics essential for specific concepts.	8	PCC B6, G1a,b
10.	Define the professional nursing roles of patient advocate and provider of compassionate, theory-based, and individualized patient-centered care.	1,5,7	PCC E3a,b, MHCT A4a, B1a,b, B2a,b

Note: * indicates WECM End-of-Course Outcome.

INSTRUCTOR CONTACT INFORMATION

Instructor: LeAnn Chisholm-Springer PhD, RN, CNE, CHSE
 Email: ljchisholmspringer@lit.edu
 Office Phone: (409) 247-5146
 Office Location: WAHTC 343
 Office Hours: 0900 – 1500 Monday – Friday
 Click here to [Schedule appointment in Starfish](#)

Instructor: Stacey Ojemeni DNP, MSN, MJ, RN
 Email: sojemeni@lit.edu
 Office Phone: (409) 247- 4926
 Office Location: WAHTC 334
 Office Hours: Wednesday 2:00-4:00; Thursday 10:30-11:30 and 12:30-2:30

REQUIRED TEXTBOOK AND MATERIALS

Giddens, J. F. (2025). *Concepts for Nursing Practice* (4th ed.). Elsevier Health Sciences (US). (Sherpath)

Texas Board of Nursing. (2023). *Nursing Practice Act, Nursing Peer Review, & Nurse Licensure Compact: Texas Occupations Code*.

Texas Board of Nursing. (2021). *Differentiated Essential Competencies of Graduates of Texas Nursing Programs: Evidence by Knowledge, Clinical Judgments, and Behaviors.*

Yoost, B.L. & Crawford, L.R. (2023). *Fundamentals of Nursing: Active Learning for Collaborative Practice* (3rd ed.). Elsevier Health Sciences (US). (Sherpath)

OUTLINE

- I. Introduction to professional nursing roles (Texas Differentiated Essential Competencies)
 - A. Overview
 1. Member of Profession
 2. Provider of Patient-centered Care
 3. Patient Safety Advocate
 4. Member of the Health Care Team.
- II. Professional Nursing Attributes and Roles
 - A. Professionalism (Concept 36: Professional Identity) (Concept 37: Well-being)
 1. Definition/ scope
 2. Attributes about the profession
 - a. Values & ethics
 - b. Knowledge
 - c. Nurse as leader
 3. Service Excellence
 4. Exemplars
 - a. Integrity
 - b. Compassion
 - c. Courage
 - d. Humility
 - e. Advocacy
 - f. Human Flourishing
 - B. Mental Health and well-being for nursing students & nurses
 1. Definition/ scope
 2. Attributes
 - a. Structural factors
 - b. Community factors
 - c. Individual factors
 - d. Theoretical links
 - 1) Caring/ loving
 - 2) Instilling faith/ hope
 - 3) Self-awareness
 - 4) C-A-R-I-N-G Mnemonic
 3. Core competencies
 - a. Practice self-care
 - b. See self as in control
 - c. Reframe negative thoughts
 - d. Build social networks

- e. Increase optimism
 - f. Learn skills to cope
 - g. Practice gratitude
 - h. Rely on problem-solving skills
 - i. Know strengths and areas for improvement
- II. Exemplars
- a. Mindful breathing
 - b. Mindful walking
 - c. Guided imagery
 - d. Sleep
 - e. Regular Exercise
 - f. Yoga
- C. Clinical judgment (Concept 40)
1. Introduction to the NCSBN Clinical Judgment Measurement Model (CJMM)- recognize cues, analyze cues, prioritize hypotheses, generate solutions, take action, evaluate outcomes
 2. Definition/ scope
 3. Attributes about the profession
 4. Theoretical links: Tanner's Clinical Judgment Model
 - a. Recognize patterns
 - b. Apply concepts
 - c. Responding
 - d. Reflective practice
 - e. Measuring and evaluating
 5. Scenarios applying the Nursing Process: HCC I and PNC I Exemplars
- D. Leadership (Concept 38)
1. Definition/ scope
 2. Basic Introduction
- E. Ethics-Ethical Nursing Practice (Concept 42: Ethics)
1. Definition/ scope
 2. Attributes about the profession
 - a. Ethical dilemma
 - b. Ethical analysis and decision making
 - c. Ethical questions to assist in decision making
 3. Principles
 4. Essential considerations for legal/ethical decision making
 - a. Nursing Practice Act
 - b. Patient Confidentiality (HIPAA, Social media)
 - c. ANA Code of Ethics
 - d. Patient Rights
- F. Health Care Law (Concept 60)
1. Definition/ scope
 2. Attributes
 - a. Created by government authority
 - b. Requires or prohibits action

- c. Enforceable sanctions
 - d. Publicly available and accessible
 - e. Consistent with national and state constitutions
 - f. Can be modified, changed, or upheld
- 3. Theory
- 4. Core Competencies
 - a. Recognize sources of law and implications for nursing practice
 - b. Incorporate regulatory standards within nursing practice
 - c. Apply standards of care within nursing practice
 - d. Recognize and report violations of healthcare statutes/regulations and report through appropriate channels
- 5. Exemplars
 - a. Confidentiality
 - b. Good Samaritan Acts
 - c. Scope of Practice (Nursing Practice Acts/ TBON)
- G. Patient education (Concept 52)
 - 1. Definition/ scope
 - 2. Attributes
 - 3. Theory
 - 4. Core Competencies
 - a. Identify opportunity and learning needs
 - b. Assess learner readiness and preferences
 - c. Develop teaching plans
 - d. Demonstrate effective communication skills
 - e. Evaluate learning outcomes
 - 5. Discharge Planning
 - 6. Formal (related to exemplars)
 - 7. Informal patient teaching (related to exemplars)
 - 8. Example: Oral health across the lifespan
- H. Health promotion (Concept 51)
 - 1. Definition/ scope
 - 2. Levels of Prevention
 - a. Primary: Injury prevention
 - b. Secondary: Health care screening
 - c. Tertiary: Obesity Management
 - 3. Healthy People 2030
- V. Concepts essential to professional nursing
 - A. Patient-centered care (Concept 41) (Unit I: Health care recipient concepts)
 - 1. Definition/ scope
 - 2. Attributes
 - a. Access to care
 - b. Respect patient values/ preferences
 - c. Coordination/ integration of care
 - d. Information and education
 - e. Physical comfort

- f. Emotional support
 - g. Involvement of family/ friends
 - h. Continuity of care
- 3. Theory: Value Based Care Model
- 4. Core Competencies
- 5. Exemplars
 - a. Patient preferences (cultural assessment)
 - b. Engagement in decision making
 - c. Information and communication
 - d. Personal and emotional needs
 - e. Coordination of care
- 6. *Advocacy
- 7. *Prioritizing Individualized care
- B. Communication (Concept 44) (Weekly)
 - 1. Definition/ scope
 - 2. Attributes about the profession
 - 3. Core competencies
 - 4. Exemplars
 - a. Interpersonal
 - b. Inter-professional (SBAR, electronic health record)
 - c. Intra-personal
 - d. Electronic Health Record Documentation
 - e. Handoff/ reporting Tools
 - 1) Patient Safety
 - 2) SBAR
- C. Evidenced-based practice (Concept 39)
 - 1. Definition/ scope
 - 2. Attributes
 - a. Replicability
 - b. Reliability
 - c. Reproducibility
 - d. Validity
 - 3. Theory
 - a. Johns Hopkins Nursing Evidence-based Practice Model
 - b. Iowa Model of Evidence-based Practice
 - 4. Core Competencies
 - a. Efficient use of search engines
 - b. Understand research process
 - 5. Exemplars
 - a. Practice Guidelines
- D. Health information technology (Concept 48)
 - 1. Definition/ scope
 - 2. Attributes
 - a. Hardware and software

- b. Data standards and standardized terminology
- c. Policies and procedures
- d. Privacy and security
- e. Informatics workforce
- f. Organizational skills
- 3. Theory
 - a. Information Science
 - b. Computer Science
 - c. Cognitive Science
 - d. Organizational Science
- 4. Core Competencies
 - a. Knowledge and skill
 - b. Apply legal/ethical standards
- 5. Exemplars
 - a. Computerized Nursing Documentation
 - b. Bar Code Medication Administration
 - c. Electronic Health Record Systems
- E. Safety (Concept 46) (Concept 47) IOM/NAM & QSEN
 - 1. Definition/ scope
 - 2. Attributes
 - a. Prevention of Medical Error
 - b. Avoidance of serious adverse/ sentinel events
 - c. Protect patients from harm/ injury
 - d. Collaboration
 - e. Strong/ well-integrated healthcare system
 - 3. Core Competencies
 - a. Engage patient and family
 - b. Integrate national standards
 - c. Standardized, evidence-based processes
 - d. Promote safety and error prevention
 - e. Communicate concerns to patients, families, and healthcare team
 - f. Understand limits of safety-enhancing technologies
 - g. Reduce reliance on memory
 - h. Error investigation emphasizing system gaps and priorities for improvement
 - 4. System Contributors (introduction to healthcare quality)
 - a. *Standard Precautions
 - b. *National Patient Safety Goals
 - c. *Environmental Safety & Medication Administration (skills)
- F. Health care quality
 - 1. Definition/ scope
 - 2. Core Competencies
 - a. Culture of Safety
- G. Teamwork & collaboration (Concept 45)

1. Definition
2. Scope
3. Attributes
 - a. Values/ ethics
 - b. Roles/responsibilities
4. Core Competencies
 - a. Inter-professional plan of care
5. Group work
6. Chain of command

COURSE CALENDAR

WEEK	CONCEPT	TOPIC	READINGS & RESOURCES (Read Before Class)	ACTIVITIES & ASSIGNMENTS (Assignment Due Dates)
Week 1 6/3/26	36. Professional Identity, 409	Introduction to Prof. Nursing (DEC Roles-Intro Only) <ul style="list-style-type: none"> • Prof. Nursing Attributes • Service Excellence 	Texas Differentiated Essential Competencies <ul style="list-style-type: none"> • pp. 1-10 (Link) Giddens (2025) <ul style="list-style-type: none"> • pp. 409-415 Yoost (2025) <ul style="list-style-type: none"> • Ch. 1 • pp. 2-14 Videos	In Class Group Activity: Concept Mapping – Professional Identity (Build a Professional Nurse) ATI Nurse’s Touch: Becoming a Professional Nurse Module: Profession & Professional Identity Complete ATI Module (Graded) DUE 6/9/26
	37. Well-Being and Resilience, 418	Mental Health and Well-Being for Nursing Students & Nurses <ul style="list-style-type: none"> • Attributes • Core competencies • Exemplars 	Giddens (2025) <ul style="list-style-type: none"> • pp. 418-425 • Case Study #1 	Independent Activity: Begin - Healthy Habit Formation Well-Being Challenge Assignment Due: 6/30/26 Healthy Habit Formation Log and Reflection by 1159
Week 2 6/10/26	44. Communication, 482	Communication <ul style="list-style-type: none"> • Attributes • Core Competencies • Exemplars <ul style="list-style-type: none"> ○ Intrapersonal 	Giddens (2025) pp. 482-487	In Class Group Activity: Role Play – Communication: <ul style="list-style-type: none"> • Nurse to nurse

		<ul style="list-style-type: none"> ○ Interpersonal ○ Inter-professional ○ Electronic Health Record Documentation ○ Handoff/reporting 		<ul style="list-style-type: none"> ● Nurse to provider ● Nurse to patient ● Impaired patient communication <p>Quiz Due: 6/16/26 by 1159</p>
	48. Technology and Informatics, 515	<ul style="list-style-type: none"> ● Health Informatics ● Electronic Health Records ● HIPAA ● Electronic documentation is part of communication and a patient safety and continuity of care tool 	Giddens (2025) <ul style="list-style-type: none"> ● pp. 515-524 	In Class Group Discussion: <p>Technology and Informatics</p> <p>Quiz Due: 6/16/26 complete by 1159</p>
Week 3 6/17/26	42. Ethics, 464	Nurse Practice Act <ul style="list-style-type: none"> ● Confidentiality/HIPAA ● Ethical Principles/ ANA Code of Ethics ● Patient Rights ● Recognize ethical dilemmas in practice 	Texas BON Link <p>Giddens (2025)</p> <ul style="list-style-type: none"> ● pp. 415 ● pp. 464-471 ● pp. 625-630 	In Class Group Discussion: <p>Case Study</p> <p>Quiz: 6/23/26 complete by 1159</p>
	60. Health Care Law	Exemplars: Confidentiality	Giddens (2025) <ul style="list-style-type: none"> ● pp. 621-630 	
Week 4 6/24/26	Exam I (See Exam Blueprint)			Assignment Due: 6/30/26 Healthy Habit Formation Log and Reflection by 1159
Week 5 7/1/26	46. Safety, 496	<ul style="list-style-type: none"> ● Standard Precautions ● National Patient Safety Goals ● Environmental Safety ● Medication Safety 	Giddens (2025) <ul style="list-style-type: none"> ● pp. 496-505 	In Class Activity & Presentation: <p>Assignment: Integrating Nursing Roles,</p>

	47. Health Care Quality	<ul style="list-style-type: none"> • Definition • Scope • Culture of Safety • Introduction to system contributors to error (communication, workload, environment) 	<p>Giddens (2025)</p> <ul style="list-style-type: none"> • pp. 506-514 	<p>Communication, Legal/Ethical, Safety, and Healthcare Quality.</p> <p>Assignment Due: 7/7/26 by 1159</p>
Week 6 7/8/26	40. Clinical Judgment, 445	Nursing Process and Clinical Judgment	<p>Giddens (2025)</p> <ul style="list-style-type: none"> • pp. 445-454 • Video 	<p>Students will be assigned a Group Project and In Class Presentation (Patient Education OR Injury Prevention):</p> <p>Write a Patient Education Plan (Planning, Implementation, Evaluation, Documentation)</p> <p>Graded Group Presentation: Patient Education (In Class)-utilize this assignment to help prepare for clinical teaching project in RNSG 1160</p> <p>OR</p> <p>Write an Injury Prevention Plan for Youths. (Planning, Implementation, Evaluation, Documentation)</p> <ul style="list-style-type: none"> • How might this injury prevention plan differ for a rural, low-resource, or vulnerable population?
	52. Patient Education, 553	<ul style="list-style-type: none"> • Educational Approaches • Learner Assessment • Discharge Planning 	<p>Giddens (2025)</p> <ul style="list-style-type: none"> • pp. 553-561 • Articles 	
	51. Health Promotion, 543	<ul style="list-style-type: none"> • National Healthcare Agenda • Impact of community and environment on health outcomes • Assessment • Intervention 	<p>Giddens (2025)</p> <ul style="list-style-type: none"> • pp. 543-552 • Case Review – Natalie Jemez, DNP – pp. 551. 	

				Graded Group Presentation (In Class) Submission Due: 7/14/26 PowerPoint and Plan by 1159
Week 7 7/15/26	41. Person/Patient - Centered Care, 455	<ul style="list-style-type: none"> • Attributes • Therapeutic Relationship • Prioritizing Care • Advocacy 	Giddens (2025) <ul style="list-style-type: none"> • pp. 455-462 • ANA Video Link 	In Class Group Activity: Quiz: 7/21/26 complete by 1159
	45. Collaboration/ Teamwork, 488	<ul style="list-style-type: none"> • Interprofessional • Intraprofessional • Chain of Command 	Giddens (2025) <ul style="list-style-type: none"> • pp. 488-494 	
Week 8 7/22/26	Exam II			
Week 9 7/29/26	39. Evidence, 434	Origins Attributes Types	Giddens (2025) <ul style="list-style-type: none"> • pp. 434-443 	In class activity
	Clinical Judgment	Integrating Patient Education, Health Promotion, Person-centered care, and EBP		Quiz DUE: 8/4/26 complete by 1159
Week 10 8/5/26	Comprehensive Final Exam – See Exam Blueprint			

Note: Professional Nursing Concepts I emphasizes role socialization and foundational professional behaviors. Subsequent Professional Nursing Concepts courses build toward leadership, delegation, quality improvement, and systems-level nursing practice.

TEACHING STRATEGIES

Lecture
Discussion
Case Studies
Debate
Role-play
Concept Mapping
Clinical Judgment/Application Activities
Presentations
Teaching Project

Computer-assisted Instruction
Panel Discussions

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Assignments: Application & Quizzes <ul style="list-style-type: none">ATI module & quiz "Becoming a Professional Nurse"Post lecture quizzesHealthy Habit Formation Log & Reflection	10%
2. Group Presentations/Teaching Projects <ul style="list-style-type: none">Group Assignment: Integrating Nursing Roles, Communication, Legal/ethical, safety, and Healthcare QualityGroup Presentation: Patient Education Plan ORGroup Presentation: Injury Prevention Plan for Youths	10%
3. Exam I	25%
4. Exam II	25%
5. Final Exam	30%
Total:	100%

Note: * To successfully pass this course, students must achieve a minimum average of 75% across all exams. Students who do not meet this benchmark will not pass the course regardless of their performance on all other assignments. (Standardized Exams are not included in the 75% exam rule.)

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*Required for progression in nursing program.
60-74	D	
0-59	F	

FINAL GRADE ROUNDING POLICY

Final course grades are rounded only at the conclusion of the course after all grades have been calculated. Grades ending in 0.5 or higher will be rounded to the next whole number (e.g., 74.5 rounds to 75; 89.5 rounds to 90). Grades are not rounded on individual exams, assignments, quizzes, or interim grade calculations. Faculty do not add extra points, curve grades, or individually adjust grades outside of the published grading policy.

STANDARDIZED TESTING POLICY

Students are required to complete all assigned standardized assessments associated with this course. Standardized testing is intended to support NCLEX-RN preparation, evaluate readiness

for professional practice, and identify areas requiring remediation based on student scores in comparison with national program scores.

Standardized exams will not account for more than 10% of the course grade in accordance with best practices for standardized testing and Texas Board of Nursing regulations. Standardized exam scores will be calculated in the course grade if all requirements are submitted by the due date. Remediation for standardized exams is required.

ATTENDANCE POLICY

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process by the specified date as listed in the College Calendar on the [Student Success](#) web page. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

TECHNICAL REQUIREMENTS

For the latest technical requirements, including hardware, compatible browsers, operating systems, etc., review the Minimum Computer and Equipment Requirements on the [LIT Online Experience](#) page. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles’ Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring an accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at

www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ARTIFICIAL INTELLIGENCE STATEMENT

Lamar Institute of Technology (LIT) recognizes the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI/ChatGPT in their courses.

AI IN NURSING COURSES

Students are expected to follow course assignment instructions and grading rubrics. Unless otherwise indicated in the assignment instructions, information obtained through AI resources should not be submitted as a student's original work. Unless specifically granted by individual faculty members, students do not have permission to upload faculty intellectual property (PowerPoint Presentations, lecture notes, assignments, course materials, voice or lecture recordings) to any AI platform. Students demonstrating these behaviors or other inappropriate use of AI may be subject to disciplinary process.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ACADEMIC DISHONESTY

Students enrolled in the nursing program at LIT must maintain academic and behavioral expectations consistent with the profession of nursing and in accordance with the nursing program Student Handbook. Standards of *nursing practice include (but are not limited to) behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity*. The inability of a student to consistently conform his/her/their conduct to requirements of the Nursing Practice Act and BON rules and regulations through a single incident or pattern of personal, academic, or other unacceptable behaviors will result in the disciplinary process. The disciplinary process may include verbal counseling, written counseling, and or dismissal from the nursing program.

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period. Students who are absent and document excused extenuating circumstances (i.e. severe illness or natural disaster) must notify the faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to the weekend or school holiday. Assignments will not be accepted late without prior arrangements. Students must be present to earn Audience Response Question grades, and all exams are taken in person. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

PERMISSION TO RECORD LECTURES

Students are not allowed to record (audio or video) lectures or class discussions without the expressed permission of the faculty member. This includes pictures of presentations.

CIVILITY

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program Faculty respect the varied backgrounds, experiences, and learning styles of our students. Civility is maintained when there is order, respect for the teaching and learning process, empathy, and consideration for others. Students are expected to demonstrate civility in the classroom, online environment, and in all face-to-face as well as electronic communications. Demonstrations of uncivil behavior are unacceptable, do not demonstrate attributes of a professional nurse, and may result in initiation of the disciplinary process including but not limited to the student being excused from the experience, course, and potentially the nursing program.

DRESS CODE

Student appearance is expected to be professional in nature during all class, lab, and clinical experiences. (See Dress Code Policy in the Student Handbook)

- Dress for classroom experiences should be comfortable and appropriate for the experience.
- Students should be considerate of others and avoid potentially offensive graphics, expressions, clothing that is tight or revealing, maintain good hygiene, and avoid using strong scents (cologne/perfume and strong-smelling soap/lotion).
- Students not adhering to these standards may be dismissed resulting in an unexcused absence, zero on any daily assignment, and initiation of the disciplinary process.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

Class attendance and satisfactory completion of all assignments is essential to be successful in the course.

COURSE EXAMS

Two unit exams and a comprehensive final exam will be administered during this course. Exams will be taken in person and during class time. Upon entry to testing room, students must show the official LIT Student ID. The ID must remain visible on the student's desk at all times during exam administration. The following items are not allowed in the testing room:

- Hats, caps, scarfs, hooded shirts (unless religious covering)
- Food, candy, drinks
- Cell phone, electronic devices, smart watches, smart glasses, recording devices

Non-adherence to the test security policy will constitute academic dishonesty and initiate the disciplinary process which will result in a zero on the exam and may also result in dismissal from the nursing program.

STRATEGIES OF SUCCESS

- Students earning <75% on any exam, skill demonstration, or mid-term evaluation and students repeating a course must schedule a meeting with course faculty to initiate the Strategies of Success initiative.
- Posted scores of <75% initiate the process.
- Strategies of Success is a retention and student success initiative in which students are encouraged to be accountable for their learning by scheduling a meeting with course faculty, identifying issues leading to the grade, and collaborating with faculty on strategies to improve the grade and achieve learning outcomes of the course.

ASSIGNMENTS: APPLICATION & QUIZZES

Faculty will utilize ATI modules with post-module quizzes, post-lecture quizzes, and assignments to reinforce lecture content and provide students opportunities to apply information learned. These activities are utilized to assess class understanding of the content and to promote critical thinking. It is essential for students to come to class prepared, actively engage in the discussion, and complete all assignments thoroughly in order to be successful in this course. Grades will be calculated into the course average after a 75% average on all exams is achieved.

ASSIGNMENTS: GROUP APPLICATION EXERCISES AND PRESENTATIONS

Students will engage in a variety of interactive learning activities designed to strengthen critical thinking, clinical reasoning, collaboration, and communication skills. These activities are meant to bridge the gap between theory and practice while preparing for real-world nursing situations. Working in small groups, students will analyze patient scenarios, review evidence-based practices, and clinical problems together. Group presentations and teaching projects give students the opportunity to collaborate with peers, step into the role of educator by designing and delivering a presentation that demonstrates their ability to translate nursing concepts into understandable information for a target audience.

SHERPATH LESSONS

Sherpath lessons accompany the pathophysiology textbook and are accessed through the Evolve website using the student login and are linked to the Blackboard® course. Sherpath lessons are assigned to reinforce student learning and facilitate review of content previously presented in the Nursing Pathophysiology course. Students will not earn a grade for Sherpath lessons in this course.

CALCULATE YOUR GRADE (75% Weighted Grade Rule)

GRADE	X	PERCENT	=	GRADE POINTS
Exam 1	X	0.25 (25%)	=	<hr/>
Exam 2	X	0.25 (25%)	=	<hr/>
Final	X	0.30 (30%)	=	<hr/>
			TOTAL	<hr/>
				DIVIDE BY 0.8 (80%)
			FINAL WEIGHTED EXAM GRADE	<div style="border: 2px solid black; width: 150px; height: 50px;"></div>