

# PROFESSIONAL NURSING CONCEPTS III (RNSG 1137)

## CREDIT

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

## MODE OF INSTRUCTION

Face to Face, Hybrid (web assisted)

## PREREQUISITE/CO-REQUISITE:

Prerequisites: RNSG 1126, RNSG 1433, RNSG 2361

Corequisites: RNSG 1438, RNSG 2362

## COURSE DESCRIPTION

Application of professional nursing concepts and exemplars within the professional nursing roles. Utilizes concepts of clinical judgment, ethical-legal, evidenced-based practice, patient-centered care, professionalism, safety, teamwork and collaboration. Introduces the concepts of quality improvement, health information technology, and health care organizations.

Incorporates concepts into 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. *Identify the scope of practice in professional nursing roles;	1,5	<b>MOP</b> A1a,b,c, A2, A3, A4, B1a,b,c,d,e, B2a, B7a,b, C3, C4, C5a, D1, D2, D3, D4 <b>PCC</b> D4a,b <b>MHCT</b> E1, G3
2. *Incorporate clinical reasoning and evidence-based practice outcomes as the basis for decision-making and providing safe patient-centered care;	2,3,8	<b>PCC</b> A1a,b, A2a,b,c, A3, A4, B1, C4a, C6, D5b, E13
3. *Identify the legal-ethical parameters for professional nursing practice as related to selected exemplars;	5	<b>MOP</b> B1a,b,B2a,b, B3 <b>PCC</b> D1c, E1a,b,E8, E9 <b>MHCT</b> A4b



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4.	*Manage health information technology to support decision-making and improve patient care within delivery systems;	4	<b>PCC</b> E11c <b>MHCT</b> D1a,b, D2, D3
5.	*Demonstrate principles of leadership/management including delegation.	1,5,7	<b>MOP</b> B5 <b>PSA</b> F1a,b,c, F2 <b>PCC</b> D1e, D4a,b,c <b>MHCT</b> A2, A3a,b, E1, E2a,b,c,d, E3, E4a,b, F1, F2
6.	Examine implications of hand off communication and fatigue of the nurse and caregiver (compassion and physical) on patient safety.	5	<b>MOP</b> B7c <b>PCC</b> B9, B10, C2a,b, D5a, E2, H5 <b>MHCT</b> A2, D1a,b, D2, D3, F2
7.	Interpret teamwork and collaboration strategies in the delivery of nursing care for quality patient outcomes.	5,6,7,8	<b>PCC</b> F3, H6 <b>PSA</b> B1a,b <b>MHCT</b> A1a,b, A5b
8.	Interpret evidence-based practice related to maternal child and mental health settings.	2, 3	<b>PCC</b> A1a, A2a,b,c, A3, B4, C4a, E4a,b, E6a, E7, E12
9.	Interpret professional nursing roles of patient advocate and provider of compassionate, theory-based, and individualized patient-centered care.	1,5,7	<b>PCC</b> C8, E3a,b, G3a,b <b>MHCT</b> A4a, B1a,b, B2a,b,

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

## INSTRUCTOR CONTACT INFORMATION

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Instructor: Amy Dubose, MSN, RN  
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Office Phone: (409) 247-5229  
Office Location: WAHTC 341  
Office Hours: Tuesday 0900-1200; 1300-1630

## REQUIRED TEXTBOOK AND MATERIALS

Giddens, J. F. (2025). *Concepts for Nursing Practice* (4<sup>th</sup> ed.). Elsevier. (Sherpath)

Halter, M. (2022). *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.). Elsevier Health Sciences (US). (Sherpath)

Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th ed.). Elsevier Health Sciences (US). (Sherpath)

Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US). (Sherpath)

McKinney, E. S., Murray, S, Mau, K., James, S. R., Nelson, K. J. (2022). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US). (Sherpath)

Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US). (Sherpath)

Texas Board of Nursing (2021). Texas Board of Nursing: Nurse Practice Act. Retrieved from [https://www.bon.texas.gov/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/NPA2021.pdf](https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf)

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

## OUTLINE

- I. Professional nursing roles/role development (Texas Differentiated Essential Competencies)
  - A. Member of Profession
  - B. Provider of Patient-centered Care
  - C. Patient Safety Advocate
  - D. Member of the Health Care Team.
- II. Professional Nursing Attributes and Roles
  - A. Professionalism (Concept 36: Professional Identity)
    - 1. Commitment to the profession
    - 2. Role development
  - B. Clinical judgment (Concept 40)
    - 1. Urgent/Emergent Situations (Hemorrhagic, recognizing anaphylaxis)
      - a. Prioritization of Care
      - b. Patient Advocacy
      - c. When to Contact Physician or Other Health Care Provider
  - C. Leadership (Concept 38)
    - 1. Quality Improvement
    - 2. Regulatory Agencies
      - a. Centers for Medicare & Medicaid Services (CMS)
      - b. The Joint Commission (TJC)
      - c. Det Norske Veritas (DNV)
      - d. Center for Improvement in Healthcare Quality (CIHQ)
      - e. Healthcare Facilities Accreditation Program (HFAP)
      - f. Institute of Medicine (IOM)
      - g. Quality & Safety Education for Nurses (QSEN)
  - D. Ethical-legal (Concept 42) Texas Nurse Practice Act, ANA Code of Ethics
    - 1. Ethical dilemmas
    - 2. Ethical principles
    - 3. Ethical and legal decision-making
    - 4. Advanced Directives
- III. Concepts essential to professional nursing
  - A. Patient-Centered Care (Concept 41) (Unit I: Health Care Recipient Concepts)
    - 1. Scenarios related to course content
    - 2. Social Determinants of Health (SDOH)
    - 3. Health Disparities and Health Equity (Concept 49)
  - B. Communication (Concept 44)
    - 1. (within other concepts)
  - C. Evidenced-based practice (Concept 39)
    - 1. Best Practices and Standards related to exemplars
  - D. Health Promotion (Concept 51)
  - E. Health Information Technology (Concept 48)
    - 1. Point of Care
    - 2. Computer based reminder systems
    - 3. Clinical decision support systems

4. Tele-health
5. Alarm (Alert) Fatigue
6. Legal aspects
- F. Safety (within health care quality) (Concept 48) IOM/NAM & QSEN
  1. Hand off communication
  2. Fatigue (Compassion & Physical) Nurse and caregiver
  3. Self-Care
  4. Well-Being and Resilience (Concept 37)
- G. Teamwork & collaboration. (Concept 45)
  1. Case Management
- IV. Health Care Infrastructure
  - A. Health Care Organizations (Concept 57)
    1. Access to Healthcare
    2. Diagnostic related grouping (DRG)
    3. Primary Care
    4. Secondary Care
    5. Tertiary Care
    6. Emergency Preparedness
    7. Nursing Care Delivery Systems
    8. Resource Utilization
      - a. Allocation of Resources
      - b. Cost Effective Care
    9. Health Care Economics (Concept 58)
- V. Application to exemplars presented in RNSG 1438 Health Care Concepts III
  - A. Cellular regulation
  - B. End of life
  - C. Immunity
  - D. Interpersonal relationships
  - E. Grief
  - F. Human development
  - G. Intracranial regulation
  - H. Mood/affect
  - I. Comfort
  - J. Sexuality
  - K. Mobility
  - L. Reproduction

## COURSE CALENDAR

DATE	TOPIC	READING (Read Before Class)	ACTIVITIES & ASSIGNMENTS (Due Dates)
Week #1 6/2/26	I. Health Care Infrastructure A. Health Care Organizations <ol style="list-style-type: none"> <li>1. Health Care Economics</li> <li>2. Access to Healthcare</li> <li>3. Diagnostic Related Grouping (DRG)</li> <li>4. Levels of Care (Types)                             <ol style="list-style-type: none"> <li>a. Primary Care</li> <li>b. Secondary Care</li> <li>c. Tertiary Care</li> </ol> </li> <li>5. Emergency Preparedness</li> <li>6. Nursing Care Delivery</li> <li>7. Just Culture</li> <li>8. Resource Utilization                             <ol style="list-style-type: none"> <li>a. Allocation of Resources</li> <li>b. Cost Effective Care</li> </ol> </li> </ol>	Giddens (2025) <ul style="list-style-type: none"> <li>• Concept 57: Health Systems, 597</li> <li>• Concept 58: Health Care Economics, 605</li> </ul>	In Class Group Activity:  Small Group Discussion  Group Debate          <b>Quiz Due: 6/2/26 by 1159</b>
Week #2 6/9/26	I. Professional Nursing Attributes and Roles A. Professionalism <ol style="list-style-type: none"> <li>1. Forming, fostering, and building professional identity (role development)</li> <li>2. DEC – role specific competencies associated with PNC III exemplars</li> <li>3. Analysis &amp; application of role specific competencies</li> <li>4. Commitment to the profession</li> <li>5. Professional Comportment</li> <li>6. Role development and SMART goals</li> <li>7. Advocacy for patients</li> </ol> B. <b>Mental Health and Well-being for nursing students &amp; nurses</b> <ol style="list-style-type: none"> <li>1. Core competencies                             <ol style="list-style-type: none"> <li>a. Practice self-care</li> <li>b. Learn skills to cope</li> <li>c. Rely on problem-solving skills</li> <li>d. Know strengths and areas for improvement</li> </ol> </li> </ol>	Texas Differentiated Essential Competencies (Link)  Giddens (2025) <ul style="list-style-type: none"> <li>• Concept 36: Professional Identity, 409</li> <li>• HCC III Exemplars</li> </ul> Texas Board of Nursing Differentiated Essential Competencies (DEC)  Texas Board of Nursing: Nursing Practice Act	In Class Activity:  Reflective Exercise: Self-Assessment with Development of SMART Goals          <b>Assignment Due: 6/15/26 submit SMART Goals by 1159</b>

<p>Week #3 6/16/26`</p>	<p>C. Leadership / Healthcare Quality/ Safety</p> <ol style="list-style-type: none"> <li>1. Applying Quality Improvement principles</li> <li>2. Optimize system effectiveness</li> <li>3. Legal adherence</li> <li>4. Regulatory Agencies <ol style="list-style-type: none"> <li>a. Centers for Medicare &amp; Medicaid Services (CMS)</li> <li>b. The Joint Commission (TJC)</li> <li>c. Det Norske Veritas (DNV)</li> <li>d. The Center for Improvement in Healthcare Quality (CIHQ)</li> <li>e. Healthcare Facilities Accreditation Program (HFAP)</li> </ol> </li> <li>5. Advisory Bodies <ol style="list-style-type: none"> <li>a. National Academy of Medicine/ Institute of Medicine (IOM)</li> <li>b. Quality &amp; Safety Education for Nurses (QSEN)</li> </ol> </li> <li>6. Point of Care</li> <li>7. Safety <ol style="list-style-type: none"> <li>a. TeamSTEPPs (Just Culture)</li> <li>b. Self-care</li> <li>c. Compassion and physical fatigue (nurse &amp; caregiver)</li> </ol> </li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 38: Leadership, 426</li> <li>• Concept 47: Health Care Quality, 506</li> </ul>	<p>In Class Group Activity: Case Studies</p> <p><b>Quiz Due: 6/16/26 by 1159</b></p>
	<p>D. Teamwork &amp; Collaboration (Case Management)</p> <ol style="list-style-type: none"> <li>1. Cooperate with family, patient, and healthcare team</li> <li>2. Use leadership practices supportive of collaboration</li> <li>3. Interprofessional plan of care</li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 45: Collaboration, 488</li> </ul>	<p>In Class Activity: Student Led Interview with Case Manager</p> <p><b>Quiz Due: 6/16/26 by 1159</b></p>
<p><b>Week #4 6/23/26</b></p>	<p><b>Exam I: See Exam Blueprint</b></p>		
<p>Week #5 6/30/26</p>	<p>B. Communication</p> <ol style="list-style-type: none"> <li>1. Within other concepts</li> <li>2. Electronic Health Record Documentation</li> </ol> <p>C. Evidence-Based Practice</p> <ol style="list-style-type: none"> <li>1. Best practices and standards related to exemplars</li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 44: Communication, 482</li> <li>• Concept 39: Evidence, 434</li> </ul>	<p>In Class Student Led Group Discussion with Role Play: Communication Under Pressure</p> <p><b>Quiz Due: 6/30/26 by 1159</b></p>

	<p>E. Health Information Technology</p> <ol style="list-style-type: none"> <li>1. Core Competency <ol style="list-style-type: none"> <li>a. Support communication and interprofessional teamwork</li> </ol> </li> <li>2. Clinical Decision Support Systems <ol style="list-style-type: none"> <li>a. Point of Care</li> <li>b. Computer-based reminder</li> <li>c. Tele-health</li> <li>d. Alarm Fatigue</li> <li>e. Legal</li> <li>f. Cybersecurity</li> </ol> </li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 48: Technology and Informatics, 515</li> </ul>	
	<p>F. Safety (within health care quality) IOM/NAM &amp; QSEN</p> <ol style="list-style-type: none"> <li>1. Hand-off communication</li> <li>2. Fatigue (Compassion &amp; Physical)</li> <li>3. Nurse and Caregiver</li> <li>4. Self-Care</li> <li>5. Well-Being and Resilience</li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 46: Safety, 496</li> <li>• Concept 47: Health Care Quality, 506</li> <li>• Concept 37: Well-Being and Resilience, 418</li> </ul>	<p>In Class Group Discussion:</p> <p>Burnout, Fatigue, Self-Care</p>
<p>Week #6 7/7/26</p>	<p>III. Concepts Essential to Professional Nursing</p> <p>A. Patient-Centered Care</p> <ol style="list-style-type: none"> <li>1. Scenarios related to course consent <ol style="list-style-type: none"> <li>a. Social Determinants of Health (SDOH)</li> <li>b. Health Disparities and Health Equity</li> </ol> </li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 41: Person-Centered Care, 455</li> <li>• Unit I: Health Care Recipient Concepts, 2-43</li> <li>• Concept 49: Health Disparities and Health Equity, 525</li> </ul>	<p>In Class Round Table Discussion:</p> <ul style="list-style-type: none"> <li>• Patient/person-centered care nursing through the lens of health equity and SDOH</li> <li>• What constitutes Patient/person-centeredness?</li> </ul>
	<p>C. Evidence-Based Practice</p> <ol style="list-style-type: none"> <li>1. Core Competencies <ol style="list-style-type: none"> <li>a. Critically appraise evidence</li> <li>b. Apply levels of evidence to articles</li> <li>c. Incorporate best available evidence in patient care <ol style="list-style-type: none"> <li>1)Best practices and standards related to exemplars</li> <li>2)Practice Guidelines (Best practices and standards related to course content)</li> </ol> </li> </ol> </li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 51: Health Promotion, 543</li> <li>• Concept 39: Evidence, 434</li> </ul>	<p>In Class Group Presentations:</p> <ul style="list-style-type: none"> <li>• Health Promotion <ul style="list-style-type: none"> <li>○ Best Practices &amp; Standards</li> </ul> </li> </ul> <p><b>Submission Due: 7/7/26 Presentation by 1159</b></p>

	<ol style="list-style-type: none"> <li>2. Exemplars <ol style="list-style-type: none"> <li>a. Quantitative Research Studies</li> <li>b. Qualitative Research Studies</li> <li>c. Practice Guidelines</li> <li>d. Expert Opinion</li> </ol> </li> </ol>		
<p>Week #7 7/14/26</p>	<ol style="list-style-type: none"> <li>G. Ethical <ol style="list-style-type: none"> <li>1. Attributes <ol style="list-style-type: none"> <li>a. Ethical dilemmas</li> <li>b. Ethical analysis and decision making</li> <li>c. Ethical questions to assist in decision making</li> </ol> </li> <li>2. Principles <ol style="list-style-type: none"> <li>a. Respect for persons</li> <li>b. Nonmaleficence</li> <li>c. Beneficence</li> <li>d. Justice Fidelity</li> </ol> </li> <li>3. Core Competencies <ol style="list-style-type: none"> <li>a. Essential considerations for legal/ethical decision making <ol style="list-style-type: none"> <li>1) Advanced Directives</li> </ol> </li> </ol> </li> </ol> </li> <li>H. Legal <ol style="list-style-type: none"> <li>1. Competencies <ol style="list-style-type: none"> <li>a. Incorporate regulatory standards within nursing practice</li> <li>b. Apply standards of care within nursing practice</li> <li>c. Recognize and report violations of healthcare statutes/ regulations and report through</li> </ol> </li> <li>2. Exemplars <ol style="list-style-type: none"> <li>a. Consent</li> <li>b. Advanced Directives</li> <li>c. Death with Dignity</li> <li>d. Scope of Practice (Nursing Practice Acts)</li> <li>e. Negligence</li> <li>f. Medical Malpractice</li> <li>g. Criminal Liability</li> <li>h.</li> </ol> </li> </ol> </li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 42: Ethics, 464</li> <li>• Concept 60: Health Care Law, 621</li> </ul> <p>Texas Nursing Practice Act (Link)</p> <p>ANA Code of Ethics (Link)</p>	<p>In Class Group Activity:</p> <p>Case Study:</p> <p>Ethical dilemma with application of principles and decision-making process.</p> <p><b>Quiz Due: 7/14/26 by 1159</b></p>
<p><b>Week #8 7/21/26</b></p>	<p><b>Exam II - See Exam Blueprint</b></p>		

<p>Week #9 7/28/26</p>	<p>I. Clinical Judgment</p> <ol style="list-style-type: none"> <li>1. Responding/prioritizing</li> <li>2. Urgent/emergent situations (Hemorrhagic, recognizing anaphylaxis)</li> <li>3. Management of Care and Nursing Leadership</li> <li>4. Patient advocacy</li> <li>5. When to contact physician or other health care provider</li> </ol>	<p>Giddens (2025)</p> <ul style="list-style-type: none"> <li>• Concept 40: Clinical Judgment, 445</li> <li>• HCC III Exemplars</li> </ul>	<p>In Class Group Activity:</p> <p>Escape Room Scenarios: Apply PNC III Concepts to HCC III Exemplars</p> <p><b>Submission Due: 7/28/26 Questions and Peer Evaluation by 1159</b></p>
	<p>V. Application to exemplars presented in RNSG 1438 Health Care Concepts III</p> <ol style="list-style-type: none"> <li>A. Hemorrhagic</li> <li>B. Recognizing anaphylaxis</li> <li>C. Other <ol style="list-style-type: none"> <li>1. Cellular regulation</li> <li>2. End of life</li> <li>3. Immunity</li> <li>4. Interpersonal relationships</li> <li>5. Grief</li> <li>6. Human development</li> <li>7. Intracranial regulation</li> <li>8. Mood/Affect</li> <li>9. Comfort</li> <li>10. Sexuality</li> <li>11. Mobility</li> <li>12. Reproduction</li> </ol> </li> </ol>	<p>Harding et al. (2023)</p> <p>Exemplars - Health Care Concepts III</p>	<p>Clinical Cases Applying Clinical Judgment and PNC III Exemplars</p>
<p><b>Week #10 8/4/26</b></p>	<p><b>Final Exam</b></p>		

**TEACHING STRATEGIES**

- Concept-Based Teaching
- Concept Mapping
- Case Studies and Clinical Judgment Application
- Group Active Learning
- Group Presentations
- Interview
- Round Table Discussion
- Faculty-Guided Discussion
- Reflection
- Debate
- Role Play

## COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Application Exercises (Group Exercises) a. Group Debate: Healthcare Infrastructure and Systems b. Reflective Exercise: Smart Goals c. Health Promotion: Best Practice and Standards d. Communication/ Conflict: Role Play e. Escape Room: Clinical Judgment	15%
2. Post Lecture Knowledge Checks	5%
3. Exam I	25%
4. Exam II	25%
5. Final Exam	30%
<b>Total:</b>	<b>100%</b>

**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 to progress 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](mailto:specialpopulations@lit.edu). You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](https://www.lit.edu/specialpopulations).

## **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](http://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 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.

### **SHERPATH LESSONS**

Sherpath lessons accompany textbooks and are accessed through the Evolve website using the student login and are linked to the Blackboard® course. Sherpath lessons are assigned in order to reinforce student learning and facilitate review of content previously presented in the course. Students will not earn a grade for Sherpath lessons in this course, but students must complete the lessons in order to apply content in class.

### **POST-LECTURE KNOWLEDGE CHECKS**

Faculty will utilize post-lecture knowledge checks to assess class understanding of the content and to promote critical thinking. It is essential for students to come to class prepared and actively engage in the discussions. Grades on post-lecture knowledge checks will be calculated into the course average after a 75% average on all exams is achieved.

### **GROUP APPLICATION EXERCISES**

Active learning in the classroom is facilitated by group application exercises. Students will participate in numerous activities including but not limited to Group Debate, reflection, best practices and standards activities, health promotion strategies, role play, and clinical judgment activities. Activities will be assigned to groups of students in class. Students are required to actively engage and participate in completing the exercise. Exercises assigned during class are completed in class with a due date for written submission and peer evaluation of each group member's participation.

**CALCULATE YOUR GRADE (75% Weighted Grade Rule)**

<b>GRADE</b>	<b>X</b>	<b>PERCENT</b>	<b>=</b>	<b>GRADE POINTS</b>
Exam 1	X	0.25 (25%)	=	_____
Exam 2	X	0.25 (25%)	=	_____
Final	X	0.30 (30%)	=	_____
			<b>TOTAL</b>	_____
			<b>FINAL WEIGHTED EXAM GRADE</b>	<b>DIVIDE BY 0.8 (80%)</b> <div style="border: 1px solid black; width: 100%; height: 50px;"></div>