

**CLINICAL: REGISTERED NURSING/REGISTERED
NURSE II RNSG 2261**

CREDIT

3 Semester Credit Hours (0 hours lecture, 12 hours lab) 192 Contact Hours

MODE OF INSTRUCTION

Face to Face

PREREQUISITE/CO-REQUISITE:

Prerequisite: RNSG 1330, RNSG 1160

Co-Requisite requirements: RNSG 1126, RNSG 1201

Companion: RNSG 1433

COURSE DESCRIPTION

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

COURSE OBJECTIVES/ COURSE MEASURABLE STUDENT LEARNING OUTCOMES

	Upon completion of this course, the student will be able to	Companion Course Outcome (RNSG 1433)	End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competencies (DEC)
1.	*As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.	1,3,4	1,2,3,4,5,6,7,8	MOP-CJ: B1, B4a,b, B5a, D1, D3, D5 PCC-CJ: B9a, C1, C6, C7 PSA-CJ: F1 MHCT-CJ: C4
2.	*Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the	5,8,10	1,2,3,4,5,6,7,8	MOP-CJ: B1, B2a PCC-CJ: D2c, E4, E6d



	terminology of the occupation and the business/industry.			PSA-CJ: B2 MHCT-CJ: A2a, D3a, D3c, D4
3.	Demonstrate the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	5	1	MOP-CJ: A1, A3a, B1, B2a, B6a, B7, B9, C5 PCC-CJ: D1 PSA-CJ: A2, D1, D2, D3, F1 MHCT-CJ: D2a
4.	Interpret evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	MOP-CJ: B6c PCC-CJ: A1, A3, A4, B5, B6 D2a, E12a PSA-CJ: C1 MHCT-CJ: A3
5.	Use evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan.	7	3	MOP-CJ: B5c PCC-CJ: A3, B2 C5, E12b, E5b PSA-CJ: C1 MHCT-CJ: A3
6.	Organize compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.	8	4	MOP-CJ: B3a,b,c PCC-CJ: B1, C1, D1, D3a, E1, E5a, E9
7.	Implement patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	9	5	MOP-CJ: A1, A2, A3a,b, B1, B2a, B6a,b PCC-CJ: D4, H1, H2a,b, H4, H5a PSA-CJ: A5a,b B6, E1, E2, E3, E4, F1

8.	Use teamwork and collaboration strategies in the role of healthcare advocate for diverse patients and groups across the lifespan.	10	6	PCC-CJ: C4, E1, G2a, G7 MHCT-CJ: A1, A2a,b, B1a, B3a,b,c, C3a
9.	Implement interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.	11	7	PCC-CJ: C4, D3b, E3b, F5c PSA-CJ: C1, C2a,b, C3 MHCT-CJ: A1, A2a,b, C2a, G1
10.	Implement goals and strategies with diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	12	8	PCC-CJ: C2, C3a,b E2c PSA-CJ: C1, C2a,b, C3 MHCT-CJ: A2a, B5a,b

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Brooke Manuel, FNP-C, RN (co-course leader)
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 Office Location: WAHTC 334
 Office Hours: Tuesdays 11:00-12:00 p.m.; 1:45-4:15 p.m;
 Wednesdays 11:00-12:00 p.m.; 1:45-4:15 p.m
 Fridays 9:00- 12:00 p.m.

Instructor: Kelly Hansen, MSN, RN (co-course leader)
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 Office Location: WAHTC 333
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 Wednesdays 11:00-12:00 p.m.; 1:45-4:15 p.m
 Thursdays 9:00 am to 12:00 p.m.; and by appointment

Instructor: Stacey Ojemeni, DNP, MJ, RN 
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Adjunct Instructor: Dr. Diane Hare
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REQUIRED TEXTBOOK AND MATERIALS

Gulnick, M. & Myers, J. (2022). *Nursing Care Plans* (10th ed.). Elsevier Health Sciences (US).

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).

Kee, J.L., Marshall, S.M., Woods, K. & Forrester, M.C. (2023). *Clinical Calculations* (10th ed.). Elsevier Health Sciences (US).

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

Mosby (2022). *Mosby's Medical Dictionary* (11th ed.). Elsevier Health Sciences (US).

Pagana, K.D. & Pagana, T.J. (2022). *Mosby's Manual of Diagnostic and Laboratory Tests* (7th ed.). Elsevier Health Sciences (US).

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

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

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

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

Skidmore-Roth (2024). *Mosby's Drug Guide for Nursing Students* (15th ed.). Elsevier Health Sciences (US).

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.

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier. (Sherpath)

ATTENDANCE POLICY

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled during class, laboratory, or clinical times. If a student experiences an unplanned absence (illness or emergency), the student must contact the clinical faculty via phone or text and 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. Tardiness is unacceptable. Students are expected to be on time for each clinical experience. A student that arrives late for the clinical experience may be sent home resulting in an unexcused absence and the initiation of the disciplinary process. Clinical make-up time is required whether the absence is excused or not and is scheduled based on faculty and facility availability.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an “F” in the course.

DRESS CODE POLICY

Student appearance is expected to be professional in nature during all class, lab, and clinical experiences. Students attending laboratory and clinical experiences will adhere to the clinical dress code (See Student Handbook for Clinical Dress Code). Students out of dress code during the laboratory or clinical setting will be dismissed from the clinical, resulting in an unexcused absence and the initiation of the disciplinary process.

OUTLINE: Preconference/Post conference

- I. Clinical Reasoning and Judgment in the Medical-surgical, Pediatric, Maternal-newborn, and mental health settings
- II. Acid Base Balance, Clotting
- III. Best safety practices to reduce risk
- IV. Comfort, Elimination
- V. Evidence-based Practice in medical-surgical, pediatric, maternal-newborn, and mental health settings (related to this semester’s concepts and exemplars)
- VI. Fluid & Electrolyte Balance, Gas Exchange
- VII. Immunity, Metabolism
- VIII. Patient advocacy & interprofessional teamwork
- IX. Nutrition, Perfusion
- X. Cognition, Coping
- XI. Diversity, Cultural Competence, Equity (access to healthcare)

COURSE CALENDAR

DATE	TOPIC <i>Note: Look for examples of (Health Care Concepts) HCC course exemplars when in the clinical setting. Prepare for discussion in post conference.</i>	ASSIGNMENTS (Due on this Date)
Week #1		
Monday 8/24/26 8am – 5pm (on campus)	• Orientation to clinical. • Review policies, expectations, and assignments. • Paperwork Overview • Skills Practice: • Medication administration	• Syllabus Quiz • Dosage Calculation Attempt 1

	• Preparation & administration of insulin • Obtaining blood sugars • Intramuscular & intradermal injections • G-tube feedings and medication administration • Nasogastric Tube insertion/maintenance • Sterile technique • Tracheostomy suctioning/care • CVC dressing changes • Foley catheter insertion • Blood transfusion	
Week #2		
Monday 8/31/26 8am-5pm (on campus)	• Skills Roundup • Focused Assessment/Documentation Activity (Narrative)	• Dosage Calculation Attempt 2 • Documentation Activity • Skills Checkoffs ○ Foley Insertion ○ Central Line Dressing Change ○ Medication Administration
Week #3 – Labor Day/No Clinical		
Week #4		
Monday 9/14/26 8am-5pm (on campus)	• Skills Roundup • Assessment/Documentation Activity • Mental Health Overview	• Dosage Calculation Attempt 3 • Documentation Activity • Skills Checkoffs
Week #5		
Monday 9/21/26	Psych Simulation	

8am-5pm (on campust)		
Week #6		
Monday 9/28/26 / *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.
Week #7		
Monday 10/5/26 *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.
Week #8 (Mid-Term Self Evaluations Due to Faculty)		
Monday 10/12/26	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.
Saturday 10/17/26 *See Clinical Group Schedule		• Weekly Journal • Health History & Assessment • Nursing Process & Clinical Judgment Model (CJM) Worksheet (need one successful prior to Final Evaluation)
Week #9 (Mid-Term Evaluations – Date & Time TBA)		
Monday 10/19/26 *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.
Saturday	Post Conference:	• Weekly Journal

10/24/26 OR Sunday 10/25/26 *See Clinical Group Schedule	Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Health History & Assessment • Nursing Process & Clinical Judgment Model (CJM) Worksheet (need one successful prior to Final Evaluation)
Week #10		
Monday 10/26/26 *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.
Saturday 10/31/26 OR Sunday 11/1/26 *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Weekly Journal • Health History & Assessment • Nursing Process & Clinical Judgment Model (CJM) Worksheet (need one successful prior to Final Evaluation)
Week #11		
Monday 11/2/26 *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.
Saturday 11/7/26 OR Sunday 11/8/26	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Weekly Journal • Health History & Assessment • Nursing Process & Clinical Judgment Model (CJM) Worksheet (Need one

*See Clinical Group Schedule		successful prior to Final Evaluation)
Week #12		
Monday 11/9/26 *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.
Saturday 11/14/26 OR Sunday 11/15/26 *See Clinical Group Schedule	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Weekly Journal • Health History & Assessment • Nursing Process & Clinical Judgment Model (CJM) Worksheet (Need one successful prior to Final Evaluation)
Week #13 (Final Self-Evaluation Due to Faculty)		
Monday 11/16/26	Simulation: On-Campus	
Saturday 11/21/26 & Sunday 11/22/26 Make-up Day	Post Conference: Case Study Related to RNSG 1433 & RNSG 1126 Exemplars	• Assignments based on clinical rotation experience.

CLINICAL ROTATIONS

Students will participate in clinical experiences at multiple specialty sites. Preconference preparation and discussion will be held at a designated place on the nursing unit. Students assigned to community settings will discuss daily activities when the faculty member rounds and at the specified post conference time. Specific student learning outcomes and activities will be required before and after each clinical experience at the following sites:

- Medical-surgical/ hospital (adult/older adult)
- Pediatrics

- Health Departments
- Mental Health
- Other Community Sites

CLINICAL SKILLS

Students are not allowed to perform nursing skills without approval and supervision from the clinical faculty member. Students may not perform skills for which they have not performed successfully in the clinical skills lab.

ASSIGNMENTS

1. Journal (weekly, compose a reflection addressing rotations that week, must address at least one course measurable learning outcome per week. All outcomes must be addressed by the end of the semester.
 - Evidence-based practice
 - Compassionate and individualized care
 - Best safety practices
 - Interprofessional Care, Collaboration and Advocacy
 - Outcome 9: Diversity/Cultural Competence or Equity/Access to Healthcare
2. Nursing Process and Clinical Judgment (including health history and assessment)
 - Medical-surgical (adult/older adult) (2 successful completion)
3. Clinical Documentation (direct patient care experiences – progress to multiple patients upon faculty approval)
 - Complete Assessment (including vital signs, intake & output)
 - Nurses' Notes (documentation every 2 hours minimally, must be directed at primary problem, identify top problems)
 - Medication Sheets (Portfolio)
 1. Complete for all meds to be administered, be prepared to explain to faculty prior to administering medications.
 2. Bring Portfolio (may use sheets already completed in portfolio (explain application to YOUR patient that day)
4. Total Patient Care (progress to multiple patients with faculty approval)

TEACHING STRATEGIES

- Direct Patient Care Experiences
- Clinical Judgment Development
- Faculty Clinical Rounding & Guided Questioning
- Pre- and Post-Conference Discussions
- Medication Administration & Safety Practices

- Simulation & Skills Reinforcement
- Case Studies and Concept-Based Learning
- Reflective Practice
- Collaborative Learning
- Community Service Learning
- Documentation and Clinical Assignments
- Evidence-Based Practice Integration

COURSE EVALUATION

Student Learning Outcomes in clinical are measured using the Clinical Evaluation Instrument (CEI) at mid-term (Mid-term Evaluation) and at the end of the semester (Final Evaluation). At the mid-term, students may receive “Exceeds Standard”, “Meets Standard”, or “Needs Improvement.” Students must improve any “Needs Improvement” areas prior to the Final Evaluation in order to pass the clinical course. Final Evaluation clinical grades are calculated based on points earned for each Student Learning Outcome. A grade of 75% or greater is required in order to pass the clinical course.

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*75% is required to successfully complete
60-74	D	
0-59	F	

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.

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.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

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

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.

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.

DRUG CALCULATION EXAM

A drug calculation exam will be given prior to students being allowed to administer medications during clinical. Students must pass the exam with a 90%. Remediation is required for a score less than 90%. Students will be given three opportunities to score 90% or greater. Remediation is required between attempts. **Failure to pass the drug calculation exam on the third attempt will constitute course failure.**

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Due dates for activities are clearly marked on the syllabus and consistent with the clinical experience. Failure to complete pre-clinical assignments will constitute unpreparedness for clinical and students will be referred immediately back to the Nursing Program Director. Students who are unprepared will not be allowed to remain at the clinical site. Students with extenuating circumstances such as severe illness or victims of a natural disaster must notify the faculty member of the circumstance 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. A five-point deduction for every day late will occur, and late assignments will not be accepted after 5 days from the initial due date. 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 LECTURE/DISCUSSION

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 diversity of our students, which includes diversity of learning styles. 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.