

SAM HOUSTON STATE UNIVERSITY

College of Health Sciences

School of Nursing

NURS 3620: Adult Health I Nursing

Course description: This course introduces the student to the use of the nursing process in the care of adults with chronic or non-complex illness. The course uses a systems approach to discuss the effects of illness on the individual and family and to examine the disruption of growth and development patterns across the lifespan from young adult to senior years, emphasizing the nursing process to assist adults in reaching their optimal level of wellness. The course includes a clinical laboratory to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse adult populations.

Semester/Year: Fall 2017

Class meeting times: Thursdays 0800am – 10:50am

Class meeting place: Huntsville – University Plaza Rom 302; Woodlands – Room 331

Faculty: Huntsville – Dr. E’Loria Simon-Campbell, RN; Woodlands – Ms. Jennifer Edeogu

Huntsville

Name: E’Loria Simon-Campbell, RN, PhD – Course Coordinator

Office: SON Citizen Bank Annex – 2nd Floor 290C

Phone: 936-294-2382

Email: exs063@shsu.edu

Office Hours: Scheduled (Thursday 12-3pm) or by appointment

Woodlands

Name: Jennifer Edeogu, RN, MSN (TWC Lead Faculty)

Office: SON 4th Floor

Phone: 936-202-5111

Email: jxe035@shsu.edu

Office Hours: by appointment

Clinical Faculty

Name: Joy Corcione, RN, MBA, PhD

Office: TWC, 4th Floor – Faculty Office 435

Phone: 281-451-9076

E-mail: jmc145@shsu.edu

Office Hours: By appointment

Name: Brooke Beatty, RN, MSN

Office: TWC, 4th Floor – Faculty Office 435B

Phone: 936-202-5122

E-mail: Lbp001@shsu.edu

Office Hours: Scheduled – Thursday 9-10am and 1-3pm or by appointment

Course Credit: Didactic: 3/9Clinical: Class: 3 hours weekly Clinical/Lab: 9 hours weekly) 6 Credit Hours.

Pre-requisites/Co-requisites: Prerequisite: NURS 3320, NURS 3321, and NURS 3530 or NURS 3560.

Student Learning Outcomes: (Link each to Program Objectives, Texas DECS and AACN BSN Essentials)

Objective/s	Activities/Assignments	Measurement	Standards Alignment (if applicable)
Program Student Learning Outcomes			
1. Integrate knowledge from liberal studies and nursing science to practice professional nursing, in a holistic caring manner	Weekly quizzes Unit Exam Final Exam	Entrance Dos Cal – 95% 1 st attempt score Course Average: Quiz – 80% Exam – 75% Final – 80%	
2. Development, implement and evaluate safe, quality patient care through collaboration with patients and members of the interprofessional health care delivery team in various health care settings	Weekly Clinical Paperwork Concept Mapping Human Simulation Grand Rounds Presentation	Three Concept Maps required for the course: 1) 1 st week of clinical – non graded, but faculty feedback provided 2) Mid-term – 1 st graded Concept Map 3) Last Week as Clinical Site – 1nd graded concept map	DEC's – I-II; AACN BSN Essentials – I-II, V-VII, & IX

3. Demonstrate ethical accountability and legal responsibilities using cultural parameters and professional nursing standards of practice and care in order to provide care to individuals, families, groups, and populations.	<p>Weekly Clinical Assignment Paperwork</p> <p>Concept Mapping</p> <p>Human Simulation</p> <p>Grand Rounds Presentation</p>	<p>Completion of weekly assignment paperwork</p> <p>Effective presentation of assigned patient during post-conference</p> <p>Engagement and Appropriate response in Hum Sim lab</p> <p>Professional presentation of Grand Round's case at the end of term</p>	DEC's – I-IV; AACN BSN Essentials – I, VI-VII, & IX
4. Use therapeutic communication in formal and informal interaction with patients, families, groups, colleagues, and other members of the healthcare team in the delivery of nursing care.	Didactic and Clinical Communication with faculty, health care providers, patient, and patient's family	Clinical Evaluation Tool Midterm and Final at a minimum Satisfactory level	DEC's – III; AACN BSN Essentials – I, IV-V, VII-IX
5. Demonstrate professional leadership and management skills while implementing safety principles in the delivery of nursing care.	<p>Weekly Clinical Assignment Paperwork</p> <p>Concept Mapping</p> <p>Human Simulation</p> <p>Grand Rounds Presentation</p>	<p>100% Completion of Weekly Clinical Assignment Paperwork</p> <p>An average of 80% on concept map</p> <p>100% participation in Hum Sim (briefing, scenario, debriefing)</p> <p>Group score of 80% for Grand Rounds Presentation</p>	DEC's – III; AACN BSN Essentials – III, V-VIII

<p>6. Base safe patient care upon evidence and clinical reasoning.</p>	<p>Weekly Clinical Assignment Paperwork</p> <p>Concept Mapping</p> <p>Human Simulation</p> <p>Grand Rounds Presentation</p>	<p>100% Completion of Weekly Clinical Assignment Paperwork</p> <p>An average of 80% on concept map</p> <p>100% participation in Hum Sim (briefing, scenario, debriefing)</p> <p>Group score of 80% for Grand Rounds Presentation</p>	<p>DEC's – I and III; AACN BSN Essentials – III, V-VIII</p>
<p>7. Act as an advocate for both sick and healthy clients across the lifespan and for the nursing profession, reflecting current and changing health care systems, health policies, and global health care factors.</p>	<p>Weekly Clinical Assignment Paperwork</p> <p>Concept Mapping</p> <p>Human Simulation</p> <p>Grand Rounds Presentation</p>	<p>100% Completion of Weekly Clinical Assignment Paperwork</p> <p>An average of 80% on concept map</p> <p>100% participation in Hum Sim (briefing, scenario, debriefing)</p> <p>Group score of 80% for Grand Rounds Presentation</p>	<p>DEC's – I-IV; AACN BSN Essentials – I, VI-VII, & IX</p>
<p>8. Demonstrate accountability for lifelong learning and professional growth.</p>	<p>Grand Rounds</p>	<p>Group score of 80% for Grand Rounds Presentation</p>	<p>DEC's – I-II; AACN BSN Essentials – I-II, V-VII, & IX)</p>
<p>9. Demonstrate competency with technology and information management in the delivery of safe care, while maintaining confidentiality and protecting patient rights.</p>	<p>Clinical Orientation and required computer training for assigned clinical site</p> <p>Use of hospital information systems for data entry, documentation of care, and retrieval of patient health information</p>	<p>100% Attendance for Clinical Orientation</p> <p>100% Attendance for computer training for assigned clinical site</p> <p>80% effective use of hospital information systems/software</p>	<p>DEC's – III; AACN BSN Essentials – I, IV-V, VII-IX</p>

<p>10. Collaborate with other professionals on the health care team to provide health promotion, disease, and injury prevention across the lifespan for individuals, families, groups and populations.</p>	<p>Weekly Clinical Paperwork</p> <p>Concept Mapping</p> <p>Human Simulation</p> <p>Grand Rounds Presentation</p>	<p>100% Completion of Weekly Clinical Assignment Paperwork</p> <p>An average of 80% on concept map</p> <p>100% participation in Hum Sim (briefing, scenario, debriefing)</p> <p>Group score of 80% for Grand Rounds Presentation</p>	<p>DEC's – I-II; AACN BSN Essentials – I-II, V-VII, & IX)</p>
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Course Objectives: (must link each objective to program objectives and Texas DEC's)			
1. Differentiate between expected adult physiological functioning and pathophysiology	Weekly Clinical Paperwork Concept Mapping Human Simulation Grand Rounds Presentation	100% Completion of Weekly Clinical Assignment Paperwork An average of 80% on concept map 100% participation in Hum Sim (briefing, scenario, debriefing) Group score of 80% for Grand Rounds Presentation	DEC's – I-III; AACN BSN Essentials – I-III, V-IX)
2. Apply nursing process to promote, maintain, and restore health of young and middle-aged adults in a variety of acute and community healthcare settings	Weekly Clinical Paperwork Concept Mapping Human Simulation Grand Rounds Presentation	100% Completion of Weekly Clinical Assignment Paperwork An average of 80% on concept map 100% participation in Hum Sim (briefing, scenario, debriefing) Group score of 80% for Grand Rounds Presentation	DEC's – I-IV; AACN BSN Essentials – I, VI-VII, & IX
3. Use critical thinking skills to determine nursing interventions to meet select healthcare needs of young and middle-aged adults	Weekly Clinical Paperwork Concept Mapping Human Simulation Grand Rounds Presentation	100% Completion of Weekly Clinical Assignment Paperwork An average of 80% on concept map 100% participation in Hum Sim (briefing, scenario, debriefing) Group score of 80% for Grand Rounds Presentation	DEC's – I and III; AACN BSN Essentials – III, V-VIII

4. Act as advocate for young and middle-aged adults by analyzing and integrating biological, psychosocial, cultural, economic, legal and ethical factors in planning, implementing and evaluating nursing care	Weekly Clinical Paperwork Concept Mapping Human Simulation Grand Rounds Presentation	100% Completion of Weekly Clinical Assignment Paperwork An average of 80% on concept map 100% participation in Hum Sim (briefing, scenario, debriefing) Group score of 80% for Grand Rounds Presentation	DEC's – I-IV; AACN BSN Essentials – I, VI-VII, & IX
5. Collaborate with patients, families, and other healthcare members to provide and improve nursing care and health care delivery methods for young and middle-aged adults	Weekly Clinical Paperwork Concept Mapping Human Simulation Grand Rounds Presentation	100% Completion of Weekly Clinical Assignment Paperwork An average of 80% on concept map 100% participation in Hum Sim (briefing, scenario, debriefing) Group score of 80% for Grand Rounds Presentation	DEC's – I-II; AACN BSN Essentials – I-II, V-VII, & IX
6. Identify, discuss and apply evidence-based nursing interventions to promote, restore or maintain healthcare needs of young and middle-aged adults	Weekly Clinical Paperwork Concept Mapping Human Simulation Grand Rounds Presentation	100% Completion of Weekly Clinical Assignment Paperwork An average of 80% on concept map 100% participation in Hum Sim (briefing, scenario, debriefing) Group score of 80% for Grand Rounds Presentation	DEC's – III; AACN BSN Essentials – III, V-VIII

7. Use information and healthcare technology in planning and communicating the health care needs of the adult client	<p>Clinical Orientation and required computer training for assigned clinical site</p> <p>Use of hospital information systems for data entry, documentation of care, and retrieval of patient health information</p>	<p>100% Attendance for Clinical Orientation</p> <p>100% Attendance for computer training for assigned clinical site</p> <p>80% effective use of hospital information systems/software</p>	DEC's – III; AACN BSN Essentials – I, IV-V, VII-IX
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IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system).

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Instructional Strategies:

Teaching/learning strategies will include lecture, classroom discussion, Blackboard discussion, gaming, group work, oral presentations.

Learning Activities:

Study guide completion, participation in class discussion, case scenarios, other activities as specified by course coordinator. Clinical needs simulation, skills labs and clinical agency activities.

Evaluation Methods:

Quizzes (8)	15%
Exams (4)	50%
Assignments	10%
Final	20%
<u>Group Case Study</u>	<u>5%</u>
Total	100%

School of Nursing Grading Scale:

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.
- **Quizzes, Unit Exam, and ATI (Proctored)** make up the **(weighted) exam average**; exam average must be 74.5 (rounds to 75 per policy; **74.499 DOES NOT**) to pass the course.
- Failure for exam average or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.
- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. **For the J2 semester, the dosage and calculations exams are proctored and given in a classroom setting, but any student who fails both attempts of the level exam must withdraw from NURS 3620, 3440 and NURS 3640.:** For the S1 semester, the dosage and calculations exams are proctored and given in a classroom setting, but any student who fails both attempts of the level exam must withdraw from NURS 4520, 4540 and NURS 4030.
- Each standardized test will count as 5% (for Juniors) or 10% (for Seniors) of entire final grade.

First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

Required Text(s): *in APA format*

1. Lewis, S.L., Bucher, L., Heitkemper, M. M., Harding, M. M., Kwong, J., and Roberts, D. (2016). Medical – surgical nursing assessment and management of clinical problems (10th Ed.). St. Louis, MO: Mosby. ISBN-13: 978-0323328524 (Required)

Optional Text(s):

1. Hogan. M. A. (Ed.) (2012). Medical-Surgical Nursing: Pearson reviews & rationales (3rd Ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0133083606
2. Hogan. M. A. (Ed.) (2013). Pathophysiology: Pearson reviews & rationales (3rd Ed.). Upper Saddle River, NJ: Pearson. ISBN: 978-0133249774
3. Kee, L.L., Hayes, E.R., & McCuiston, L.E. (2012). *Pharmacology: A Nursing Process Approach*, 7th edition. St. Louis, MO: Elsevier Saunders

4. Kizior, R. & Hodgson, B. (2014). *Saunders Nursing Drug Handbook 2015*. St. Louis, MO: Saunders. ISBN: 978-0-323-28013-6
5. Potter, P.A., Perry, A.G., Stockert, P.A., & Hall, A.M. (2013). *Fundamentals of Nursing (8th Ed.)*. St. Louis, MO: Elsevier Mosby ISBN: 9780323079334 E-book option ISBN: 9780323091916
6. Silvestri, A. (2016). *Saunders Comprehensive Review for the NLCEX-RN Examination (7th Ed)*. St. Louis, Missouri: Elsevier/Mosby ISBN: ISBN-13: 978-0323358514; ISBN-10: 0323358519

Course Calendar with Content Outline:

Week	Date	Course Content
1	Aug 23 rd	Course Orientation Woodlands Campus
	Aug 24 th	Dosage Calculation 1 st Attempt, Lecture – Surgical Nursing
2	Aug 30 th	Dosage Calculation 2 nd Attempt
	Aug 31 st	Cancer and HIV/AIDS
3	Sept 7 th	Hematology and Exam 1 Blueprint Review
4	Sept 14 th	Exam 1 and Swift River Scenarios/Med Pass
5	Sept 21 st	Respiratory Conditions and ABG Interpretation
6	Sept 28 th	Heart Failure and HTN/PVD; Exam 2 Blueprint Review
7	Oct 5 th	Exam 2, Diabetes Mellitus
8	Oct 12 th	Gallbladder Conditions and Gastrointestinal Conditions (Upper)
9	Oct 19 th	Gastrointestinal Conditions (Lower); Exam 3 Blueprint Review
10	Oct 26 th	Exam 3 and Swift River Scenarios/Med Pass
11	Nov 2 nd	Musculoskeletal Conditions and Renal Conditions
12	Nov 9 th	Chronic Neurological Conditions
13	Nov 16 th	Exam 4 and Group Selection of Case Study
14	Nov 23 rd	Thanksgiving Holiday
15	Nov 30 th	Group Presentations
16	Dec 6 th	Final Exam

IMPORTANT: During lab activities and exams/quizzes, students will be required to store their belongings in open bins and/or shelving. These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables.

ATI Testing

NURS 3620 Adult Health I Nursing will NOT have a Proctored Exam for Fall 2017

Practice assessments/activities due prior to First Proctored Assessment			
4 pts. Total if all activities are completed			
Complete Practice Assessment A (1 pt.) Remediation: (1 pt.) ATI Focused Review when available For each topic missed, complete remediation per faculty instructions.		Complete Practice Assessment B (1 pt.) Remediation: (1 pt.) ATI Focused Review For each topic missed, complete remediation per faculty instructions.	
Each activity = 1 point: first practice test, remediation, second practice test, remediation. If there is only one practice exam the points will be doubled so they still equal a total of 4 points if all activities are completed.			
First Proctored Assessment			
Level 3 (4 pts.)	Level 2 (3 pts.)	Level 1 (1 pt.)	Below Level 1 (0 pts.)
Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions.	Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) <ul style="list-style-type: none">For each topic missed, complete remediation per faculty instructions.
Proctored Assessment Retake *			
Retake optional	Retake required	Retake required	Retake required
Total Points = 10/10	Total Points = 9/10	Total Points = 7-8*/10	Total Points = 6-7*/10

*Students with Level 0/ 1 who score Level 2 or higher on proctored retake receive 1 additional pt.

Note: For course grade, 10/10 pts.=100 for ATI; 9/10 pts. = 90; 8/10 pts.=80; 7/10 pts.=70; 6/10 pts.=60. The student must complete remediation on the FIRST attempt of the assigned practice assessment. Rationales can be turned off and turned on after the completion due date at the discretion of the faculty. Time in-between practice assessments will be set by the course coordinator.

Assignment Instructions & Grading Rubrics/Evaluation

Assignment instructions

Assignment rubric for any assignments included in the didactic grade:

Lecture Assignments with Instructions/Rubrics – lecture is limited to discussion of key points with application exercises during class. Prepare for lecture beforehand, attend lecture, participate in class activity, and review course materials routinely in preparation for class activities, quizzes and exams. Assignments must be complete before class begins. Students must have completed assignments open and ready for quick review by course faculty. Students without assignments, forgot to bring assignments, left assignments in the care or at home, or otherwise do not have required assignments accrue a 1/2-point deduction per incident. Total point deductions for missed due dates and tardy occurrences are deducted from the final course grade.

Clinical Information

List all required activities for clinical, including a statement about satisfactory completion to pass. Rubrics for clinical assignments are located in the Blackboard course.

1. Weekly Clinical Paperwork
2. Concept maps (3 for term; 1st ungraded then mid-term and final graded)
3. Grand Rounds Presentations (end of term)

Swift River Assignment

1. Swift River Modules
 - a. Complete 4 hours of instructor selected Swift River Modules with a passing score ≥ 80 on assigned days.
 - b. Copy of Swift River transcript are required unless otherwise specified by faculty.

Electronic Resources

Students have access to all ATI resources and Swift River Modules which students are expected to trouble shoot any problems following the ATI site guidance and Swift River representative. Common problems are browser version, out of date plug-ins, failure to clear cache history, and accessing resources via Wi-Fi. Wireless access is prone to drop, especially when using a robust resource such as ATI.

Course Policies/Expectations

Classroom Conduct and Civility: The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in class discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during class discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

Cell Phones: Use of laptop computers and cell phones is encouraged when related to classroom activities **only**. Use of electronic devices during class or clinical are restricted to class- or clinical-related learning activities. Students found using electronic devices for other purposes (i.e.: checking email/Facebook, shopping, etc.) will be asked to leave the class or clinical setting.

***Note: 1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and text messages (1) in the classroom, (2) during testing periods, and (3) for emergency considerations. ***

Faculty/Student Communication: Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their

name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: **no phone calls/texts after 9pm or on the weekend**). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

Group Assignments: Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

Late Work: All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor may allow a student to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

Recording lectures: Students who wish to record lectures must request permission to do so from the faculty member(s) teaching the course.

School of Nursing Policies

Absence Policy

Presence at lectures, clinical rotations, and other events are an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Absences are obstructive to this process and are strongly discouraged.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

An absence “occurrence” is defined as any absence, regardless of the reason, and will begin the first absent day and end the last absent day, so multiple days can comprise a single absence occurrence.

ATTENDANCE AT ALL SCHEDULED CLINICAL EXPERIENCES (INCLUDING SIMULATION, SKILLS LAB, OR OTHER EXPERIENCE) IS MANDATORY FOR ALL STUDENTS. Any student who is experiencing symptoms of an infectious process (ie: fever, vomiting, diarrhea, etc.) should contact faculty at least one hour prior to scheduled clinical start time to advise of symptoms. Depending on the assigned clinical experience, students may be required to notify appropriate clinical agency personnel. Clinical make-up assignments will be required.

Due to the importance of clinical experiences for the student's learning, any absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.

The following absence guidelines apply:

- Two no-call/no-show absences may result in dismissal from SON.
- Two or more didactic (course) absence occurrences in a single semester may result in failure of the course.
- One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure.
- Six absence "occurrences" while the student is enrolled and engaged in coursework within the SON may result in dismissal from the SON.

Any occurrence lasting two days or more will require documentation (SHSU Student Health Center or healthcare provider's note, etc.) to be submitted to the faculty member of each course/clinical rotation missed. The healthcare providers note is submitted in addition to a completed Form 8: Student Absence/Tardy Form.

With each absence occurrence, the student must complete and sign the Form 8: Student Absence/Tardy Form and submit to course faculty within 24 hours upon return to classroom or clinical for the SON. All Student Absence/Tardy forms are to be signed by course faculty and submitted to the Administrative Assistant for the Director of the SHSU SON. Student Absence/Tardy forms for students assigned to The Woodlands campus (TWC) are to be submitted to the Administrative Assistant to the Assistant Director of the SON at TWC.

Tardiness Policy

Tardiness is an unprofessional behavior and is disruptive to the class and clinical environment. Thus all students are expected to arrive on time to class and clinical and are expected to return from break on time. Students arriving after the scheduled start time are considered tardy. Tardiness of greater than **30 minutes** (without prior notification of faculty) in a classroom, laboratory, or clinical setting is to be counted as **one absence**. Tardiness may result in loss of course points and/or additional assignments per course faculty discretion. The student must complete Form 8: Student Absence/Tardy form for each tardy incident and submit it to course faculty with 24 hours of incident. The following outlines the consequences of student tardiness.

First tardy incident = counseling of student by the Course Coordinator;

Second tardy incident = counseling of student by the Level Coordinator;

Third tardy incident = counseling of student by the Director of the School of Nursing;

Fourth tardy incident = may result in course failure

Examination Policies: When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s).

See [*Absence from Scheduled Examinations Policy*](#) in the SON Student Handbook for guidelines regarding absence from exams.

Cell phones must be turned off during the exam. Both cell phones and laptops not being used to test cannot be visible during testing and exam reviews. If a student has a cell phone visible, his or her test will be taken away and the student will receive a grade of zero on the test. There will be no sharing of calculators during exams.

Contact with a student taking an exam can occur by calling 936-294-2371 (Huntsville) or 936-202-5111 (TWC) and someone will come and notify the student of an emergency.

ATI Testing Policy: As a part of coursework in the School of Nursing, standardized examinations (ATI) are mandatory to fulfill requirements of many courses. These examinations provide students with diagnostic information regarding their knowledge base for nursing practice. Students should take these standardized examinations seriously.

If the student does not achieve the acceptable passing score of proficiency level 2 or higher when tested, remediation will be required. *The student is responsible for completing any required remediation or testing.* Students must make an appointment with course faculty to discuss specific individual performance concerns. The student must retest within a specified period. If the acceptable passing score is still not achieved, the student must remediate further.

Progression Policy: In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.99 does not) you will fail the course and will be required to retake the course including the clinical component, if applicable.

All clinical and classroom assignments must be completed in order to pass the course. Failure in any component will necessitate repeating the entire course. Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a “C”.

Students are expected to abide by and will be held accountable to all policies within the most current SON Student Handbook, found on the SON Nursing Cohorts page within Blackboard.

University Policies

Academic Honesty/Plagiarism: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the

University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Student Absences on Religious Holy Days (AP 861001)

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.

FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations

Withdrawal/resignation

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728

Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. So, the present policy does not specify particular devices or device types. Rather, the policy applies to any device that performs the function of a telephone or text messenger.

1.0 Each course syllabus must contain a policy statement as to the disposition of telephones and text messengers (1) in the classroom, (2) during testing periods, and (3) for emergency considerations.

2.0 The use by students of electronic devices that perform the function of a telephone or text messenger during class-time may be prohibited if deemed disruptive by the instructor to the conduct of the class. Arrangements for handling potential emergency situations may be granted at the discretion of the instructor. Failure to comply with the instructor's policy could result in expulsion from the classroom or with multiple offenses, failure of the course.

3.0 Any use of a telephone or text messenger or any device that performs these functions during a test period is prohibited, except when expressly permitted by the instructor. These devices should not be present during a test or should be stored securely in such a way that they cannot be seen or used by the student. Even the visible presence of such a device during the test period will result in a zero for that test. Use of these devices during a test is considered de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).