

**SAM HOUSTON STATE UNIVERSITY**

**College of Health Sciences**

**School of Nursing**

**NURS 4250: Concepts in Nursing Practice II**

**Course description:** This course provides the opportunity for students to synthesize issues such as career development, health policy, and workplace advocacy, into their working method. Other issues including information technology, ethics, and cultural awareness (which have been previously introduced) are explored more thoroughly to assist the new graduate's entry into practice.

**Semester/Year:** Fall 2017

**Class meeting times:** Wednesdays, 2– 3:50am (except for ATI Comprehensive Exam days)

**Class meeting place:** Huntsville - Bank Building, Room 320  
The Woodlands, Rm 340

**Faculty:**

<b>The Woodlands Campus</b>	<b>Huntsville Campus</b>
<b>Forstine Morris, MSN, RN-BC, NE-BC</b> Office Locations: TWC - Rm 450A Huntsville – Univ Plaza (Bank Bldg) Suite 215F Office Hours: TWC: Mon. 8-4 and Wed. 8-12 Huntsville Campus: Tuesday and Thurs. 8-4 Fridays by appointment	<b>Kelli K. Zinn, PhD, RN</b> Associate Professor, Nursing Office Location: 1 University Plaza, Suite 215 Office Hours: Wed: 3-5 pm and by appointment
Contact Information: Office Phone: 936-202-5124 (HV) 936-202-5104 (TWC) Email <a href="mailto:fbm003@shsu.edu">fbm003@shsu.edu</a>	Contact Information: Office Phone: 936-294-2375 Email: <a href="mailto:kkzinn@shsu.edu">kkzinn@shsu.edu</a>

**Course Credit:** 2 Credit Hours

**Prerequisites:** All Junior-level nursing courses and NURS 4620, 4420, and 4420 and  
**Concurrent enrollment in or prior credit for NURS 4660 and 4630.**

**Program Student Learning Outcomes:**

1. Integrate knowledge from liberal studies and nursing science to practice professional nursing, in a holistic caring manner
2. Development, implement and evaluate safe, quality patient care through collaboration with patients and members of the inter-professional health care delivery team in various health care settings
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.
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.
5. Demonstrate professional leadership and management skills while implementing safety principles in the delivery of nursing care.
6. Base safe patient care upon evidence and clinical reasoning.
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.
8. Demonstrate accountability for lifelong learning and professional growth.
9. Demonstrate competency with technology and information management in the delivery of safe care, while maintaining confidentiality and protecting patient rights.
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.

**Course Objectives:**

<b>Objectives:</b> Upon successful completion of NURS 4250, the learner will be able to:	<b>Activities/Assignments</b>	<b>Measurement</b>	<b>Standards Alignment (if applicable)</b>
1. Analyze a complex clinical advocacy issue utilizing appropriate resources.	ANA Scope & Standards ANA Code of Ethics Nurse Practice Act Group Influential Presentations on Nursing Policy, Advocacy and Activism	Able to apply ANA standards with Influential Presentations and Rubric Score of at least 80%.	Learning Outcomes 3 & 6  Tx DECS: I, III, IV  AACN BSN Essentials: II
2. Analyze nursing impact on health policy formulation.	ANA Scope & Standards ANA Code of Ethics	Able to apply ANA standards with Influential	Learning Outcomes 2 & 7  Tx DECS: I & IV

	Group Influential Presentations on Nursing Policy, Advocacy and Activism	Presentations and Rubric Score of at least 80%.	AACN BSN Essentials: III & V
3. Analyze the role of the direct care nurse in quality improvement and patient safety.	ATI Professional Communication Module & Case Simulations  ANA Culture of Safety Web U-tube Video Group Influential Presentations on Pt Safety and Delegation and Prioritization	Rubric Score of at least 80% on Influential Presentations Score 80% on ATI Safety and Delegation Quizzes	Learning Outcomes 2 & 6  Tx DECS: I, III,& IV  AACN BSN Essentials
4. Plan personal strategies for success in initial employment.	Role transition lecture/discussion Mock Interview NCLEX Prep Licensure application  ATI NCLEX Review	Successful completion of mock interview, professional cover letter and resume. Register for NCLEX and nursing licensure by due date. Attendance at 3-day mandatory ATI Live NCLEX Review	Learning Outcomes: 4 & 8  Tx DECS: I  AACN BSN Essentials:VIII
5. Formulate a preliminary personal five-year career plan.	Career Packet  Professional Portfolio	Rubric Score of at least 80% on each.	Learning Outcome: 8  Tx DECS: I, III  AACN BSN Essentials: VIII

### **Instructional Strategies:**

This class will use a variety of teaching strategies including, but not limited to: Class Discussions, Group Presentations, Case Scenarios, Audio-Visual Aids, Computer Assisted Instruction, Critical Thinking Exercises, and Group and Individual Activities.

### **Learning Activities:**

Participation in class discussion, case scenarios, ATI tutorials, or other activities as specified by the course coordinator.

### Evaluation Methods:

The following are the *graded assignments* that will be used in calculation of the final course grade:

Career Packet	25%
Becoming Influential Project	20%
Professional Portfolio	30%
Quizzes	15%
ATI Comprehensive Exam	10%
	<u>100%</u> **Note below

**\*\*The following are *additional ungraded requirements* that must be completed before the final course grade will be calculated. A dropbox will be placed on Blackboard in the Assignments section for each of the requirements below, except for the ATI Live Review. Proof for each assignment (except the ATI Live Review) **must be submitted by the due date of each.** *There will be a 5% deduction in the final course grade for each day and each assignment late.***

- **Registered Nurse Licensure Application** *You **MUST** apply for your licensure with the Board of Nursing by September 15, 2017. The cost is \$100.* (submit confirmation in Blackboard from the Board of Nursing for the state in which you are applying for licensure).
- **Texas Jurisprudence exam** (or other additional requirement if not applying for Texas nursing license) **due by Oct 6, 2017.**
- **Registration with Pearson Vue at least 30 business days prior to graduation (register by October 25, 2017).**
- **SHSU School of Nursing Exit Survey** (will be sent by Chas Stephens)
- **ATI NCLEX Live Review** (attendance at this 3-day review is mandatory, students who miss any of this review will receive a 20% final grade reduction). **ATI Live Review is scheduled for Dec. 4-6, 2017 from 9a-4p.**

### 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".
- All assignments must be satisfactorily completed in order to pass the course.
- Must obtain minimum of 75% exam grade in order to pass the course. **The ATI Comprehensive exam, practice exams and quizzes will be used to determine your exam average in this course;** your exam average must be at least 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course.

- Assignments other than tests/exams/quizzes will not be calculated as part of the student's final course grade until the required minimum 75% exam grade has been achieved.
- Failure for exam average or failure for the didactic grade will necessitate repeating the entire course. The letter grade that will be reported to the Registrar's Office for students not achieving the required minimum of 75% exam grade will be the letter grade corresponding to their exam grade.
- Standardized test(s) will count as 10% (for Seniors) of your final course 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):**

Chandler, G., (2009). *New Nurse's Survival Guide*. McGraw-Hill. ISBN: 9780071592864

American Nurses Association. (2010). *Foundation of nursing package*. Silver Spring, MD: The Publishing Program of ANA. Print PUB# FNDN2010, ebook PUB# FNDN2010E

*Publication Manual of the American Psychological Association* (6th ed.) (2010). American Psychological Association: Washington, D.C. ISBN: 978-1-4338-0561-5

Sullivan, E.J. (2013). *Becoming influential: A guide for nurses* (2<sup>nd</sup> ed.). Boston, MA: Pearson.

Yoder-Wise, P. (2015). *Leading and Managing in Nursing* (6<sup>th</sup> ed.) (2015). St. Louis, Missouri: Mosby.

*Additional reading assignments may be used throughout this course and will be posted on Blackboard.*

**Course Calendar with Content Outline:** *Please refer to the Course Calendar on Blackboard*

### **ATI Testing**

#### ***ATI Quizzes***

Students will be required to complete the following ATI Practice Assessments by the assigned dates. Refer to the course calendar for the ID number that will be used in student grade calculations.

The score obtained on the student's **first** attempt will be recorded in the gradebook. The scores for these will be averaged to calculate the student's final Quiz grade. These will be included in the SON Exam grade policy.

- Nurse's Touch – Professional Communication
- Nurse's Touch – Nursing Informatics and Technology
- Nurse's Touch – Wellness and Self-Care
- Concepts II – Patient Safety Quiz
- NURS 4250: Delegation/Prioritization Quiz

These quizzes are meant to help you prepare for the ATI Comprehensive exams and NCLEX, so please treat them accordingly. Prior to taking the quizzes, do review the information contained within this topic in the ATI preview modules and/or your NCLEX Review books. Quizzes must be done independent of others.

Students who receive < 90% on any quiz will be required to complete and submit evidence of completion of the related tutorial. Students not completing this will experience a 10 point deduction to their quiz score.

Additional points will be deducted for violation of SON and course policies/expectations.

### ***ATI Comprehensive Predictor Exam***

This 180-item test offers an assessment of the student's comprehension and mastery of basic principles including fundamentals of nursing, pharmacology, adult medical-surgical nursing, maternal newborn care, mental health nursing, nursing care of children, nutrition, leadership, and community health nursing.

The percentage of questions from all major NCLEX® client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological and parenteral therapies, reduction of risk potential, and physiological adaptation) will be similar to the percentage of questions on the NCLEX-RN®.

This test will generate the following data: Individual Score (% Correct), Predicted Probability to Pass NCLEX-RN®, National and Program Means, Individual Scores (% Correct) within Content Topic Categories, Topics to Review, and Individual Scores (% Correct) within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX-RN® Client Need Categories, Clinical Areas, QSEN and Remediation Template). The student has 180 min (3 hr) to complete this assessment (ATI, n.d.).

### **ALL STUDENTS ARE EXPECTED TO TAKE THE 2ND COMPREHENSIVE EXAM and should work to increase their score, NO EXCEPTIONS.**

The gradebook grade will be determined using the 4 steps with instructions below, which equals 10% of your course grade. Points will be determined as noted in the instructions. This grade is included in the SHSU School of Nursing 75% exam grade policy.

*Anytime the minimum remediation requirements are not met as identified in each step, 10 points will be deducted for that step's possible points.*

## RN Comprehensive Practice and Predictor Exams: Calculation of Standardized Grade & Remediation *Instructions*

### *Step One*

(25 points possible): **Complete ATI Comprehensive Predictor Practice Exam A** then complete minimum remediation requirements as noted below based on the achieved score. For Step One, if a student completes the minimum requirements noted in box below (based on score), then the student receives 25 points.

Practice Exam A Score	Remediation Requirements (Critical Points must be hand written)		
	ATI Focused Review	ATI Topics to Review List	Required ATI Achieve Tutorials
<b>80-100%</b>	2 hours	Minimum 3 Critical Points per topic	Optional
<b>65-79%</b>	3 hours	Minimum 3 Critical Points per topic	Optional
<b>50-64%</b>	4 hours	Minimum 3 Critical Points per topic	Test Taking Skills Modules
<b>&lt; 55%</b>	5 hours	Minimum 3 Critical Points per topic	Test Taking Skills Modules

### *Step Two*

(20 points possible): **Complete ATI Comprehensive Predictor Practice Exam B.** Points for Step Two will be based on the student's score as noted below.

Practice Exam B Score	Points Earned
<b>85-100%</b>	20 points
<b>75-84%</b>	16 points
<b>65-74%</b>	12 points
<b>&lt; 65%</b>	8 points

### *Step Three*

(40 points possible): **Complete ATI Proctored Comprehensive Exam #1 AND complete remediation.** The Topics for Review report from Proctored Exam #1 should guide ATI Focused review for Step Three. This step should include use of Practice Assessments and ATI Tutorials resources (including Real Life, Nurse's Touch, Pharmacology, Learning System RN, Skills Modules, Dosage Calculation, The Leader, and The Communicator).

Probability of Passing Score	Points for Exam Score	Remediation Requirements (25 additional points if all met) (Critical Points must be hand written)		
		ATI Focused Review	ATI Topics to Review List	Required ATI Achieve &/or Learning System RN Tutorials
<b>91-100%</b>	15	1 hours	Minimum 3 Critical Points per topic	Optional
<b>81-90%</b>	12	2 hours	Minimum 3 Critical Points per topic	Optional
<b>73-80%</b>	9	3 hours	Minimum 3 Critical Points per topic	Test Taking Skills Modules
<b>&lt; 73%</b>	5	4 hours	Minimum 3 Critical Points per topic	Test Taking Skills Modules



#### Step Four

(15 points possible): **Complete ATI Proctored Comprehensive Exam #2** (points determined based on whether Probability of Passing Score on #2 is equal to or greater than that achieved on Proctored #1).

Probability of Passing Score Exam #2	Proctored #1 Score				
	< 73%		73-80%	81-89%	90-100%
< 73%	9 Points if score improved	0 Points if score decreased	0 Points	0 Points	0 Points
73-80%	12 points		9 Points	9 Points	9 Points
81-89%	15 points		12 points	12 points	12 points
90-100%	17 points		15 points	15 points	15 points

*The student must remediate 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. Active Learning Templates will be hand-written. Time in-between practice assessments will be set by the course coordinator.*

### Assignment Instructions & Grading Rubrics/Evaluation

#### Career Packet

This assignment includes completion of a mock interview, development of a resume, generic cover letter, 5-year career plan, and interviewing preparation. The purpose of this assignment is to help you professionally assemble documents and prepare for interviews to establish you as a professional person and highlight your strengths, attributes, and goals. All pieces of this assignment are due at the same time.

All documents should be free of typographical errors, should use professional language and format, and reflect the desired position. The cover letter and resume should be printed on resume paper, *not standard printer paper*. This packet will not be accepted in electronic format and all documents must be contained within a report binder (not 3-ring).

10% possible

Mock Interview: You need to schedule a face-to-face mock interview with the SHSU Career Services Center. When scheduling the interview, please advise you need the nursing mock interview. You should prepare for and treat the mock interview as real. Thus, you will need to dress appropriately, bring your resume, Cover letter etc. Once you have completed the mock interview, ask the career counselor for a signed form stating you participated in this activity and include this in your career packet.

Write a short paragraph addressing – *What insight did you gain from the mock interview?* This can be on the same page as your career plan.

30% possible

Cover Letter: Develop a cover letter that can accompany your resume. This should be written in proper letter format with date, name and/or title of recruiter, company mailing address, formal greeting and salutation and your signature. The body of the letter should include an introduction paragraph, information about yourself, and closing paragraph.



30%  
possible

**Resume:** Your resume is a snapshot of your accomplishments, skills, and experiences. It should be easy to read and uncluttered. It is the first impression your employer and/or potential employer is going to have of you. Employers prefer 1 page, 1 side. It needs to include a list of facilities visited for the major hours for each clinical course.

**Reference list:** This can/should be a separate page. It is professional courtesy to ask the people you would like to use as a reference. When you speak with them, ask them how they would like you to list their name, credentials, address, and additional contact information. At least 2 references must be from nursing faculty.

*Cover letter and Resume samples and guidance are available through the SHSU Career Services website or consultation with them. Other resources will be provided on Blackboard.*

10%  
possible

**Career Plan:** The career plan should act as a timeline for development of your career. In the career plan, develop 2 to 3 measurable goals that you would like to accomplish in 5 years. This is something that should reflect personal reflection and a comprehensive self-assessment of your abilities, attributes, and areas for improvement.

20%  
possible

**Interviewing Preparation:**

**Part I:** In order to help prepare you for the interviewing process, reflect on the following and answer the following questions:

1. What are your strengths?
2. What are your weaknesses/areas of opportunity for improvement?
3. Describe a negative experience you have had. What did you learn from it? How would you use this experience positively?
4. How would you describe your skills as a team player?
5. How do you base your student practice on evidence?
6. How have you demonstrated leadership?

**Part 2:** Identify 3 potential employers and address the following questions for each organization:

1. Why do you think you would be a good “fit” for us?
2. What do you know about us?
3. What is your knowledge of Magnet?

**Part 3:** Develop 3 questions you could ask during an interview at each facility. These questions should be developed to help you decide why you would choose to accept a position from one over the other.

### ***Becoming Influential Presentation***

Students will be assigned to work in groups to develop a presentation to identify how they can be influential in affecting change. Faculty will assign students to a group and date of presentation. The group will select their topic. There will be no duplication of topics and it should relate to the class discussion on the scheduled presentation date. Faculty will create a discussion board for groups to identify group number and selected topic in subject line. Topic selection will be “first-come, first-serve”. Groups will use this discussion board to post the EZproxy link for their article.

Each group will be given a maximum of 20 minutes for their presentation. One role that will be important during the presentation is that of **timekeeper**. The group may choose a group member or a peer in the audience to act as their timekeeper. The presentation must be interactive with active involvement of the audience. Each group can decide how they would like to present the information. Formal powerpoints do not have to be used and students are strongly encouraged to be creative in delivery of the final “product”. Attire should be appropriate for the topic and chosen presentation format.

Students will **complete a peer evaluation** assessing group members regarding the group process and team work. The form will be submitted via Blackboard dropbox and will be confidential. However, if the group experiences teamwork issues, they need to address and resolve the issues within the group. Faculty will get involved if necessary. Students not completing an appropriate peer evaluation (per instructions on form that will be posted on Blackboard) will have 5 points deducted from their group project grade.

#### Content Criteria:

1. Introduction to the topic: definition/what it means, brief history, why topic is important to nursing.
2. Evidence-based practice: Identify and apply information from an **American peer-reviewed research article** published within the last 5 years that could be used to inform practice or influence nursing. The group will submit a copy of the article to faculty and the electronic link (EZproxy) to peers at least one week prior to the presentation. The full-text of the article should be accessible for peers to access through a SHSU library database. (Nursing Research Guide created by Mrs. McMain <http://shsulibraryguides.org/c.php?g=86781&p=558613>)
3. “Practice” Experience: brief discussion (or example) of, a) your personal experience during student nursing learning/practice (all group members may not have personal experience (should provide 2 examples), and b) what you have observed among nurses during clinical (or personal work if you work in healthcare).
4. Being Influential to affect change: identify how you/peers can affect positive change/become influential in your first year as a Registered Nurse using concepts discussed in Sullivan, 2013.

*Refer to grading rubric on next page for specific grading information related to the content.*

**Influential Presentation Grading Rubric:**

**TITLE:** \_\_\_\_\_

**Group Members** \_\_\_\_\_

<b>Grade Criteria</b>	<b>Excellent (90-100%)</b>	<b>Good (80-89%)</b>	<b>Fair (&lt;79% )</b>
<b>Content (criteria above) 50%</b>	Excellent and thorough discussion of each required element. Selected article meets EBP guidelines. Article submitted one week prior to presentation and clear evidence of application of research.	Discussion lacking in any required element. Selected article does not meet EBP guidelines. Article submitted < 1 week prior to presentation or electronic link not provided to faculty/peers.	Discussion severely lacking on > 1 required element. Article or electronic link not submitted by 12pm on Friday before group presentation.
<b>Group Presentation 10%</b>	Interactive presentation with active audience participation; evidence that presentation has been rehearsed; each group member participated; presenters had a sense of time management.	Some difficulty with delivering an interactive presentation; some evidence that presentation has been rehearsed; presenters had some difficulty with time management.	Presentation not interactive; presenters uncomfortable; evidence that presentation has not been rehearsed; presentation without consideration of time management.
<b>APA &amp; References 15%</b>	More than 3 appropriate references utilized; 1-2 errors in APA format, includes all in-text citations.	3 appropriate references utilized; 3-4 errors in APA format, missing 1-2 in-text citations.	At least 3 references utilized, but not all meet criteria; > 4 errors in APA format, missing > 2 in-text citations or none used.
<b>Peer Evaluation 10%</b>	Completed appropriate peer evaluation with comments for each member of group. Received outstanding peer evaluations.	Peer evaluation completed but does not contain appropriate comments for all group members. Received satisfactory peer evaluations.	Peer evaluation not completed or lacks appropriate comments. Received poor peer evaluations.

**Content Criteria:**

1. **Introduction to the topic:** definition/what it means, brief history, why topic is important to nursing.
2. **Evidence-based practice:** Identify and apply information from a peer-reviewed research article published within the last 5 years that could be used to inform practice or influence nursing. The group will submit a copy of the article to faculty and the electronic link (EZproxy) to peers at least one week prior to the presentation. The full-text of the article should be accessible for peers to access through a SHSU library database.
3. **“Practice” Experience:** brief discussion (or example) of a) your personal experience during student nursing learning/practice (all group members may not have personal experience (should provide 2 examples), and b) what you have observed among nurses during clinical (or personal work if you work in healthcare).
4. **Being Influential to affect change:** identify how you/peers can affect positive change/become influential in your first year as a Registered Nursing using concepts discussed in Sullivan, 2013.

**Comments:**

\_\_\_\_\_

## **Professional Portfolio**

The portfolio consists of selected samples of your work from selected courses throughout your program that show mastery of the SHSU Nursing Program Student Learning Outcomes (listed on page 1 and 2 of syllabus). Your Portfolio may be designed using your own style. It is an **electronic professional document** that should reflect your growth and development in the nursing profession, and one that you may wish to share with potential employers, other professionals, as well as perhaps family and friends. The information provided must be easy to follow and navigate thru. It must be submitted electronically (more instructions to come). All hyperlinks must be able to be opened by faculty.

Reflections do not have to be in APA format but information from another source (except SON Outcomes), should be cited. Line spacing for reflections can be 1.5. You can choose the font, colors, etc. but it should be easily readable.

### **Portfolio Inclusion Criteria and Grading Rubric**

20% possible (See rubric below for reflection grading)	<ol style="list-style-type: none"><li>1. Cover letter/Reflection (maximum 1.5 pages)<ul style="list-style-type: none"><li>✚ Reflection on &amp; discussion of the SON mission, vision, &amp; conceptual framework including what it means and how you currently integrate it.</li><li>✚ Your personal philosophy – what was it when you started the nursing journey? How has it changed? How will you embody it in your daily registered nursing practice?</li></ul></li></ol>
15% possible	<ol style="list-style-type: none"><li>2. Professional Documents (please include a page for any incomplete/in-process items <i>with timeline for completion</i>)<ul style="list-style-type: none"><li>✚ Nurse licensure application verification</li><li>✚ Jurisprudence certificate</li><li>✚ BLS &amp; other certifications or professional organization membership cards</li><li>✚ Continuing education certificates, if applicable</li><li>✚ Summary of standardized test results (ATI transcript acceptable- do not include your entire ATI transcript for all work done in nursing school)</li><li>✚ Immunization records (you will need these also for all future jobs)</li></ul></li></ol>
65% possible (See rubric below for reflection grading)	<ol style="list-style-type: none"><li>3. SON program outcomes<ul style="list-style-type: none"><li>✚ Each SON program outcome should be written on it's own page with reflections addressing:<ul style="list-style-type: none"><li>○ Application of the outcome to practice</li><li>○ How you have met it and how the chosen assignments relate to the outcome</li><li>○ What you still need to learn</li></ul></li><li>✚ Include 2 assignments that relate to the outcome (can be from prerequisites). Each assignment can only be used for a maximum of 2 outcomes. No more than 5 care plans total can be used between the 10 outcomes.</li></ul></li></ol>

### ***Portfolio Reflection Grading***

The criteria noted in the rubric below will be used for scoring of reflections within the portfolio.

<b>Grade Criteria</b>	<b>Excellent (90-100%)</b>	<b>Good (80-89%)</b>	<b>Fair (&lt;79% )</b>
<b>Breadth of Reflection</b>	Work is insightful and examines the content beyond minimum requirements. Work examines multiple sides of the issue and integrates previous learning into context of work. Work is one that others should emulate.	Work reflects understanding and analysis of the content. Work goes beyond minimum requirements, but leaves some areas unexamined.	Work demonstrates satisfactory comprehension of content. Meets minimum requirements but does not go beyond those requirements.
<b>Clarity of Response</b>	Expresses opinions and ideas in a clear and concise manner with connection to the topic.	Opinions and ideas are stated clearly with occasional lack of connection to the topic.	Unclear connection to topic. Minimal and/or unclear expression of opinions or ideas.
<b>Format</b>	College-level writing is used. Proper grammar with rare misspellings. 1-2 APA errors.	Some deviation from college-level writing. Few grammatical or spelling errors are noted in reflection. 3-4 APA errors.	Little or no resemblance to college-level writing. Several errors in spelling and/or grammar are evident. > 4 APA errors or did not cite appropriately.

### **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. The conflict of ideas is 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.

#### [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>).

**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. Students are not to text faculty unless the faculty member has communicated 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 Department 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.

Points may be deducted for students not demonstrating professionalism, collegiality, unequal contribution to the group assignment, or unequal participation in presentation of assignments.



**Late Work:** All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after a given deadline and time 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 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](mailto: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>