Sam Houston State University
College of Health Sciences
School of Nursing
NURS 4060 Leadership
FALL, 2017

Course description: This course focuses on the knowledge and skills related to the delivery of health services from a nursing management knowledge base. It presents theories, concepts and models of health care delivery. Students explore creative roles for managing and leading in nursing. They will gain theoretical knowledge and skills to understand organizations, understand leadership theories and utilize critical thinking in making management decisions.
Semester/Year: Spring, 2017
Class meeting times: Wednesday, 11-12:50
Class meeting place: HV Rm. 302
                                TWC Rm. 355

Faculty:
Course Coordinator/Clinical Faculty: Dr. Cockerham, PhD, MSN, RN
Office: BTB 290-E
Phone: 936.294.2385

Email: mcc053@shsu.edu
Office Hours: By appointment.

Course/Clinical Faculty: Mrs. Duncan, MA, MSN, RN
Office: TWC 435-A
Phone: 281-782-7204
Email: dld034@shsu.edu
Office Hours: By appointment Monday through Friday.

Course Credit: 4 Credit hours (Class 2 credit hours weekly, Clinical/Lab 2 credit hours).
Pre/co-requisites: All Junior level nursing courses and NURS 4620, 4420, and concurrent enrollment in or prior credit for NURS 4250 and 4630.

IDEA Evaluation Learning Outcomes
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely.
4. Acquiring skills in working with others as a member of a team.

Course Objectives:
Upon successful completion of NURS 4060 the student will be able to:

Objective/s	Activities/Assignments	Measurement	Standards Alignment (if applicable)
1. Examine health care delivery systems and their impact on health care delivery and professional nursing practice practices.	Exams, team-based learning quizzes, and ATI modules	75% grade see rubric in syllabi.	**Outcome 5; TX DEC IIE, IIF, IVA; BSN Essentials**
2. Analyze selected management/leadership theories, concepts, and	Exams, team-based learning quizzes, and ATI modules	75% grade see rubric in syllabi.	**Outcome 5; TX DEC IVG; BSN Essentials**

models for health care delivery.			
3. Explain the role of nursing in health care policy, economics, and finances over time.	Exams, team-based learning quizzes, and ATI modules	75% grade see rubric in syllabi.	**Outcome 3, 5; TX DEC IA, IIIA; BSN Essentials**
4. Critique the critical thinking processes utilized in reaching nursing management decisions.	Exams, team-based learning quizzes, and ATI modules	75% grade see rubric in syllabi.	**Outcome 5; TX DEC IVG; BSN Essentials**
5. Justify nursing management problem solving and decision-making activities based on research findings.	Evidence-based practice project, exams, team-based learning quizzes, and ATI modules	75% grade plus 20% clinical project, see rubric	**Outcome 1, 5, 6; TX DEC IIA, IVG; BSN Essentials**
6. Compare and contrast approaches to management and leadership in the context of nursing.	Team-based learning quizzes, and ATI modules	10% grade, see rubric in syllabi.	**Outcome 5, 6; TX DEC 1C, 4G; BSN Essentials**
7. Advocate for safe, effective evidence-based nursing care.	Exams, team-based learning quizzes, and ATI modules	75% grade, see rubric in syllabi.	**Outcome 5, 6; TX DEC 111A, 111B, 111C; BSN Essentials**
8. Plan a personal professional trajectory for the next 3 years.	Daily assignment	5% grade, see syllabi.	**Outcome 8; TX DEC 1A, 1B, 1C, 1D; BSN Essentials**
9. Critique the use of selected data from information management systems that are used in management decisions.	Daily assignment	Exam 55%, plus 5% daily grade assignment grade, see syllabi	**Outcome 9, 10; TX DEC 11A, 11H, 1VE; BSN Essential**
10. Analyze the collaboration among the various nurses and/or other member the inter-professional health care team required to make selected. Management decisions.	Team-based learning to complete quizzes and in-class activities.	5% grade including quizzes and daily activities, see syllabi.	**Outcome 9, 10; TX DEC 1VA, 1VD: BSN Essentials**

Differentiated Essentials Competencies DEC's and BSN Essentials requirements for all graduates by the Texas Board of Nursing.

Instructional Strategies:
Include, but not limited to**:** Examinations, lecture**,** quizzes, discussions, case scenarios, simulation, computer assisted instruction, team-based learning group and individual activities and other activities as specified by the course coordinator.
Learning the key words and reading the chapters of the textbook is essential to passing this class.

Learning activities:
Participation in class discussion, case scenarios, quizzes, group assignments, and other activities as specified by the instructor is expected.

Course Evaluation Methods:
Didactic:
Exam*   65% Four (4) Exams (55%) & Proctored ATI (10%)
Evidence-based project   20%
ATI Leadership Modules A & B   5%
Class Activities (Case Studies   5%
   & Quizzes)
Critical Submissions   5%   (Preceptor agreement form, syllabi submission form, project
                                              design, intervention, & five peer reviewed articles. All submitted by
                                              date as designated by faculty.)
Critical Thinking Exit Exam   Complete (Pass/Fail)
Clinical Performance   Complete (Pass/Fail)
Total for course   100%
* Exams (4) and Proctored ATI grade calculation criteria for 74.5 exam average to pass course.

Department 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 completed in order to pass the course.
- Exam, quizzes and ATI Leadership make up the **exam average**; exam average must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course. The quiz average, 4 unit exams, and ATI exam cumulate for the **weighted exam average**; exam average must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course. All exams/quizzes allot 1.5 minutes per question.
- 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 S2 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 4060 and 4630.
- The ATI Leadership test will count as 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.

EXAM REVIEW
Students will be provided the opportunity and are strongly encouraged to review regularly scheduled exams after completion of the exam on the computer. Students who have concerns/questions must submit them in writing before leaving the testing room to the faculty to consider when reviewing the testing statistics. Test review will not be held after the final exam.

TESTING POLICIES
To minimize disruption and distractions during testing and out of respect for peers who have not finished taking a test, students who have finished the test should not congregate and converse in the hallway outside the classroom. Test scores are posted electronically on your SHSU course Blackboard account as soon as the faculty can review the exams.

EXAM SECURITY
No notes can be copied from exams. No electronic communication devices can be brought into the classroom, computer lab, or faculty office during exams or exam reviews. All personal items must be placed outside of testing and review areas. Examination items are the proprietary intellectual property of the university and are not to be shared by students. Making lists of and/or sharing of exam items by students are considered cheating and is subject to disciplinary action.

Required Text(s):
Yoder-Wise, P. A. (2015). *Leading and Managing in Nursing* (6th ed.). St. Louis, MO: Elsevier. ISBN: 978-0-323-18377-6
Content Mastery Series Review Module, *Nursing Leadership and Management, Edition 7.0,* (2016). ATI Nursing Education. **(Provided)**

Course Calendar with Content Outline:
<div align="center">

Leadership NURS 4060
FALL 2017 Schedule*
Wednesday – August 23, 2017 at 11-12:50 PM
</div>

Wk	Day	Date	Topic Wed. August – 23	11:12:50Assignment PM	Clinical Assignment
1	W	8/23	Introduction to Leadership CORE CONCEPTS Of Leadership Leading, Managing and Following Safe Care: The Core of Leading	Chapters 1 & 2; **Meet at assigned campuses**	***All assignments are to be uploaded to Blackboard or it will be considered not submitted; there is a 5-point reduction in an assignment grade if a submission is late.**
	TH	8/24 12-2pm	Introduction to Clinical Evidence-based Project and Clinical Performance Criteria	All students meet **TWC Rm. 111**	**See Week 3 Bb– Read EBP – Quality Improvement Articles 1-3 for Quiz 1 and Quiz 2.**
2	W	8/30	CORE CONCEPTS Of Leadership Developing the Role of Leader Developing the Role of Manager	**Quiz #1** Chap 3 & 4	Syllabi acknowledgement submission on project concert due by 8/30 1159 hrs.
3	W	9/6	Legal and Ethical Issues; Making Decision and Problem Solving	**Quiz #2** Chap 5 & 6	**Provide preceptor a copy of the course syllabi. Preceptor agreements** uploaded (3 pages) to Project Concert by 1200 on 9/7/17. You will be unable to attend clinical without this uploaded by 9/7/17 **or** *you will not be able to go back to the clinical site without faculty approval.*

					Two week clinical calendar due 9/8/17 5pm.
4	W	9/13	Healthcare Organizations; Understanding and Designing Organizational Structures	**EXAM 1 (Ch.1,2,3,4,5,6)** Chap 7 & 8	First week of clinical; Make an appointment with your preceptor to decide on your quality improvement project. **Clinical calendar due 9/11/17 5pm**
5	W	9/20	Cultural Diversity in Health Care and Power, Politics, and Influence	**Quiz #3** Chap 9 & 10	**Clinical calendar due 9/18/17 5pm for clinical dates 9/25-28.** Project design, intervention and five evidence-based, peer reviewed articles by 1200 on 9/22/17 uploaded to Bb.
6	W	9/27	MANAGING RESOURCES: Caring, Communicating, and Managing with Technology; Managing Costs and Budgets	**Quiz #4x** Chap 11 & 12	**Clinical calendar due 9/25/17 5pm for clinical dates 10/2-5.** Pre-data collection week 1
7	W	10/4	MANAGING RESOURCES: Care Delivery Strategies; Staffing and Scheduling; Selecting, Developing, and Evaluating Staff	**EXAM 2 (Ch.7,8,9,10,11,12)** Chap 13, 14, & 15	**Clinical calendar due 10/2/17 5pm for clinical dates 10/9-12.** Pre-data week 2
8	W	10/11	CHANGING THE STATUS QUO: Strategic Planning, Goal-Setting & Marketing; Leading Change	**Quiz #5** Chap 16 & 17	**Clinical calendar due 10/9/17 5pm for clinical dates 10/16-19.** Pre-data week 3 ATI Practice Assessment A due 10/11 1159 to be uploaded to Bb.
9	W	10/18	Building Teams, Workforce Engagements, Managing Quality & Risk	**Quiz #6** Chap 18,19 & 20	**Clinical calendar due 10/16/17 5pm for clinical dates 10/23-26.** Project intervention-see next pg. ATI Practice Assessment A remediation due 10/18/17 1159
10	W	10/25	INTERPERSONAL AND PERSONAL SKILLS: Consumer Relationships, Conflict – The Cutting Edge of Change	**Quiz #7** Chap 22 & 23	**Clinical calendar due 10/23/17 5pm for clinical dates 10/30, 31 & 11/2.** Post data collection week 1

11	W	11/1	INTERPERSONAL AND PERSONAL SKILLS: Managing Personal/Personnel Problems; Workplace Violence and Incivility;	**EXAM 3 (Chap 13,14,15,16,17,18,19)** Chap 24 & 25	**Clinical calendar due 10/30/17 5pm for clinical dates 11/6-9.** Post data collection week 2 ATI Practice Assessment B due 11/1/17 at 1159
12	W	11/8	Delegation: An Art of Professional Nursing Practice	**Quiz #8** Chap 26 **ATI Proctored Exam for Leadership Computer lab**	**Clinical calendar due 11/6/17 5pm for clinical dates 11/13-17.** Post data week 3; Submit Data collection analysis & conclusion on 11.10.17 (Friday) by 1700 hrs. ATI Practice Assessment B remediation due 11/8/17 1159.
13	W	11/15	Delegation Simulation		All clinical hrs. to be completed by 11/16/17; Presentations (coordinated with faculty) to be scheduled for 11/13, 11/14, 11/16 or 11/17, according to facility & faculty availability.
14	W	11/22	SON Closed; Thanksgiving Holiday		
15	W	11/29	Last day of class	**EXAM 4** Chaps,(20,22,23,24,25,26) ATI Retakes	
	Fri	12/1	SON Quality Improvement Project Presentations	TWC Rm. 150 1000 - 1400hrs.	

*Tentatively and subject to change. No assignment will be due earlier than currently posted.

*IMPORTANT: During lab activities and exams/quizzes, students will be required to store their belongings including cellphones, smart watches, and backpacks in the front of the classroom, and no drinks, or hats are allowed **during these times, and at the discretion of the instructor.** These dates are clearly spelled out on the class schedule. Please plan accordingly in order to properly store your valuables, and at the discretion of the instructor.*

All phones are to be stored at the front of the classroom or computers during all classes, as directed by the instructor.

ATI Testing:
Calculation of Standardized Grade and Remediation Instructions

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.)	Complete Practice Assessment B (1 pt.) Remediation: (1 pt.)

ATI Focused Review when available	ATI Focused Review
For each topic missed, complete remediation per faculty instructions.	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.) • For each topic missed, complete remediation per faculty instructions.	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) • 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.

RN Comprehensive Predictor Exam: 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		
	ATI Focused Review	ATI Topics to Review List	Required ATI Achieve Tutorials
80-100%	2 hours	Minimum 3 Critical Points per topic	Optional
65-79%	3 hours	Minimum 3 Critical Points per topic	Optional

| 50-64% | 4 hours | Minimum 3 Critical Points per topic | Test Taking Skills Modules |
| < 55% | 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
85-100%	20 points
75-84%	16 points
65-74%	12 points
< 65%	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).

Proctored Exam 1 Score	Points for Exam Score	Remediation Requirements (25 additional points if all met)		
		ATI Focused Review	ATI Topics to Review List	Required ATI Achieve Tutorials
80-100%	15	2 hours	Minimum 3 Critical Points per topic	Optional
65-79%	12	3 hours	Minimum 3 Critical Points per topic	Optional
50-64%	9	4 hours	Minimum 3 Critical Points per topic	Test Taking Skills Modules
< 55%	5	5 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).

Retake Score	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
81-90%	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 or type-written. Time in-between practice assessments will be set by the course coordinator.

Assignment Instructions & Assignment Rubric/Evaluation

Examinations:

For all quizzes and exams, grades will not be available for a minimum of 48 hours. This allows faculty time to fully analyze and grade each test.

Weekly Quizzes: Module quizzes will be given in ExamSoft and then again using Team-based learning methodology. These quizzes may include multiple choice, matching and fill in the blank items.

Course exams will consist of NCLEX-format questions-multiple choice, select all that apply, and fill-in the blank questions. There will be medication calculations on the final exam, as fill-in the blank items.

Weekly Assignments:

*All students are expected to come to class prepared. This means that students need to come to class and clinical with the assigned chapters read and lectures listened to so they can participate in the class/clinical activities. *
A variety of activities will be completed throughout the semester; some during class, some on your own time. At times, weekly assignments will be done within your group, other times individually. Grading for these will incorporate participation, evidence of class preparation, attitude, and attendance. Class participation is an essential component to studying and learning. The discovery and the transmission of ideas cannot take place in isolation. It is more than just showing up to class. Students need to obtain the necessary skills and knowledge through participating in all class aspects. This course is defined as class attendance, reading assignments, in-class assignments, group work, PPTs, presentations, etc.

Assignment Instructions & Grading Rubrics/Evaluation

Assignment rubric for any assignments included in the course grade should be uploaded to Blackboard and not turned in to the instructor.

Clinical Evidence-based Practice Project:

Quality Improvement Project (20% grade)

The purpose of this assignment is to demonstrate understanding of the quality improvement process in the clinical area you are assigned. The project will increase the student's and nursing staff's evidence-based practice knowledge in the chosen area based on research. (This is **NOT** an informational poster project).

The student is required to discuss their potential quality improvement project with their preceptor however, the faculty must approve the final project. After discussing various potential projects with the preceptor, the student must discuss the project with their clinical faculty prior to beginning any part of the project. The student must have faculty approval prior to beginning each section of the quality improvement project.

The student must:

1. Identify a quality issue with the director/manager (preceptor) in the area which you are assigned, with the topic being viewed as important to the unit staff.

2. The student will develop a PICOT question that will guide **every aspect** of your project. If you do not remember what this stands for from research look it up. PICOT is patient population or problem; intervention or issue; **comparison**; outcome and time frame.

3. The student will have **approval (in writing) from your faculty of your PICOT and intervention prior** to beginning any other part of your project. (Email by due date on calendar)

4. Once the PICOT question is approved by your faculty, the student will begin the literature search and project development. You must use the medical/nursing databases and NOT simply the internet sources. **Five articles must be US based and less than 5 years old**, with current evidence-based guidelines if available. The data is to be evidence based RESEARCH from peer reviewed journals, not just informational articles (remember what you learned in research). Due dates are on the course calendar.

5. Research the subject/topic; if there are ANY issues with sources; make an appointment with a librarian. (Moreover, go to the library). Surfing the web for articles will not be adequate for this project. As a student, you have access "free of charge" to many, many medical/nursing databases via the library.

6. The student will design a study **and** include a PICOT as the basis. The student must obtain **faculty approval** of your project design and intervention **prior** to collecting data and submit to the faculty according to the course calendar.

7. The design must use **comparison data** that includes pre- and post- intervention data collection. Interventions must be presented to staff during a staff meeting and/or staff huddle for day and night shifts.

8. This documentation should include who the population is, what intervention/issue you have chosen, **what comparison data (this is PRE and POST implementation/ data you propose to collect)**, conduct the study, and analyze the outcome data. Remember you must include a timeframe. See course calendar for due dates.

9. The student will START data collection early as there is a need for at **least 3 weeks of pre-data and 3 weeks of post data (unless permission is given by the instructor for another type of arrangement).** (HCAHPS and/or facility-collected data are not to be used for these purposes). **Only the student is to collect data, not the preceptor or designee.**

10. Project must be documented on a **(24X36) PowerPoint-based poster as provided on Bb.**
    a. PPT Poster should **not use** any printed material directly from any agency or internet source. (Must be rewritten and **not plagiarized).** Use the PowerPoint poster example provide to guide the titles for each section. The PPT poster will be submitted when each section is to be completed.

     b.   PPT Poster should incorporate the principles/components of evidence-based practice; have **the PICOT Question**. Identify the various aspects of the process. Name your poster. However, **<u>do not name it "PICOT" AND use the title and subtitles provided in the example in this syllabus/Blackboard.</u>**

     c.   If no practice guidelines exist, summarize pertinent research findings. You must have the articles you are utilizing to leave with the poster for staff to review. You are responsible to print them and submit to the preceptor.

11. Clinical Agency Presentation
     a.   Decide on a clinical presentation date that is **agreeable to your FACULTY, PRECEPTOR** and yourself.
     b.   Faculty **must be present** for your presentation to the agency, so make sure and negotiate a date with their input.
     c.   If the student forgets the presentation PPT poster or misses the presentation without a reasonable excuse, there will be 10 points deducted from the overall project.

12. School of Nursing Presentation
    Students are required to present at the School of Nursing **(date to be announced; this may not be the class date and time, so make plans accordingly)**. Students may give a copy of the PPT poster to the preceptor after this presentation.

13. **Remember this is NOT an educational poster, but education can be one of the chosen interventions and necessitate the student making a separate poster for education. <u>Your quality poster with NO comparison Pre and Post data will result in a ZERO for the assignment, failure of the course; the data must be comparison data</u>** <u>*collected only by the student*</u> **<u>pre and post intervention.</u>**

14. Only select a topic that sufficient data may be collected pre and post; discuss with your faculty.

15. Submit a literature review to be submitted to your faculty. See due date on course calendar. See BB for instructions on literature review.

16. Utilize the attached rubric to assure the project contains all aspects of what is required. The items for this clinical project will be progressive, with various parts due through-out the semester. This grading process is different from previous semesters.

Grading Rubric: **NURS 4060 Quality Improvement Project**

Student: _____ **Date:** _____

Grading Criteria	Excellent 90-100	Satisfactory 75-89	Unsatisfactory <74.4	Grade
Project needs Assessment **4%**	Documentation reflects how need was identified and clearly reflects how will benefit staff in the Summary. Prior approval for the project was obtained	Identified a need that was useful to unit staff, Approved by Faculty, Preceptor PRIOR to implementing any portion of the project	Did not clearly demonstrated student identified a need that was useful to unit staff? Did not obtain PICOT OR faculty approval	
PICOT Question **5%**	PICOT was clear and met criteria, clearly guided all aspects of the project and is evident throughout	Developed and obtained approval for the PICOT question that guided the literature search and project development. Accessed faculty with questions when not clear	PICOT not approved prior to project development; PICOT did not guide literature search or project development	
Peer-reviewed articles with completed appraisal 20% **(Each article will receive a total of 2 points for articles and 3 points for appraisal)**	Documented clearly how the principles/components of evidence practice was utilized and supported. Provided U.S. peer-reviewed articles from last 5 years for all articles. Excellent articles that aligns with topic and supports the intervention.	Evidence of the principles/components of evidence-based practice present. Provided some U.S. peer-reviewed articles and some general informational articles. Reasonable article that aligns with topic and supports the intervention.	Not well-documented evidence of the principles/components of evidence based practice utilized. Provided no peer reviewed journal articles. Article does not align with topic and support the intervention.	
Pre-data collection **Week 1 – 3%** **Week 2 – 3%** **Week 3 – 3%** **Total 9%**	Data collected on time using a table format, such as excel or a word table. Submitted on time.	Data collected with some issues related to time and lacks a table format. Submitted late	Data not adequately collected and/or collected by other source other than student. Not in a table format and not submitted.	

Evidence-based project intervention **5%**	Intervention was clearly supported by evidence-based research articles.	Intervention was not clearly supported by evidence-based research articles. but used what was available to support the intervention.	Intervention was not supported by evidence-based research articles.	
Post data collection **Post data week 1- 3 points** **Post data week 1- 3 points** **Post data week 3 - 3 points** **Total 9%**	Data collected on time using a table format, such as excel or a word table. Submitted on time.	Data collected with some issues related to time and lacks a table format. Submitted late	Data not adequately collected and/or collected by other source other than student. Not in a table format and/or not submitted.	

Data Analysis
 	
15%
	Documents clearly show how data collected through research and the project were analyzed and explained in a manner staff could easily incorporate into practice. PICOT was answered.
	    a. How much was the change the intervention provided pre-post intervention was reported using statistical measures of central tendency (mean, median, mode, percentages?
		Comparison data did measure PICOT. Data collected was able to answer PICOT. Evidence data was not appropriately analyzed and not clearly explained. The student collected evidence data.
		
		    a. How much the change the intervention provided pre-post intervention was <u>not</u> reported using statistical measures of central tendency?
			Data was not appropriately analyzed or clearly explained on the poster or in the summary paper.
			
			Comparison data did not measure PICOT or data collected was not able to answer PICOT.
			
			    a. How much the change the intervention provided pre-post intervention was <u>not</u> reported using statistical measures of central tendency?	

Results section **10%**	Complete; Intervention was reported as effective or ineffective improvement supported by pre-post data?	Missing some points; Intervention was reported as effective or an ineffective intervention supported by pre-post data.	Incomplete; Intervention was <u>not</u> reported whether effective or an ineffective intervention and <u>not</u> supported by using pre-post data.	

Discussion; Poster Design **5%**	How this EBP influence patient care now and effect nursing practice is clearly addressed and clearly readable. Has appropriate font, information, PICOT, data and results for each heading. Does not include direct quotes. Discussion section is clear and concise. Presented on time at facility site and at SON. Poster includes ie. Bar graph, pie chart, or other means to display data that clearly explains the evidence of the results	How this EBP influence patient care now and effect nursing practice is fairly address with missing points. PowerPoint does not include appropriate font and/or, information by headings, and/or lacks clear readable, and/or does include direct quotes from other sources. PICOT is clearly explained with data collection specific to the study displayed. Did not present at agreed time and/or in a professional manner at facility site and/or SON. Poster includes ie. Bar graph, pie chart, or other means to display data that do not clearly explains the evidence of the results	How this EBP influence patient care now and effect nursing practice is not addressed. Elements were missing and/or, documents were not reworded, and/or not clearly readable. Did not include PICOT. PowerPoint poster includes appropriate font, clearly visible, and/or does not include direct from other sources. PICOT is clearly explained with data collection specific to the study displayed. Did not present in a timely and/or professional manner at facility site and SON. Poster does not include graphics	
Poster Presentation **15%**	Presentation professional; all information present clearly, dressed professional (no scrubs) at the School of Nursing; kept on time during presentation.	Presentation professional; all information present somewhat clear; dressed professional (no scrubs) at the School of Nursing; kept the time limit on presentation.	Poster was not presented and information unclear; wore scrubs; when overtime on presentation.	
Forms or steps in the process submitted at end of presentation **3%**	All forms uploaded to Blackboard on time.	NA	Forms not uploaded late to Blackboard. No Grade given for the course till all forms are uploaded.	
Total				

Faculty: _____

Students are required to receive a passing grade in the clinical course and must meet the clinical performance guidelines to pass the course.

Research Article Appraisal

NURS 4060 – INTRODUCTION TO NURSING RESEARCH
NURSING RESEARCH APPRAISAL TOOL

Name: _____ Date: _____

INTRODUCTION

Question 1	Score
Does the Introduction demonstrate the need for the study?	1….2….3….4….5
Rationale for the score value:	

Question 2	Score
Is the problem presented clearly and concisely – and with enough background material to acquaint the reader with the importance of it?	1….2….3….4….5
Rationale for the score value:	

Question 3	Score
Is the purpose of the study clearly stated? Are the terms, variables, and assumptions relevant to the study clearly identified and described?	1….2….3….4….5
Rationale for the score value:	

REVIEW OF THE LITERATURE (ROL)

Question 1	Score
Is the ROL relevant to the problem? Is it adequate in terms of the range of ideas, opinions, and viewpoints relevant to the problem?	1….2….3….4….5
Rationale for the score value:	

Question 2	Score
Is the review of literature (ROL) well organized and synthesized? Does it provide a critical appraisal of the contribution of each of the major references?	1….2….3….4….5
Rationale for the score value:	

Question 3	Score
Does the ROL include a summary of the literature with implications for the study? Is it adequately and correctly documented?	1….2….3….4….5
Rationale for the score value:	

METHODS

Question 1	Score
Is the study qualitative (words) or quantitative (numbers) What is the name/term for the study design?	1….2….3….4….5
Rationale for the score value:	

Question 2	Score
Was the most rigorous possible design used, given the purpose of the research? Are the research traditions and methods used congruent for qualitative work?	1….2….3….4….5
Rationale for the score value:	

Question 3	Score
Was data collection clearly described? Were there adequate data collection points? Was adequate time spent in the field or with participants, for qualitative studies?	1….2….3….4….5
Rationale for the score value:	

Question 4	Score
Was the sample selection appropriate? The sample size adequate? For qualitative work, was the sample well described and was saturation achieved?	1….2….3….4….5
Rationale for the score value:	

RESULTS

Question 1	Score
Are the tables, charts, and graphs pertinent? Was information about statistical significance provided? For qualitative, were findings effectively summarized? Were themes or patterns well-conceptualized?	1….2….3….4….5
Rationale for the score value:	

Question 2	Score
Was the best analysis method selected? For qualitative, did the analysis fit with the selected research tradition?	1….2….3….4….5
Rationale for the score value:	

DISCUSSION

Question 1	Score
Were results based on the data, sufficient to draw conclusions, and interpreted in the context of the purpose, hypothesis, framework, and literature review? For qualitative, did the analysis yield the appropriate product?	1….2….3….4….5
Rationale for the score value:	

Question 2	Score
Are the conclusions, generalizations, and limitations clearly stated and within the scope of the findings? Does this study contribute to nursing science?	1….2….3….4….5
Rationale for the score value:	

You will cite and reference the article that you evaluate, and the textbook for this tool, using APA format. Please submit a .pdf of the article you evaluate with the Research Appraisal Tool, and submit the tool as a Word document via the link posted under Assignments for the assignment.

Key: 5 is excellent- exceeds expectations
4 is above expectations/more than adequate in some ways
3 is meets expectations/adequate
2 is below expectations/inadequate
1 is absent/incorrect.

Clinical Performance Criteria

**All students MUST perform the following: (Criteria designated with * is
Essential for passing the clinical course)**

1. The student will make an appointment for an initial meeting with the assigned preceptor. **This must be done FACE to FACE.** Bring a copy of the syllabus and the preceptor information/agreement form to the meeting. Ask the preceptor to complete and sign the information/agreement form while you are present; then upload the three (3)-page form to Project Concert. This must be done and approved by faculty PRIOR **TO BEGINNING ANY CLINICAL HOURS.**

2. During this initial meeting with your assigned preceptor:
   a. Review the preceptor role form and obtain preceptor signature.
   b. Review the objectives for this course and provide a copy of the syllabus for the preceptor to keep.
   c. Negotiate **a tentative (pending faculty approval)** calendar for the next two-week rotation. The tentative calendar must be submitted for approval to the faculty **prior to beginning any** clinical hours.
   d. Discuss two potential quality project ideas to submit to your instructor.

*3. **Never** be in the clinical agency without **prior** approval of the faculty.

*4. Submit a calendar to the clinical faculty for approval on Mondays by 12 noon the week prior to the week being scheduled as scheduled in the calendar. Violations will result in being counseled. Date and times of clinical are to be coordinated with the assigned preceptor for the clinical experience.

*5. The dates, times and with whom you will be with must be approved by the faculty **prior** to going to the clinical agency. **No clinical hours** may be scheduled after 1915 hrs. M-Thurs, or Friday, Saturday, Sunday, or a school holiday (**No Exceptions).**

*6. Keep the faculty informed of **any change** in the submitted calendar. This communication must be done **prior to the proposed change and APPROVED by the faculty.** *This is grounds for dismissal from the program.*

*7. In case of illness, notify the preceptor and faculty prior to the scheduled clinical time or it will be counted as a no call/no show absence. See student policy:
   A student may not be in a clinical setting without the faculty's knowledge. This Is a liability issue for the faculty, SHSU, agency and student.

*8. Attend and document **90 clock hours** of Leadership clinical in a clinical log.

*9. Document clinical hours on the log provided **(exclude your lunch break of 30 minutes which is required)**. Using the clinical log provided, maintain a hand-written detailed clinical log with you at all times. The information documented should meet the criteria on the sample log in this syllabus. The student is required to take a lunch break and to subtract your lunch time from the clinical hours. Violations will result in counseling.

*10. You may **NOT work more than 12 hours in one shift or a total of more than 40 hours in a week** (this restriction includes your AHII clinical hours and Leadership clinical hours.)

*11. You **may not work with a different nurse or preceptor** unless **PRIOR** approval is obtained from your faculty.

12. **Adhere to SHSU dress policy and professional conduct policy at all times**. Any variation in dress policy must be approval by the faculty **prior to** going to the agency. Uniforms and lab coats are to be crisp and unwrinkled. Violations will result in counseling.

*13. Do not leave the clinical area prior to the time you have submitted and was approved by the faculty or you will be counted as no call/no show for leaving an assigned area. ***This is grounds for dismissal from the program.***

CLINICAL GRADING:
*All students are expected to come to clinical prepared in dress code, text instructor prior to arrival and at departure, turn schedule for the clinical a week in advance (see calendar) and only be at the hospital when faculty is aware and preceptor is present, unless other arrangements have been made in advance. **Failure to follow the above guidelines could result in failure of this course.**

A variety of clinical activities will be completed throughout the semester. Grading for these will incorporate participation, evidence of preparation, attitude, and signature of your preceptor/nurse of completion of task. Students need to obtain the necessary skills and knowledge through participating in all clinical aspects by seeking out learning opportunities. This course is defined as class attendance, reading assignments, in-class assignments, group work, PPTs, presentations, and passing clinical.

Criteria	Exceeds Standards (90-100%)	Meets Standards (PASS) (80-89%)	Failure to meet standards (FAIL) (<74.499%)
Professionalism/ Participation in Clinical Experience	Excellent attitude and involvement in all clinical activities -Shares comments and listens to others. -Is always prepared for clinical -Complete clinical schedule on time an uploads to Bb. -Text instructor before arriving and leaving the clinical site -Completes quality project goals on time. -Complete clinical log/reflection daily.	-Good attitude and involvement in clinical activities. - Follows clinical guidelines most of the time according to the student handbook -Engaged and comments shared -is prepared most of the time for clinical. - Does not text instructor before arriving and/or leaving the clinical site up to three (3) times before a formal written counseling. - Completes clinical schedule on time for 8 weeks.	-Poor attitude toward clinical experience. -Fails to complete parts of clinical project according to schedule. -Does not complete clinical schedule on time. -Does not text instructor before arriving and leaving the clinical site **is grounds for dismissal from the program**. -Failure to follow instruction and receive feedback from instructor and change attitudes or practices. -Does not complete log/reflection on time or at all.

		- Completes weekly log/reflection	-Fails to follow dress code according to student handbook. -Failure to follow guidelines/policies in the Student Handbook
Tasks • IV start (4 total) • phlebotomy Blood draw (2) • NG tube placement (2) • Dressing change central line or other (1) • Foley insertion/Foley care (2)	Completes all required tasks at clinical site	Completes 7 of the clinical tasks	Does not complete 6 or more required tasks

Clinical Log

Students must maintain a detailed clinical log including the date, start/stop time, **details** of the clinical experience, and a running total of completed hours. The log may be handwritten and will serve as your draft document to be kept with you at all times. The student will be expected to present your clinical log to your faculty at any time. Upon completion of the clinical hours, the student is required to submit a typed detailed log for grading purposes. The log will be submitted when the poster presentation is given.

Failure to meet any of the * criteria may result in failure of the clinical course. Other criteria not being met at a minimum will result in documentation of counseling and placed in your student file. Failure of the clinical course will require you to take both the didactic and clinical portion of leadership again.

NURS 4060
Sample Clinical log (to be keep on your person at ALL times for review with faculty)

Student: _____

You must submit total number of hours. (90 total Hours) Add additional pages as needed.

Actual hours should Excludes mandatory Lunch Break of 30 minutes

Time-in and Time-out w/ (Subtracted **required** 30 min Lunch)	Date/ Time	Activity and Reflection: Answer each of the following questions with at least one sentence.	Hours/minutes	Clinical Representative Signature attesting student was at the actual clinical site this date and time
EX.: 8-4:30 pm	9/04 7.5 hours	**What did you do on this clinical day?** Met preceptor, reviewed staffing for the day, met with CN report of patients, issues. Attended Manager Meeting, Went on Administrative rounds, began collection of pre-data. **I learned…..** **I noticed…..** **I liked…..** **I disliked….** **I would change ……**		
		What did you do on this clinical day? I learned….. **I noticed…..** **I liked…..** **I disliked….** **I would change ……**		
		Copy and paste titles to complete.		

SAM HOUSTON STATE UNIVERSITY

STUDENT EVALUATION OF CLINICAL FACILITY

Professor: _____ **Date:**

NURS 4060 Semester/Year_____ Site/Unit: _____

Please circle the number that best reflects your evaluation of this facility:

(1) DISAGREE (2) SOMEWHAT DISAGREE (3) SOMEWHAT AGREE (4) AGREE

(5) STRONGLY AGREE

TOPIC	RATING
1. Clinical facility consistently provides adequate learning opportunities to meet course clinical objectives.	1 2 3 4 5
2. Preceptor support students in their clinical learning experiences.	1 2 3 4 5
3. Students have opportunities to apply critical thinking skills in this setting.	1 2 3 4 5
4. Students are exposed to other health professionals who are part of the interdisciplinary team in this facility.	1 2 3 4 5
5. Students are encouraged to participate as members of the interdisciplinary team in this facility.	1 2 3 4 5
6. Students are encouraged to communicate directly with physicians who are members of the health care team in this facility.	1 2 3 4 5
7. Staff on this unit treat students in a collegial manner.	1 2 3 4 5
8. Students have opportunities to practice communication skills in this setting.	1 2 3 4 5
9. This unit/facility provides students with opportunities to work with culturally diverse patients across the life span.	1 2 3 4 5
10 Staff in this setting role model high standards of nursing practice.	1 2 3 4 5
11 Nursing care rendered in this setting is current and evidence based.	1 2 3 4 5
12 The morale of staff in this setting is generally positive.	1 2 3 4 5
13 Any issues related to unsafe or unprofessional practice are addressed promptly.	1 2 3 4 5
14 SHSU should continue to schedule students for clinical rotations in this setting.	1 2 3 4 5

NURS 4060 Leadership and Management	Final
Course Objective and Nursing Student Learning Outcomes	
Learning Outcomes	
1. Examine health delivery systems and their impact on health care delivery and professional nursing practice patterns.	
2. Analyze selected management/leadership theories, concepts and models for health care delivery.	
3. Analyze selected management/leadership theories, concepts and models for health care delivery.	
4. Analyze health policy, economics and finance impact on practice	
5. Critique the critical thinking process in reaching nursing management decisions.	
6. Justify nursing management problem-solving and decision-making activities based on research findings.	
7. Compare and contrast approaches to management and leadership in the context of nursing.	
8. Advocate for safe, effective evidence-based nursing care.	
9. Plan own professional trajectory for the next 3 years	
10. Critique the use of selected data from information management systems that are used in management decisions.	
11. Analyze the collaboration among the various nurses and/or other members of the interprofessional health care team required to make selected. Management decisions.	
Professionalism * criteria not marked Pass (P) are grounds for clinical failure Date:	
1. Submit a calendar to their faculty on Monday by 12 noon the week **prior to** the upcoming week.	
2. * The dates and time the student scheduled must be approved by the Faculty **prior to** going to the clinical agency. **No hours** may be scheduled for after 7:15 pm M-F, any time on a Saturday, Sunday or a school holiday **(no exceptions).**	
3. Dates and times of student clinicals are to be coordinated with the assigned preceptor for the clinical experience.	
4. * Keep the faculty informed of **any change** in the submitted calendar, this must be done **prior to** and **APPROVED** by the faculty.	
5. *In case of an illness notify the preceptor and faculty prior to the scheduled clinical time or it will be counted as a no call no show absence.	
6. * Attend and document **90 clock hours** of Leadership clinical on the clinical log.	
7. *Document clinical hours on the log **(exclude your lunch break which is required)**; the hours can be divided	
8. *Students may **NOT work more than 12 hours in one shift <u>or a</u> total of more than 40 hours in a week** (this restriction includes your AHII clinical hours and Leadership clinical hours.	
9. Students must coordinate shifts with the charge nurses to begin and end at the agency's designated shift time and approved by the faculty.	
10. *Students **may not work with a different nurse, preceptor** unless **PRIOR** approval is obtained from your faculty.	
11. ***Never** be in the clinical agency without prior approval of the faculty.	
12. Maintain a detailed clinical log **with you at all times**. Hand written log, and typed one for final submission. **Remember to subtract your lunch time**	

13. **Adhere to the dress policy and professional conduct policy at all times**. The faculty must approve any variation in dress policy **prior to** going to the agency.	
14. ***Do not leave the clinical area prior to the time you have submitted** and was approved by the faculty or your will counted as no call no show for leaving an assigned area. This is grounds for dismissal from the program.	

Date: _____ Faculty _____Student: _____

Final Grade: ___Pass/Fail. Fail comment on the back of the paper is required.

_____

_____

_____

_____

_____

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.

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 (i.e.: 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 but late assignments will include 10 points off. 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.

Chain of Command:

The Appeals process for The SON can be found on page 26 of the Student Handbook*.* For clarification, the following applies:

Tier1   *Faculty*   *Dr.Cockerham/Mrs. Duncan*

Tier 2   *Course Coordinator*   *Dr. Cockerham*

Tier 3   *Level Coordinator*   *Dr. Moore*

Tier 4   *Appeals, Progression and Retention Committee*

Tier 5   *SON Director*   *Dr. Neill*

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). ***There will not be a make-up for exams or class activities for missed classes. Interviews are to be scheduled on non-school days.***

See *Absence from Scheduled Examinations Policy in the SON Student Handbook for guidelines regarding absence from exams.*

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.

*The student is responsible for completing any required remediation or testing **and uploading the transcript and/or the documentation to Blackboard** (these will not be accept if submitted in person). (Documentation **must** be **handwritten**).* Grades will be reduced by 10 points for late submission for every day the assignment is late. 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. *Remediation must be hand written and typed submissions will not be accepted.* Late submission will result in loss of 0.5 points for the first day, and one point the second day. **ALL ATI remediation must be uploaded to Bb, a reduction of 5 points if late, and will not be accepted in class.**

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; 74.49 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 Policies:

     a. Class attendance policy (see SHSU Class Attendance policy AP 800401) – each faculty member is obligated to clarify her/his classroom policy regarding absences in writing to each student enrolled in class.
     b. Procedures in cases of Academic Dishonesty AP 810213 (be sure to include statement regarding plagiarism)
     c. Academic Grievance Procedures for Students AP 900823
     d. Students with Disabilities AP 811006
     e. Student Absences on Religious Holy Days AP 861001
     f. Use of Telephones and Text Messengers in Academic Classrooms and Facilities AP 100728

NOTE: The following link includes the above noted policies: Syllabus Guidelines should you wish to refer to only one link.

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

Syllabi Acknowledgement Statement

N4060 Leadership

FALL 2017

Due August 3, 2017 by 11:59 PM

I have received the course syllabus for N4060 Leadership course. Course evaluation has been explained and I understand that Leadership has 4 Exams and weekly quizzes with Team-Based Learning group exams with a student's individual grade and group grade being averaged together to give one exam grade. Exam grades are worth 55% of my grade and ATI Proctored Leadership Assessment is worth 10% in the overall exam grade. I understand that the exam weighted average 74.5% or higher to pass the course. I understand that all exams, projects, and additional grades will be included for my final course grade of 74.5% average to pass this course. In the event that I do not have a 74.5% average on all exams and assignments in this course, I understand that I will fail N4060 Leadership and the clinical section. Also, if a student fails the clinical section, they also fail the didactic part of the class as well and both must be repeated together. I understand that I must make a 74.5% or higher overall course grade to progress to graduation.

Student name: **SHSU Student Identification Number:**   **Date:**

_____   _____   _____