

**SAM HOUSTON STATE UNIVERSITY**  
**College of Health Sciences,**  
**School of Nursing**  
**NURS 3460: LVN to BSN Transition**

**Course description:** This course is designed to meet the needs of a licensed vocational nurse (LVN) desiring to earn a bachelor's degree in nursing (BSN) and become a registered nurse (RN). This course will explore the role of the professional nurse as a provider of holistic, culturally sensitive, client-centered care. Other concepts to be explored include client advocacy, interdisciplinary collaboration, and professional nursing. This course will prepare the student to apply critical thinking and nursing process to clients experiencing non-complex common health problems. Credit 4. Prerequisites: Admission to the BSN Program.

**Semester/Year:** Fall, 2017

**Class meeting times:** Online, including an orientation, and weekly lab time on Tuesdays 12:30pm to 3:30pm alternating between campuses at Huntsville and The Woodlands Campus.

**Faculty:**

Dr. Mona Cockerham, PhD, MSN, RN

Office: Huntsville Bank Building, 290-E  
and The Woodlands campus, 435 A

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you have not received a response by email,  
or for an emergency. **Please do not share.**

Email: [mcc053@shsu.edu](mailto:mcc053@shsu.edu)

Office hours: By appointment

**Course Credit:** Five (5) credit hours (4 credit hours didactic/1 credit hour clinical laboratory).

**Pre/co-requisites:** Admission to the LVN to BSN Program

**Course Objectives:**

Upon successful completion of NURS 3460, the learner will be able to:

Objective/s	Activities/Assignments	Measurement	Standards Alignment (if applicable)
1.Examine the Texas Board of Nursing Differentiated Essential Competencies (DECS) as they relate to professional nursing practice.	Examination; Swift River Assignments; ATI modules, Clinical Concept maps, and EHR tutor.	Exams 55%, Quizzes 15%, Ethical presentation 5%, Transitional Role Paper 10%	<b>Outcome 3, 5; TX DEC I-A; BSN Essentials V, VIII</b>
2.Use assessment data to identify	Examination; Swift River Assignments;	Exams 55%, ATI exam 5%, Quizzes	Outcome 2, 4, 6; TX DEC II-

nursing diagnoses, formulate goals/outcomes, and develop plans of care for individuals using evidence-based care.	ATI modules, Clinical Concept maps, and EHR tutor.	15%, Modules/Concept Maps 15%	A; BSN Essentials III.
3. Apply technology to obtain published nursing research pertinent to the care of clients.	Role transition paper Modules/Concept maps and Ethical dilemma presentation.	Role transition paper 10%, Concept maps 15%, and Ethical dilemma presentation 5%.	Outcome 9; TX DEC II-B; BSN Essentials IV
4. Examine the concept of collaboration with the interdisciplinary health care team in the care of clients.	Lab activities and Swift River	Lab Pass/Fail & Modules 15%	Outcome 2, 5, 10; TX DEC II-H, III-F, IV-A, IV-B, IV-C, IV-D, IV-F, IV-G; BSN Essentials VI, IX.
5. Compare and contrast the health beliefs of culturally, ethnically, and socially diverse clients.	Class activities and discussion board	Modules including lab reflection posting	Outcome 1, 3, 4; TX DEC I-A; BSN Essentials I, VIII.
6. Describe measures to promote a safe environment for clients, self, and others.	Quizzes and lab activities.	Quizzes 10% & Lab – Pass/Fall	Outcome 2; TX DEC II-D; BSN Essentials II, IX.

**Required Text(s) or other:**

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

Claywell, L. (2013). *LPN to RN Transitions* (3<sup>rd</sup> ed.). St. Louis, MO: Elsevier. ISBN: 978-0- 3231-0157-8

ATI instructional modules provided by school of nursing.

Shadow Health instructional modules provided by school of nursing.

Lab kit purchased by students on admission.

**Course Evaluation**

**Instructional Strategies:**

The method of instruction will vary at the discretion of the instructor in order to best fit the knowledge or skill required of the learner. The methods will include some or all of the following: lecture, discussion, online presentations/activities, small group activities, case studies, and/or in-class assignments. This list is not all-inclusive and additional instructional

strategies may also be utilized at the discretion of the instructor in order to best fit the knowledge or skill of the learner. Learning activities will include some or all of the following: participation in class discussion, student presentations, case scenarios, online activities, or other activities as specified by the course coordinator. Module assignments include ATI, Swift River, concept mapping and EHR tutor. Other assignments may be added at the professor's discretion. ***ALL ONLINE ASSIGNMENTS ARE DUE ON MONDAY at 8:00 am FOR THE WEEK***, unless otherwise instructed.

#### **Evaluation Methods:**

##### *Exams:*

Quizzes-during lab time	10%
ATI Exam	5%
Unit Exam 1	20%
Unit Exam 2	20%
<u>Comprehensive Final</u>	<u>15%</u>

##### *Written Work:*

Modules/Concept Mapping	15%
Role Transition Paper	10%
<u>Ethical Dilemma Presentation</u>	<u>5%</u>

Lab Pass/Fail

- Pass two check-offs
- Foley catheter insertion/removal
- Safe patient transfer

#### **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	

## 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.
- The quiz average, 2 unit exams, final exam 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. The quizzes (Patient Safety; Oxygenation/ Circulation; Medication Administration; Fluid, Electrolyte, and Acid/Base Balance), three exams (Exam 1, Midterm/Exam 2, Comprehensive final). All exams/quizzes allot 1.5 minutes per question.
- Failure for exam average less than 74.5 or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.
- The clinical/lab position is graded as pass or fail. Certain assignments may be numerically graded and included in the course grade, as described in the didactic portion of the syllabus for this course. The level- appropriate (J1, J2, S1, S2) dosage and calculation exam must be passed to remain in the clinical setting for other level courses.
- Lab skills tests (check-offs) must be successfully passed before students can attend clinical. Failure to pass the skills tests will result in a failure in lab/clinical and failure in the course.
- All lab skills tests must be passed by the second attempt in order to continue on in the course. The first attempt will be via student-submitted recording of skill. Second attempt will be face-to-face demonstration of the skill.
- 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 J1 semester, the dosage and calculations exams are proctored and given in a classroom setting during orientation, but any student who fails both attempts of the level exam must withdraw from NURS 3320, NURS 3321, NURS 3410, and NURS 3530.
- At the Junior level, each standardized test (ATI) will count as 5% of entire final grade.
- First Alert Program: Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional

information on the First Alert Program can be accessed from  
<http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

**Course Content Outline: (bring your iPad or laptop to each class).**

Wk	2017	Course Content Outline	Reading Assignments	Quiz	Assignments
Orient	8-24	Orientation, including computer skills, study & time management	Chapters 1 & 2		Sign syllabus Acknowledge due to be uploaded to Bb.
1	8-28	Role Transitions LVN to RN; Math review	Chapter 3 & 4	Yes	
2	9-5	Issues & Trends; Quality improvement	Chapter 6 & 7	Yes	Simulation Lab date for Skills Checkoff to be determined.
3	9-11	Legalities and Ethics	Chapter 8	Yes	
4	9-18	Culture of safety: patient and environment	Chapter 9	Yes	
5	9-25	Evidence-based nursing, nursing theory and the RN role	Chapter 10, 13	No	<b>Unit Exam 1 (9/25/2017) covers Chapters 1-3, 5-9</b>
6	10-2	Traditional vs. higher thinking skills used in planning care	Chapter 12	Yes	
7	10-9	Nursing process to improve client care	Chapter 11	Yes	<b>ATI Practice Exam A by 10/2 at 5 PM</b>
8	10-16	Adult case study; concept mapping.	Readings in module	No	<b>Role Transition Paper due by 10/23 at 8am; ATI Remediation by (10/30/2017-8am)</b>
9	10-23	Communication; culturally competent care	Chapter 14	No	<b>Unit Exam 2 10/30/17 over Chapters 9 – 14; ATI Practice Exam B by (11/13/2017) at 8 AM</b>
10	10-30	Educator role of the RN	Chapter 15, 17	Yes	<b>ATI Remediation by (11/20/2017) at 5 PM</b>

1	11-6	Assessing, advocating and delegating; RN role in teams	Chapter 16	No	<b>Fundamentals Proctured ATI Exam to be determined</b>
12	11-13	Time management and care organization skills; math review. * <b>QUIZ &amp;</b>	Chapter 4, 18	Yes	
	11-20	Thanksgiving			
13	11-27	Becoming a member of the profession; advanced practice overview	Chapter 19		
14	12-4	<b>Final Exam; ATI Retake after Final.</b> Presentations after Final		No	<b>PowerPoint for presentation posted Friday, 12/4 by 8AM</b>

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

### Lab/ Clinical Calendar:

Date	Lab Content	Required Lab Supplies	Assignment
Wk of 8/23	NO LAB		<b>ATI Tutorials &amp; Skills Modules:</b> <i>Infection Control; Ambulation, Transferring and Range of Motion- Complete by 08/27 at 2300</i> <b>EHR Introduction Activity</b> due by 08/28 at 0800 <b>In Lab - Wilkinson skills</b> 23-1, 23-2, 23-6, 24-1, 24-2, Ch 25 (except -6, -7, -8) & 32 skills. Resources provided in lab.
8/28	Hand Hygiene/ Personal Protective Equipment/ Body Mechanics/ Mobility Skills (1 & 2 person transfers, positioning, log-rolling, pulling pt up in bed, active/ passive ROM, restraints); Ambulation	PPE	<b>ATI Tutorials &amp; Skills Modules:</b> <i>Personal Hygiene; Wound Care- Complete - Complete by 09/5 at 0800</i> <b>In Lab - Wilkinson skills</b> 25-6, 25-7, 25-8, 27-2, 27-3, 27-4, all of Ch 35

9/5	LAB		<b>To be determined based on class learning assessment.</b>
9/11	Bed Baths, Bed Making (Occupied and unoccupied); Oral Hygiene Skills, Dressing Change (moist to dry and dry); wound culture collection; suture/ staple removal <b>Skill Test #1: Hand Hygiene, PPE, and Mobility Video Due by 9/17 at 2300</b>	2 towels, 3 wash cloths, lotion, brush/ comb, toothbrush/ toothpaste, small towel, dressing supplies	<b>ATI Tutorials &amp; Skills Modules:</b> <i>Nutrition, Feeding and Eating, NG tube, Enteral Tube Feeding, Enemas, Specimen Collection, Ostomy Care - Complete by 09/18 at 0800</i> <b>In Lab -Wilkinson skills 28-1, Ch 29</b> 1 Hour Open Lab
9/18	Nutrition- assisting w feeding, NG feeding (continuous and bolus) NG insertion and removal; Elimination (urinal, bedpan, BSC) Enemas, Ostomy care; collecting clean catch urine specimen, collecting stool specimen	Applesauce, pudding, or jello and spoon; Ostomy appliance	<b>ATI Tutorials &amp; Skills Modules:</b> <i>Open gloving technique in Surgical Asepsis Module; Oxygen Therapy, Airway Management- Complete by 09/25 at 0800</i> <b>In Lab -Wilkinson skills 23-7, 23-8, 36-1, 36-2, 36-3, 36-4, 36-6, 36-7, 36-8, 36-9</b> 1 Hour Open Lab Time
9/25	Oxygenation Equipment, Pulse Oximetry; suctioning (oral, nasal, and trach); chest physiotherapy; C&DB; IS; sputum collection; sterile gloving	Sterile gloves	<b>ATI Tutorials &amp; Skills Modules:</b> <i>IV therapy; Urinary Catheter Care- Complete by 10/02 at 0800</i> <b>In Lab -Wilkinson skills 28-4, 28-5, 28-6, 28-7, 38-5, 38-7</b> 1 Hour Open Lab Time
10/2	Foley Catheters, sterile urine specimen collection; IV site assessment, discontinuing IVs, Central line dressing change, Pyxis Access	Bring Pyxis Training certificate; foley catheter kit; central line dressing change kit	<b>ATI Tutorials &amp; Skills Modules:</b> <i>Medication Administration 1, 2, 3; Diabetic Management (types of insulin, insulin administration, mixing insulin)- Complete by 10/09 at 0800</i> <b>In Lab -Wilkinson skills 26-1 through 26-14</b> 1 Hour Open Lab Time
10/9	Medication Administration, SIM practice <b>Skills #2 Test - Sterile Technique Video Due by 10/15</b>	All medications (vials, ampules, syringes, sterile water/ NS, etc); injection pads; stethoscopes	<b>ATI Tutorials &amp; Skills Modules:</b> <i>Point of Care Testing, Diabetic Management (technique for measuring glucose, interpretation of blood glucose levels)- Complete by 10/15 at 2300</i> <b>In Lab -Wilkinson skills 27-1</b> Swift River Medication Administration Assignment Due by 10/16 at 0800

10/16	<b>Clinical Orientation/ Clinical Assignment Expectations</b>		<b>ATI Tutorials &amp; Skills Modules:</b> <i>HIPAA; Healthcare Fraud, Waste, and Abuse Prevention- Complete by 10/23 at 0800</i>
10/23	<b>Hospital Simulation</b>		Patient Database- EHR/Concept Map
10/30	<b>Simulation/Medications</b>		EHR tutor/Concept Map 1 Self-Reflection Journal/Swift River. Assignment to be added.
11/6	<b>Simulation/Medications</b>		EHR tutor/Concept Map 2 Self-Reflection Journal/Swift River. Assignment to be added.
11/13	<b>Simulation/Medications</b>		EHR tutor/Concept Map 3 Self-Reflection Journal/Swift River. Assignment to be added.
11/27	<b>TBD</b>		

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

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
<b>80-100%</b>	15	2 hours	Minimum 3 Critical Points per topic	Optional
<b>65-79%</b>	12	3 hours	Minimum 3 Critical Points per topic	Optional
<b>50-64%</b>	9	4 hours	Minimum 3 Critical Points per topic	Test Taking Skills Modules
<b>&lt; 55%</b>	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:**

1. 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.
2. Weekly Quizzes: Module quizzes will be given online and will address content as described. These quizzes may include multiple choice, matching and fill in the blank items. This means that students need to come to class with the assigned chapters read and lectures listened to so they can participate in the class activities. \*
3. 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 Clinical**

\*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.

<b>Criteria</b>	<b>Exceeds Standards (90-100%)</b>	<b>Meets Standards (80-89%)</b>	<b>Needs Improvement (&lt;79%)</b>
Participation	Excellent attitude and involvement in all class activities -Shares comments and	-Good of involvement in class activities. -Engaged and comments shared	-Poor attitude toward classwork, projects and class discussions -No comments or

	listens to others. -Is always prepared with reading and assigned questions	-is prepared most of the time with reading and assigned work.	thoughts offered during discussions.
Attendance	Arrived on-time; attended entire class. Returns from class breaks at designated time.	Arrived < 15 minutes late or leaves <15 minutes early. Returns from class breaks at designated times.	Unexcused absence; >15 minutes late or leaves >15 minutes early. Leaves class for extended periods of time

#### Concept Mapping Assignments and Rubric

Graded concept map and patient database grades (EHR tutor) will come from clinical/lab/simulation assignments; however, they will count as part of the didactic course grade. There are three total concept maps and four total database grades. There is one additional concept map activity due for **practice** and feedback and this is based on case studies.

#### Module Assignments

Each module will have some type of activity or assignment to complete and submit. During orientation we will cover the use of E-mail, relevant Blackboard activities and modules. There will also be short videos posted to help with new types of assignments. These assignments are designed to help you become more comfortable writing and posting, and to help you use and apply the material in your textbook, Swift River, ATI, or EHR tutor, or other assignments.

Criteria	Excellent: 90-100%	Good: 80-89%	Passing: 75-79%	0 - 74.499
<b>Assignment</b>	Answers questions or does work completely, cites & references text	Basically answers questions or finishes work; cites & references text	Answers questions incompletely or incorrectly; cites and/or references text.	No assignment submitted or submitted late. <b>(0)</b>
<b>Module</b>	Completed with 1-3 errors	Fairly complete with 3-6 errors.	Incomplete; missed significant parts of the module.	Did not satisfactorily complete the module

#### Role Transition Paper (10% of course grade)

Students will each write a paper about the role transition that they are beginning. The paper will be between 4-6 pages (not including title or reference pages) in APA format (title page, running head, page headers, citations, references) using a minimum of 2 scholarly resources (outside of your textbook). An appointment with the SHSU Writing Center must be completed to review the rough draft. Proof of this appointment must be submitted with your final paper. A 10-point deduction will be given to papers submitted without proof of a Writing Center visit.

Specific requirements: (see rubric below for grading specifics)

- Introduction: Briefly describe what will be covered in this paper. Include a purpose statement.(one paragraph)

- Discuss the role of the licensed vocational nurse (LVN), including scope of practice and responsibilities, and describe the LVN's role in the healthcare team (one paragraph).
- Describe the role of the registered nurse (RN), including scope of practice and responsibilities, and describe the RN's role in the healthcare team (one paragraph).
- Compare and contrast the two practice roles (one paragraph).
- Utilize the Texas Differential Educational Competencies (DECs), as well as your outside references and textbook to highlight one common practice challenge faced by registered nurses who work with LVNs. How should that challenge be met in order to practice safely and within the competencies identified in the DECs? (one paragraph)
- Discuss how you see the competencies that the RN should exemplify influencing your anticipated nursing practice as a registered nurse. Incorporate all of the competencies for one role (your choice): II. Provider of Patient-Centered Care; III. Patient Safety Advocate; or IV. Member of the Health Care Team. (one paragraph)
- Conclusion: Summarize the paper by returning to the purpose as you described it in the Introduction. Be sure that the reader sees how the paper met the purpose. (one paragraph). See rubric below.

<b>Criteria</b>	<b>Excellent (90-100%)</b>	<b>Good (80-89%)</b>	<b>Fair (&lt;79% )</b>	<b>Poor (60%)</b>
Introduction <i>10% possible</i>	Introduction clearly stated and sets the context of the paper. Includes appropriate purpose statement. 1-2 errors possible.	Introduction attempts to set context of paper. Purpose statement basically relates to topic.	Introduction unclear and/or does not set context of paper. Purpose statement does not relate to paper.	Introduction unclear; does not set context of paper. No purpose statement.
Discussion of nursing roles <i>20% possible</i>	Excellent description of the two scopes of practice with accurate comparison made. 1-2 errors possible.	Good description of two scopes of practice with basic comparison completed.	Limited description of two scopes of practice or incorrect comparison made.	Incorrect description of two scopes of practice and incorrect comparisons made.
Discussion of Practice Challenge <i>20% possible</i>	Thorough description of the nature of the challenge which reflects the role of the RN and utilizes DECs correctly. 1-2 errors possible.	Partial description of the nature of the challenge. The role of the RN OR DECs are very basically described.	Limited description of the practice challenge. The role of the RN AND/OR DECs are incorrect.	Incorrect description of the practice challenge. The role of the RN & DECs are missing.
Application to future practice <i>10% possible</i>	Thorough and correct application of the DECs. Incorporates DECs as directed. 1-2 errors possible.	Basic application of the DECs. Discussion of DECs missing 1-2 elements.	Limited application of the DECs. Discussion of DECs missing 3 elements.	Future practice not related to the DECs. Discussion of DECs missing many elements.



Conclusion <i>15% possible</i>	Excellent summary of all areas within conclusion. 1-2 minor errors.	Good summary of all areas within conclusion. 2-3 minor errors.	Limited summary of all areas in conclusion. 4 errors.	Incorrect summary of all areas in conclusion. 5+ errors.
Professional Writing <i>10% possible</i>	Paper is well written; clear, readable sentence/ paragraph structure. 1-2 typing, spelling or grammar errors.	Paper uses formal, academic language. Correct sentence/ paragraph structure; 3-4 typing, spelling or grammar errors.	Paper uses informal, language. Awkward sentence/ paragraph structure; 5 typing, spelling or grammar errors.	Paper difficult to follow. Incorrect sentence/ paragraph structure; 5 typing, spelling
APA <i>10% possible</i>	Paper written in correct APA style with 1 APA error.	Paper written in correct APA style with 2 APA errors.	Paper not written in correct APA format; 3 APA errors.	Paper not written in correct APA format.

## Documentation Rubric

Name Documentation Rubric

Description

Rubric Detail

Criteria	Levels of Achievement			
	Below Average	Average	Above Average	Exceptional
Documentation is clear and well organized 	<b>0 to 9 points</b> Documentation does not meet expectations as evidenced by either of the following: missing essential elements, >2 spelling/grammatical errors, illogical sequencing, lay terminology.	<b>10 to 15 points</b> Documentation meets criteria for clarity but needs to be better organized. Documentation occasionally strays from standard format from logical sequence for head to toe documentation but the reader is able to determine findings with difficulty.	<b>16 to 18 points</b> Documentation is clear and well organized with the occasional redundant or distracting information. Documentation meets criteria for clarity but need to be better organized.	<b>19 to 20 points</b> Documentation is clear and well organized. Appropriate medical terminology is used. Format follows a standard.
Subjective Assessment 	<b>0 to 9 points</b> Subjective assessment is missing more than 2 critical elements needed for adequate evaluation of the patient's problem. Irrelevant information predominates subjective assessment.	<b>10 to 15 points</b> Subjective assessment is missing 2 elements needed for adequate evaluation of the patient's problem. Includes irrelevant information.	<b>16 to 18 points</b> Subjective assessment is missing 1 element needed for adequate evaluation of the patient's problem.	<b>19 to 20 points</b> Subjective assessment is fully explicated and targeted toward the reason for presentation without the inclusion of extraneous information.
Objective Assessment 	<b>0 to 9 points</b> Objective assessment is not developed and/ or the assessment is inappropriate for the patient's age, gender, and/ or inappropriate for the presenting problem.	<b>10 to 15 points</b> Two or more elements needed for adequate evaluation of a patient's problem is missing from assessment.	<b>16 to 18 points</b> Objective assessment is missing an element needed for adequate evaluation of the patient's problem. Includes irrelevant information in assessment.	<b>19 to 20 points</b> Objective assessment of health status is fully explicated. There is no missing or irrelevant information.
Narrative Note 	<b>0 to 9 points</b> Documentation does not meet expectations of assignment. More than 2 spelling and/ or grammatical errors noted and/ or missing essential elements.	<b>10 to 15 points</b> Documentation meets criteria for clarity but needs to be better organized. Documentation occasionally strays from logical sequence.	<b>16 to 18 points</b> Documentation meets criteria for clarity but needs to be better organized. Reader is able to determine findings with minimal difficulty.	<b>19 to 20 points</b> Documentation is clear and well organized. Appropriate medical terminology is used.
Head-to-toe assessment 	<b>0 to 9 points</b> Documentation does not meet expectations. Missing essential elements, does not clearly show complete assessment.	<b>10 to 15 points</b> Documentation meets criteria for clarity but missing 1 essential element and/ or reader has difficulty determining findings.	<b>16 to 18 points</b> Documentation meets criteria for clarity but missing non-essential information. Reader is able to determine findings with minimal difficulty.	<b>19 to 20 points</b> Documentation is clear and well organized. No missing elements.

### **Ethical Dilemma Group Presentation (5% of course grade)**

Students will work in faculty-assigned groups to develop a group presentation with PowerPoint that discusses a common ethical dilemma relating to autonomy, veracity, fidelity, beneficence, nonmaleficence, justice (distributive or egalitarian/comparative) , and privacy/confidentiality. Group size will be 2-3 members per presentation. The group will develop a PowerPoint presentation that will be given after the Final exam at the end of the semester. A portion of the grade will involve the completion of a peer evaluation for yourself, and on each member in your group. The PowerPoint must be submitted according to the schedule, one week prior to the presentation in order to receive any credit for the presentation; that assignment will be graded pass/fail.

The group presentation will discuss one of 5 possible common ethical dilemmas that registered nurses face. The presentation will utilize the textbook and 2 additional peer-reviewed sources to explain the ethical principle involved, as well as a typical patient situation that can create this dilemma.

The presentation will be 10-15 minutes and another 5 minutes allotted for questions.

Presentations will occur on campus.

The presentation consists of:

- 1 title slide with the names of all students in the group
- 1 introductory slide talking about the purpose of the presentation
- 1-2 slides explaining the ethical principle
- 1-2 slides explaining the patient situation used
- 1-2 slides explaining the ethical dilemma
- 1-2 slides discussing a minimum of 2 solutions to the dilemma
- The last slide should be the APA-formatted reference list.

The PowerPoint will have a total of 6-10 slides.

<b>Criteria</b>	<b>Excellent (90-100%)</b>	<b>Good (80-89%)</b>	<b>Fair (&lt;79% )</b>	<b>Poor (60%)</b>
Title & References	Title slide is clear and appealing, APA for references correct; 1-2 minor errors possible	Clear title slide; APA for references mostly correct; 3 errors possible	Title slide may not be clear or author not noted; APA citations essentially flawed	Both title slide and APA references have multiple errors or components are missing.
Introduction	Thoroughly describes purpose of presentation.	Describes purpose with 1-2 minimal errors.	Purpose is listed; has 3+ errors	Purpose is unclear due to multiple errors; may be incomplete.
Ethical Principle	Thoroughly describes ethical principle involved in dilemma.	Describes ethical principle involved in dilemma; 1-2 minimal errors.	Ethical principle involved in dilemma present; has 3+ errors	Ethical principle is unclear due to multiple errors; may be incomplete.

Patient Situation	Thoroughly describes patient situation in terms of dilemma	Describes patient situation in terms of dilemma; 1-2 minimal errors.	Patient situation in terms of dilemma present; has 3+ errors	Patient situation is unclear due to multiple errors; may be incomplete.
Ethical Dilemma & Solutions	Thoroughly describes dilemma and 2 solutions	Describes dilemma and 2 solutions with 1-2 minimal errors.	Dilemma and 1-2 solutions present; has 3+ errors	Dilemma is unclear due to multiple errors; 1 solution proposed and is incorrect.
Participation in group work	Behavior is professional, accountable, respectful. Fully participates	Behavior mostly professional, accountable, respectful. Participates as a rule	Behavior is professional at times, accountable with reminders, usually respectful. Participates with reminders as a rule	Behavior and work ethic identified as problematic by majority of group.

### Concept Maps Introduction (Module Assignment)

#### Concept Map Rubric

Concept Map Grading Rubric	Points
<b>Relevant Assessment Data</b>	
Differentiated between & included both objective & Subjective Data (4) Identified assessment data that relates to the nursing concept (2)	___/6
Appropriate Nursing Concept	___/6
<b>Patient Goal and Outcomes</b>	
Stated goal in a positive manner (1) Selected a minimum of 1 specific, measureable, achievable, realistic, & timely (includes date for reevaluation) outcomes (AEB) related to the goal and signs and symptoms of the problem (6)	___/7
<b>Nursing Interventions</b>	
All interventions related to nursing concept, goal, & outcome (9) Identified a minimum of 3 interventions with frequency when appropriate (9) All interventions are specific and individualized for the patient (6)	___/24
<b>Rationales for Interventions</b>	

Identified a rationale for each intervention & written in a scientific manner (if a medication is used, the medication rationale is the mechanism of action of the drug) (6) Referenced each rationale with book and page number (6)	___/12
<b>Implementation of Interventions</b>	
Identified who performed each intervention (1)	___/3
<b>Evaluation of Goal and Outcomes</b>	
Evaluated each outcome as met/not met/partially met with supporting patient data provided (4) Evaluated the overall goal as met/not met/partially met (1) Identified revision required if goal was not met or partially met (1)	___/6
<b>Pathophysiology</b>	
Pathophysiology appropriate for medical diagnosis (2) Restated in own words (3) Citation with book and page number (1)	___/6
<b>Medications</b>	
Medications specific to concept (2) Included generic name (1), dose (1), route (1), frequency (1), drug class (1), common AND life-threatening S/E (2), and nursing implications (1)	___/10
Total:	___/80

### Clinical Laboratory Time:

1. Clinical lab time will be scheduled on Tuesdays from 12:30pm until 3:30pm. This will provide an time for lunch and travel to the other campus.
2. Skills Lab & Simulation: Each student is required to attend and participate in the skills/simulation lab per the class schedule. **Students are required to be in uniform. This is mandatory clinical time.**
3. A final copy of the **Skills Checklist** must be handed in to the clinical faculty at the time of the final evaluation; all skills are to be signed off by the lab instructor/course instructor.
4. The student is responsible to bring their Skills Checklist to lab every week. The instructor will sign-off each skill evaluated and successfully completed.
5. The patient assignment will be determined by the clinical faculty on the day of the



clinical experience unless otherwise indicated. The student will share the clinical objectives and expectations with the staff nurses as needed to maximize the clinical experience.

6. Dress code includes wearing complete uniform in accordance with school and agency policy for direct patient care. Refer to the **SHSU Student Nursing Handbook** for additional information. Students are required to wear SHSU name badge, SHSU student badge, and SHSU patch, with the uniform when in any clinical area.

7. No fingernail polish, visible tattoos, body piercings, or artificial nails are allowed in any laboratory or clinical setting.

All written work is **mandatory** and failure to submit any such work will result in a failure in the course. All written work is expected to be professionally presented, in APA format (6th Ed.) with correct spelling, punctuation and grammar. All written work must be completed satisfactorily according to the instructor in order to pass the course. Students are required to save a copy of any assignments that are submitted. Students will need computer skills to complete assignments in the undergraduate nursing program. Skills needed include the use of Microsoft Word, as well as information retrieval systems.

*All written assignments (concept maps/databases, journal entries, papers) are to be word-processed, unless the faculty instruct otherwise. All Word documents submitted to instructors **MUST** have the last name of the student in the file name, as well as an indicator of content*

### **Guidelines for Clinical Practice**

#### **Medication Administration**

1. Remember the 6 “Rights” of medication administration.
2. Medications will be given under the supervision of a registered nurse or clinical faculty only.
3. NEVER GIVE MEDICATION UNLESS AN INSTRUCTOR OR A NURSE IS WITH YOU.
4. Students MAY NOT take verbal or phone orders from M.D.

### **Skills Assessment Checkoff (Pass/Fail)**

LVN to RN Lab will be scheduled every week for three (3) hours from 12:30 pm to 3:30 pm. Each student as a part of a module assignment will complete a skills assessment check-off form.

#### **Clinical Evaluations**

Students must maintain a record of their own accomplishments. Students should keep their clinical instructor informed of their progress on a regular basis. Students should complete the **Skills Checklist** and review it with their clinical instructor. The Skills Checklist will be reviewed at midterm and the completed check list should be turned in during the final evaluation.

**Concept maps and any associated assessment(s) are to be word processed and submitted electronically to the clinical instructor by the instructor-determined deadline. If it is**

**seriously deficient, it may be failed or be returned for correction. If it remains seriously deficient, after the second reading by the instructor, it will be failed. Failure to complete care plans constitutes failure in the course.**

### **Grading Basis for Clinical**

Students are expected to come to clinical activities appropriately prepared to work. Repeated instances of poor or absent preparation, inappropriate behaviors, unsatisfactory performance during the clinical day or in submitted paperwork, lack of improvement in critical thinking, or lack of active participation during post conference as defined in the clinical evaluation can lead to failure in clinical. Grossly unprofessional or unsafe behavior is grounds for failure as well.

**\*\*Failure to be consistent with the Texas Statutes Regulating the Practice of Professional Nursing will result in an automatic failure of the course.\*\***

### **Course Policies/Expectations**

#### ***Chain of Command:***

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

<b><i>Tier1</i></b>	<b><i>Faculty</i></b>	<b><i>Dr.Cockeham</i></b>
<b><i>Tier 2</i></b>	<b><i>Course Coordinator</i></b>	<b><i>Dr. Cockerham</i></b>
<b><i>Tier 3</i></b>	<b><i>Level Coordinator</i></b>	<b><i>Dr. Kastler</i></b>
<b><i>Tier 4</i></b>	<b><i>Appeals, Progression and Retention Committee</i></b>	
<b><i>Tier 5</i></b>	<b><i>SON Director</i></b>	<b><i>Dr. Neill</i></b>

***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 (ie: no phone calls/texts after 9pm or on the weekend).

Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further

guidance.

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

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members reports 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. For each day an assignment is late, there will be a deduction of 10 points per day. 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.

#### ***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>.

## **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 OPEN LAB 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 are to be kept in lab bags, unless during a break time, and must be turned off during the exam. Both cell phones and laptops not being used during a test and kept in the cubbies. 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 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](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>

NURS 3460- LVN to RN Transition  
*Due first lab date uploaded to Bb*

**Acknowledgement of Syllabus & Grading Criteria**

I have received and have read the course syllabus for NURS 3460- LVN to RN Transition. The SHSU University Policies, School of Nursing Policies and Course Policies have been discussed with me. I am responsible to be familiar with and to comply with these policies. Course evaluation has been explained and I understand that LVN to RN Transition that the weighted average of the quizzes and exams must be 74.5% or higher to pass the course. I understand that the weekly module assignments, presentation, and paper will not be included in my final grade unless I have an unweighted 74.5% average or higher for the cumulative final exam, quizzes and other exams. I understand that my final course average, including the documentation, presentation, and paper assignments, must also be 74.5% for passage of the course, and that I must also satisfactorily complete all assigned work to pass the course. In the event that I do not have a 74.5% average on these exams, or in the course as a whole, I understand that I will fail the course. I understand that if I fail NURS 3460 AND I do not have another failure in the nursing program, I will be required to retake the course in order to complete the nursing program.



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Printed Name

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Signature

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Date