

**Sam Houston State University  
College of Health Sciences  
School of Nursing  
NURS 4060 Leadership  
Spring, 2018**

**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: Mrs. Duncan, MA, MSN, RN

Office: TWC 435-A

Phone: 281-782-7204

Email: [dld034@shsu.edu](mailto:dld034@shsu.edu)

Office Hours: By appointment Monday through Friday.

Course/Clinical Faculty: Dr. Cockerham, PhD, MSN, RN

Office: BTB 290-E

Phone: 936.294.2385

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

Office Hours: By appointment.

Clinical Faculty: Dr. Stiles, PhD, RN

Office: 240-A

Phone: 936-294-2369

Email: [axs072@shsu.edu](mailto:axs072@shsu.edu)

Office Hours: By appointment

**Course Credit: 6 Credit hours (Class 2 credit hours weekly, Clinical/Lab 4 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.	<b>Outcome 5; TX DEC IIE, IIF, IVA; BSN Essentials</b>
2. Analyze selected management/leadership theories, concepts, and models for health care delivery.	Exams, team-based learning quizzes, and ATI modules	75% grade see rubric in syllabi.	<b>Outcome 5; TX DEC IVG; BSN Essentials</b>
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.	<b>Outcome 3, 5; TX DEC IA, IIIA; BSN Essentials</b>
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.	<b>Outcome 5; TX DEC IVG; BSN Essentials</b>
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	<b>Outcome 1, 5, 6; TX DEC IIA, IVG; BSN Essentials</b>
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.	<b>Outcome 5, 6; TX DEC 1C, 4G; BSN Essentials</b>
7. Advocate for safe, effective evidence-based nursing care	Exams, team-based learning quizzes, and ATI modules	75% grade, see rubric in syllabi.	<b>Outcome 5, 6; TX DEC 111A, 111B, 111C; BSN Essentials</b>
8. Plan a personal professional trajectory for the next 3 years.	Daily assignment	5% grade, see syllabi.	<b>Outcome 8; TX DEC 1A, 1B, 1C, 1D; BSN Essentials</b>
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	<b>Outcome 9, 10; TX DEC 11A, 11H, 1VE; BSN Essential</b>
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.	<b>Outcome 9, 10; TX DEC 1VA, 1VD; BSN Essentials</b>



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. For test review, see student handbook.

### 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 is considered cheating and is subject to disciplinary action. **If a student is found in possession of/ or using a cellphone, smartwatch, written notes, Fitbit or any other electronic device during testing (exams, quiz/case studies, or ATI testing) the student will receive a grade of zero for that exam, quiz/case study or ATI test.**

### Required Text(s):

Yoder-Wise, P. A. (2015). *Leading and Managing in Nursing* (6<sup>th</sup> 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:

**Leadership NURS 4060  
FALL 2017 Schedule\*  
Wednesday – January 17, 2018 at 11:12:50 PM**

Wk.	Day	Date	Topic Wed. August – 23	11:12:50 Assignment PM	Clinical Assignment
1	W	1/17	Introduction to Leadership CORE CONCEPTS Of Leadership Leading, Managing and Following Safe Care: The Core of Leading	Chapters 1 & 2;  <b>Meet at assigned campuses</b>	<b>*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.</b>
	TH	1/ 18 1000- 1100hrs.	Course syllabus	All students meet <b>TWC Rm. 111</b>	<b>See Week 2 Bb– Read EBP – Quality Improvement Articles 1-3 for Quiz 1 and Quiz 2.</b>
2	W	1/24	CORE CONCEPTS Of Leadership Developing the Role of Leader Developing the Role of Manager	<b>Quiz #1 (cover Chap 1-4)</b> Chap 3 & 4	Syllabi acknowledgement submission on project concert due by 1/23 @ 1800 hrs.

2	TH	1/25 0800- 1100 hrs.	Clinical Performance and remaining Course Syllabus	<b>All students meet TWC Rm. 111</b>	
3	W	1/31	Legal and Ethical Issues; Making Decision and Problem Solving	<b>Quiz #2 (cover chap.5&amp;6) Chap 5 &amp; 6</b>	<b>Provide preceptor a copy of the course syllabi. Preceptor agreements</b> submitted (3 pages) to BB by 1200 on 2/01/18. You will be unable to attend clinical without this uploaded by 2/01/18 <b>or you will not be able to go back to the clinical site without faculty approval.</b>  <b>Two-week clinical calendar due 2/01/18 @ 1200 hrs.</b>
3	Fri	2/02 0800- 1200	Crucial Conversations/Delegation review for clinical Review of clinical project	<b>All students Rm. 110</b>	<b>Mandatory Attendance</b>
4	W	2/07	Healthcare Organizations; Understanding and Designing Organizational Structures	<b>Quiz #3 (cover chap. 7&amp;8) Chap 7 &amp; 8</b>	First week of clinical <b>Clinical calendar due 2/08/18 @ 1700 hrs.</b>
5	W	2/14	Cultural Diversity in Health Care and Power, Politics, and Influence	<b>Quiz #4 (cover chap. 9&amp;10) Chap 9 &amp; 10</b>	<b>Clinical calendar due 2/12/18 1700hrs. for clinical dates 2/19-2/22</b>  Make an appointment with your preceptor for final decision on your quality improvement project. Submit PICOT, Intervention, and <u>four</u> <u>articles to support intervention</u> to BB by 2/08/18 @1700 hrs.
5	Fri	2/16	Hospital Simulation & clinical Hrs. Leadership students as Charge nurses and Preceptors	<b>Room and times to TBD; Meet @ assigned campuses</b>	<b>Mandatory Attendance; Clinical Hrs. (7)</b>
6	W	2/21	MANAGING RESOURCES: Caring, Communicating, and Managing with Technology; Managing Costs and Budgets	<b>Exam 1 (Ch. 1-10) Chap. 11 &amp; 12</b>	<b>Clinical calendar due 2/19/18 5pm for clinical dates 2/26- 3/01.</b>  Project design, intervention and <i>one</i> evidence-based, peer reviewed article <u>appraisal due</u> by 1200 on 2/16/18 uploaded to Bb.  Pre-data collection week 1;

7	W	2/28	MANAGING RESOURCES: Care Delivery Strategies; Staffing and Scheduling	<b>Quiz 5</b> (cover chap 12-14) Chapter 13 &14	<b>Clinical calendar due 2/26/18 5pm for clinical dates 3/04-3/08.</b>  <i>Second and third</i> evidence-based, peer reviewed articles due by 1200 hrs. on 2/23/18  Pre-data week 2
7	Fri	3/02 8-noon	Crucial Conversations II	<b>All students TWC Rm. 110</b>	<b>Voluntary Attendance; counts as 4 clinical hrs.</b>
8	W	3/07	CHANGING THE STATUS QUO: Selecting, developing and evaluating Staff; Strategic Planning, Goal-Setting & Marketing	<b>Quiz #6 (cover chap.15&amp;16) Chap 15 &amp; 16</b>	<b>Clinical calendar due 3/05/18 5pm for clinical dates 3/19-3/22.</b>  Pre-data week 3  ATI Practice Assessment A due 3/07 @ 2359 to be uploaded to Bb.
9	W	3/14	SON closed; Spring Break		
10	W	3/21	Leading Change; Building Teams, Workforce Engagements	<b>Quiz #7 (cover chap 17-19) Chap 17, 18 &amp; 19</b>	<b>Clinical calendar due 3/19/18 5pm for clinical dates 3/26-3/29.</b>  Project intervention-see next pg.  ATI Practice Assessment A remediation due 3/21/18@ 1159
11	W	3/28	INTERPERSONAL AND PERSONAL SKILLS: Consumer Relationships, / Managing Quality and Risk	Chap. 20 & 22	<b>Clinical calendar due 3/26/18 5pm for clinical dates 4/02-4/05.</b>  Post data collection week 1
12	W	4/04	Conflict Resolution workplace issues	<b>Exam 2 ( Ch. 11-19) Chapter 23</b>	<b>Clinical calendar due 4/02/18 5pm for clinical dates 4/09-4/12.</b>  Post data collection week 2  ATI Practice Assessment B due 4/04/18 at 1159
13	W	4/11	Conflict Resolution: Workplace violence and incivility	Quiz #8 (Ch. 20-24) Chap 23 & 24	<b>Clinical calendar due 4/09/18 5pm for clinical dates 4/16/4/19.</b>

					Post data week 3; ATI Practice Assessment B remediation due 4/11/18 @0800 hrs.
13	Fri	4/13 8:00am	<b>ATI Proctored Exam for Leadership</b>	At respective campuses	
14	W	4/18	Continuation: Workplace violence and Incivility	Quiz # 9 (Case Study) Chap 25 <b>ATI Proctored Critical Thinking Exit</b>	Submit Data collection analysis & conclusion on 4/20/18 (Friday) by 1700 hrs.
15	W	4/25	Delegation: An Art of Professional Nursing Practice	Chapter 26	All clinical hrs. to be completed by 4/26/18; Presentations (coordinated with faculty) to be scheduled according to facility & faculty availability.
	TH	5/03	Last day of class	<b>EXAM 3 /Final Comprehensive Exam ATI Retake Rm. 111 @ TWC</b>	
	Fri	5/04	SON Quality Improvement Project Presentations – Bring food to celebrate!!	TWC Rm. 110 1000 - 1300hrs.	

\*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, electronic devices, smart watches, drink containers, written notes, hats and backpacks in the front of the classroom, **during these times, and at other times at 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/computers and other electronic devices are to be stored at the front of the classroom during all classes, as directed by the instructor.**

#### **ATI Testing:**

Calculation of Standardized Grade and Remediation Instructions

Practic Managing Quality and Risk e 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 with three points handwritten.	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.			
<b>First Proctored Assessment</b>			
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>
<b>Proctored Assessment Retake *</b>			
Retake optional	Retake required	Retake required	Retake required
Total Points = 10/10	Total Points = 9/10	Total Points = 7-8*/10	Total Points = 6-7*/10

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

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

### **Assignment Instructions & 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: Quizzes will be given in Exam Soft 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 and matching items.

Instructors reserve the right to have assigned test seating.

#### **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 submitted 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 that 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. **Four articles must be U.S. 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 quality project **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. **When submitting PICOT and articles, label the document with the student name and identify the document. Example: studentname.PICOTversion1,or 2 whatever applies, or studentname.article1. or studentname.Appraisal1. Failure to label a document correctly will cause a 5 point reduction for the assignment.**
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, **do not name it "PICOT" AND use the title and subtitles provided in the example in this syllabus/Blackboard.**
  - 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.
  - d. Use the example poster provided to guide your poster, add hospital logo and school logo along with your name followed by SN, preceptor name and credentials and faculty instructor name with credentials.
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 and acceptable 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. 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 collected only by the student pre and post intervention.**
14. Only select a topic that sufficient data may be collected pre and post; discuss with your faculty.
15. Submit a literature review 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.
17. All weekly assignments related to the quality project must be uploaded to Bb by the due date or receive a zero.

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

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Grading Criteria</b>	<b>Excellent 90-100</b>	<b>Satisfactory 75-89</b>	<b>Unsatisfactory &lt;74.4</b>	<b>Grade</b>
<b>PICOT Question</b>  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	
<b>Literature Review</b>  4%	Literature/background supports the pro- and con- of the intervention. Provides at least three well-developed sentences within the post.	Literature/background supports the pro- and con- of the intervention with 3 or less sentences but not well-supported or explained.	Literature/background supports the pro- and con- of the intervention is not provided.	
<b>Peer-reviewed articles with completed appraisal</b> 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.	
<b>Pre-data collection</b>  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.	

<b>Evidence-based project intervention</b>  <b>5%</b>	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.	
<b>Post data collection</b>  <b>Post data week 1- 3 points</b>  <b>Post data week 1- 3 points</b>  <b>Post data week 3 - 3 points</b>  <b>Total 9%</b>	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.	
<b>Data Analysis</b>  <b>15%</b>	Documents clearly show how data collected through clear methods and the project were analyzed and explained in a manner staff could easily incorporate into practice. PICOT was answered. <ul style="list-style-type: none"> <li>a. The intervention provided pre-post intervention was reported using statistical measures of central tendency (mean, median, mode, percentages).</li> </ul>	Comparison data did measure PICOT. Data collected was able to answer PICOT. Evidence data was not appropriately analyzed and not clearly explained. <ul style="list-style-type: none"> <li>a. The intervention provided pre-post intervention was <u>not</u> reported using statistical measures of central tendency?</li> </ul>	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. <ul style="list-style-type: none"> <li>a. The intervention provided pre-post intervention was <u>not</u> reported using statistical measures of central tendency.</li> </ul>	
<b>Results section</b>  <b>10%</b>	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.	
<b>Poster Presentation Discussion;</b>	How this EBP influence patient care now and effect nursing practice is clearly	How this EBP influence patient care now and effect nursing practice is fairly address with missing points.	How this EBP influence patient care now and effect nursing practice is not addressed. Elements were	

<p><b>Poster Design</b></p> <p><b>15%</b></p>	<p>addressed and clearly readable.</p> <p>Has appropriate font, information, PICOT, data and results for each heading. Does not include direct quotes. Discussion section is clear and concise.</p> <p>Presented on time at facility site and at SON.</p> <p>Poster includes means to display data that clearly explains the evidence of the results, i.e. Bar graph, pie chart, or other means to display data.</p>	<p>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.</p> <p>Did not present at agreed time and/or in a professional manner at facility site and/or SON.</p> <p>Poster includes means to display data that clearly explains the evidence of the results, i.e. Bar graph, pie chart, or other means to display data.</p>	<p>missing and/or, documents were not reworded, and/or not clearly readable. Did not include PICOT.</p> <p>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.</p> <p>Did not present in a timely and/or professional manner at facility site and SON.</p> <p>Poster does not include graphics</p>	
<p><b>8%</b></p>	<p>Presentation professional; all information present clearly, dressed professional at the School of Nursing; kept on time during presentation.</p>	<p>Presentation professional; all information present somewhat clear; dressed professional at the School of Nursing; kept the time limit on presentation.</p>	<p>Poster was not presented and information unclear; was overtime on presentation.</p>	
<p><b>Total</b></p>				

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

<b>Question 1</b>	<b>Score</b>
Does the Introduction demonstrate the need for the study?	1....2....3....4....5
<b>Rationale for the score value:</b>	
<b>Question 2</b>	<b>Score</b>
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
<b>Rationale for the score value:</b>	
<b>Question 3</b>	<b>Score</b>
Is the purpose of the study clearly stated? Are the terms, identify the independent and independent variables, and assumptions relevant to the study clearly identified and described? Does the population of this article align with the population of your project?	1....2....3....4....5
<b>Rationale for the score value:</b>	

#### REVIEW OF THE LITERATURE (ROL)

<b>Question 1</b>	<b>Score</b>
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
<b>Rationale for the score value:</b>	
<b>Question 2</b>	<b>Score</b>
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
<b>Rationale for the score value:</b>	
<b>Question 3</b>	<b>Score</b>
Does the ROL include a summary of the literature with implications for the study? Is it adequately and correctly documented? Is this review of literature related to your project?	1....2....3....4....5
<b>Rationale for the score value:</b>	

#### METHODS

<b>Question 1</b>	<b>Score</b>
Is the study qualitative (words) or quantitative (numbers) What is the name/term for the study design?	1....2....3....4....5

<b>Rationale for the score value:</b>	
<b>Question 2</b>	<b>Score</b>
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
<b>Rationale for the score value:</b>	
<b>Question 3</b>	<b>Score</b>
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
<b>Rationale for the score value:</b>	
<b>Question 4</b>	<b>Score</b>
Was the sample selection appropriate? The sample size adequate? How many subjects were in this study for recruitment and at the end of the study? For qualitative work, was the sample well described and was saturation achieved?	1....2....3....4....5
<b>Rationale for the score value:</b>	

## RESULTS

<b>Question 1</b>	<b>Score</b>
Are the tables, charts, and graphs pertinent? Was information about statistical significance provided? For qualitative, were findings effectively summarized?	1....2....3....4....5
<b>Rationale for the score value:</b>	
<b>Question 2</b>	<b>Score</b>
What was the type of statistical analysis used for this study? Was the best analysis method selected? For qualitative, did the analysis fit with the selected research tradition?	1....2....3....4....5
<b>Rationale for the score value:</b>	

## DISCUSSION

<b>Question 1</b>	<b>Score</b>
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
<b>Rationale for the score value:</b>	

<b>Question 2</b>	<b>Score</b>
Are the a) Conclusions clearly stated and within the scope of the findings? b) Generalizations clearly stated and within the scope of the findings? c) Limitations clearly stated and within the scope of the findings? <b>Does this study contribute to nursing science?</b>	1....2....3....4....5
<b>Rationale for the score value:</b>	

***Cite and reference the article.*** 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 clinical Faculty/instructor students received during registration is not necessarily the actual clinical faculty the student will be assigned to during clinicals for the semester.**
2. 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.**
3. 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.
- \*4. **Never** be in the clinical agency without **prior** approval of the faculty.
- \*5. 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 via google calendar. Violations will result in being counseled. Date and times of clinical are to be coordinated with the assigned preceptor for the clinical experience.
- \*6. 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**).
- \*7. 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.***
- \*8. 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.**
- \*9. Attend and document **180 clock hours** of Leadership clinical in a clinical log by end of clinical day as a google doc to receive credit.
- \*10. Document clinical hours on the log provided (**exclude your lunch break of 30 minutes which is required) by the end of each clinical day as a google doc.** Using the clinical log provided, maintain a current log in google docs. 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 lunchtime from the clinical hours. Violations will result in counseling.
- \*11. You may **NOT work more than 8 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.)
- \*12. You **may not work with a different nurse or preceptor** unless **PRIOR** approval is obtained from your faculty.
13. **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. Only the blue fleece jacket/white lab jacket may be worn outside the patient care area. **Violations will result in counseling.**
- \*14. 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.***

**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.**

**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 and 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.  - Completes weekly log/reflection	-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 <b>is grounds for dismissal from the program.</b>  -Failure to follow instruction and receive feedback from instructor and change attitudes or practices.  -Does not complete log/reflection on time or at all.  -Fails to follow dress code according to student handbook.  -Failure to follow guidelines/policies in the Student Handbook

**Clinical Log in Google doc submitted by Thursday.**

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 must be available to your faculty at all times.

**NURS 4060  
Sample Clinical log in google doc.**

Student: \_\_\_\_\_

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

Actual hours should Exclude mandatory Lunch Break of 30 minutes

Time-in and Time-out w/ (Subtracted <b>required</b> 30 min Lunch)	Date/ Time	Activity and Reflection: Answer each of the following questions with at least one sentence.
EX.: 8-4:30 pm	9/04 8.0 hours	<p><b>What did you do on this clinical day?</b></p> <ul style="list-style-type: none"> <li>• Met preceptor,</li> <li>• Reviewed staffing for the day</li> <li>• Met with CN report and attended meeting</li> <li>• Attended manager meeting,</li> <li>• Went on administrative rounds,</li> <li>• Began collection of pre-data.</li> </ul> <p><b>I learned.....</b></p> <p><b>I noticed.....</b></p> <p><b>I liked.....</b></p> <p><b>I disliked....</b></p> <p><b>I would change .....</b></p>
		<p><b>What did you do on this clinical day?</b></p> <p><b>I learned.....</b></p> <p><b>I noticed.....</b></p> <p><b>I liked.....</b></p> <p><b>I disliked....</b></p> <p><b>I would change .....</b></p>



**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

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



13. <b>Adhere to the dress policy and professional conduct policy at all times.</b> The faculty must approve any variation in dress policy <b>prior to</b> going to the agency.	
14. <b>*Do not leave the clinical area prior to the time you have submitted</b> 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.	

Date: \_\_\_\_\_ Faculty \_\_\_\_\_ Student: \_\_\_\_\_

Final Grade: \_\_\_Pass/Fail. Fail comment documented below.

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### **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:

<b>Tier 1</b>	<b>Faculty</b>	<b>Dr. Cockerham/Mrs. Duncan/Dr. Stiles</b>
<b>Tier 2</b>	<b>Course Coordinator</b>	<b>Mrs. Duncan</b>
<b>Tier 3</b>	<b>Level Coordinator</b>	<b>Dr. Johnson-Makiya</b>
<b>Tier 4</b>	<b>Appeals, Progression and Retention Committee</b>	
<b>Tier 5</b>	<b>SON Director</b>	<b>Dr. Neill</b>

## 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 (i.e.: 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](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>

**Syllabi Acknowledgement Statement**

**N4060 Leadership**

**Spring 2018**

**Due January 23, 2018 by 1800 hrs.**

I have received the course syllabus for N4060 Leadership course. Course evaluation has been explained and I understand that Leadership has 3 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 must be 74.5% or higher to pass the course. **Note that 74.4999 is not passing.** 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. I understand that Ms.Duncan, Dr. Cockerham and Dr. Stiles work to align all content and clinical experiences, however at times there may be variation between clinical groups, hospitals, and class room experiences.

**Student name:**

**SHSU Student Identification Number:**

**Date:**

\_\_\_\_\_