

SAM HOUSTON STATE UNIVERSITY

College of Health Sciences

School of Nursing

NURS 4620 Adult Health II

Course description: This course presents to the senior students critical thinking and problem-solving strategies for care of adults with acute or complex illness and injuries. The effects of acute illness are examined in relation to the injury, as well as in relation to the individual's developmental stage, culture, and gender. Building on the Nursing Care of Adults Health I, a systems approach is used to analyze and intervene in alterations to the health of the individual and family, and to help them reach their optimal level of wellness. The course includes clinical laboratory to allow the student the opportunity to integrate theoretical concepts into clinical practice in diverse populations

Semester/Year: Spring 2018

Class meeting times: Wednesdays 8:00 AM – 10:50 AM

Class meeting place: The Woodlands Center Room 355; The Huntsville University Plaza Room 220

Faculty:

Name: Desha Johnson Makiya, PhD, RN, MBA, CCRN, PCCN (Course Coordinator)

Office: The Woodlands Center – Office #435H

Office Phone: 936-202-5128

Cell Phone: 281-793-1028 (**text** preferred means of communication). No calls after 6 PM.

E-mail: dxj016@shsu.edu

Office Hours: Tuesday 12:00 PM – 2:00 PM; Wednesday 12:00 PM – 2:00 PM; Virtual hours by appointment only

Name: Brett Merkley, MSN, RN

Office: Huntsville Campus University Plaza – BOA 230C

Office Phone: 936-294-2376

Cell Phone:

E-mail: brm041@shsu.edu

Office Hours: Wednesday 12:30 PM – 3:30 PM

Name: Angelique Cunningham, MSN, RN, CCRN

Office: Huntsville Campus University Plaza – BOA 290B

Office Phone: 936-294-2381

Cell Phone: 832-233-2270 (**text** preferred means of communication). No calls after 6 PM.

E-mail: alc092@shsu.edu

Office Hours: Wednesday 12:00 PM – 2:00 PM or by appointment

Course Credit: 6 credit hours **Didactic:** 3 hours weekly **Clinical:** 10 hours weekly

Pre-requisites/Co-requisites: NURS 3410, NURS 3430 or NURS 3460, NURS 3420, NURS 3040, NURS 3620, NURS 3640, NURS 3351, NURS 3360, NURS 4030, NURS 4420, and NURS 4440

Course Objectives:

Objective/s	Activities/Assignments	Measurement	Standards Alignment (if applicable)
Differentiate between expected adult physiological functioning and pathophysiology	Completion of weekly class reading assignments Patient care in acute care clinical setting	Module exam performance > 74.5% Meets weekly objective clinical performance	DEC's – I-III; AACN BSN Essentials – I-III, V-IX
Apply nursing process to promote, maintain, and restore health of young and middle-aged adults in a variety of acute and community healthcare settings	Completion of weekly class reading assignments Patient care in acute care clinical setting	Meets weekly objective clinical performance Clinical concept map with grade 80% or >	DEC's I-IV; AACN BSN Essentials - I, VI-VII, & IX
Use critical thinking skills to determine nursing interventions to meet select healthcare needs of young and middle-aged adults	Completion of weekly class reading assignments Patient care in acute care clinical setting	Module exam performance > 74.5% Meets weekly objective clinical performance Clinical concept map with grade 80% or >	DEC's – I and III; AACN BSN Essentials – III, V-VIII
Act as advocate for young and middle-aged adults by analyzing and integrating biological, psychosocial, cultural, economic, legal and ethical factors in planning, implementing and evaluating nursing care	Completion of weekly class reading assignments Patient care in acute care clinical setting	Module exam performance > 74.5% Meets weekly objective clinical performance Clinical concept map with grade 80% or >	DEC's - I-IV; AACN BSN Essentials - I, VI-VII, & IX
Collaborate with patients, families, and other healthcare members to provide and improve nursing care and health care delivery methods for young and middle-aged adults	Patient care in acute care clinical setting	Meets weekly objective clinical performance Clinical concept map with grade 80% or >	DEC's I-II; AACN BSN Essentials - I-II, V-VII, & IX

Identify, discuss and apply evidence-based nursing interventions to promote, restore or maintain healthcare needs of young and middle-aged adults	Completion of weekly class reading assignments Patient care in acute care clinical setting	Module exam performance > 74.5% Meets weekly objective clinical performance Clinical concept map with grade 80% or >	DEC's - III; AACN BSN Essentials - III, V-VIII
Use information and healthcare technology in planning and communicating the health care needs of the adult client	Complete Facility designated electronic medical record (EMR) training.	Final clinical concept map with grade 80% or > that demonstrates the use of the EMR to help formulate patient plan of care	DEC's III; AACN BSN Essentials - I, IV-V, VII-IX

IDEA Objectives: In this course, our focus will be on these major objectives:

1. Learn to apply course material (to improve thinking, problem solving, and decisions)
2. Learn to apply knowledge and skills to benefit others or serve the public good
3. Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Instructional Strategies:

Teaching/learning strategies will include lecture, classroom discussion, group work, oral presentations, weekly reading assignments, clinical skills practice, clinical simulation, concept mapping, observing nursing roles, and SBAR report simulation

Learning Activities:

Before lecture: Complete all reading assignments and other homework as assigned;

In class: Participation in class discussion, case scenarios, or other activities as indicated;

After class: Review course materials as needed;

Before clinical rotation: Gather clinical paperwork (clinical evaluation tool, clinical evaluation summary, nursing assessment notes, concept mapping sheet, and medication work sheet, or specialty unit worksheet;

During clinical rotation: Complete all assigned work, participate in post clinical conference;

After clinical rotation: Complete concept map and turn in to clinical instructor

Evaluation Methods:

- Module 1 Exam 50 points
- Module 2 Exam 50 points
- Module 3 Exam 50 points
- Module 4 Exam 50 points

Final Exam	75 points
<u>Standardized/ATI</u>	<u>25 points</u>
Total Points	300

School of Nursing Grading Scale:

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

Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.
- Module exams, comprehensive final, and ATI make up the **total exam average score**; exam average must be 74.5 (rounds to 75 per policy; 74.499 DOES NOT) to pass the course.
- The final exam is not reviewable.
- Failure for exam average or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.
- During each semester with clinical practice opportunities, students must take and pass a level-adjusted drug dosage and calculation test per Sam Houston State University School of Nursing Student Handbook Dosages and Calculations Competency Policy. Please see the policy for further information about the test. For the S2 semester, the dosage and calculations exams are proctored and given in a classroom setting. The passing score for the dosage calculation exam is 95%. Those who do not make a 95% or better the first time will have to retake the test. Failure to make 95% or better on the second test will result in failure of the course. See the School of Nursing policy below for more detail.
- Each standardized test will count as 5% (for Juniors) or 10% (for Seniors) of entire final grade.
- **Electronic Resources** - Students have access to all ATI resources and Swift River Modules which students are expected to trouble shoot any problems following the ATI site guidance and Swift River representative. Common problems are browser version, out of date plug-ins, failure to clear cache history, and accessing resources via Wi-Fi. Wireless access is prone to drop, especially when using a robust resource such as ATI.

First Alert Program

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

Required Text(s):

Lewis, S. L., Bucher, L., Heitkemper, M. M., Harding, M. H. (2017). Medical-Surgical Nursing: Assessment and Management of Clinical Problems (10th ed.). St. Louis, MO: Mosby. ISBN: 9780323328524

RECOMMENDED

Study Guide: Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., Bucher, L. & Camera, I. M. (2011). Medical-Surgical Nursing: Assessment and Management of Clinical Problems Study Guide (9th ed.). St. Louis, MO: Mosby. ISBN-13: 9780323091473

Ackley, B. J., Ladwig, G. B. & Makic, M. B. F. (2014). Nursing Diagnosis Handbook: An Evidenced Based Guide to Planning Care (11th ed.). St. Louis, MO: Mosby Elsevier. ISBN: 9780323322249

Kizior, R. & Hodgson, B. (2014). Saunders Nursing Drug Handbook 2015. St. Louis, MO: Saunders. ISBN: 9780323280136

Pagana, K. D. & Pagana, T. J. (2013). Mosby's Manual of Diagnostic and Laboratory Tests (5th ed.). St. Louis, MO: Mosby. ISBN: 9780323089494

Venes, D. (2009). Tabers's Cyclopedic Medical Dictionary (22nd ed.). Philadelphia, PA: F. A. Davis. ISBN: 9780803629783

Silvestri, L. A. (2015). Saunders Strategies for Test Success: Passing Nursing School and the NCLEX Exam, (4th ed.) St. Louis, MO: Saunders Elsevier. ISBN: 9780323296618

Course Calendar with Content Outline:

2018 S NURS 4620 Course Schedule					
January 2018					
	Monday	Tuesday	Wednesday	Thursday	Friday
	01/08/18 Practice ATI Med Dose Calc.	01/09/18 Practice ATI Med Dose Calc.	01/10/18 Practice ATI Med Dose Calc.	01/11/18 Practice ATI Med Dose Calc.	01/12/18 Practice Med Dose Cal
Week 1	1/15 Civil Rights Holiday	01/16 Student Self- directed skills	1/17 Class Begins 0800-1100	01/18 0800 – 1200 TWC Rm 150 All students	01/19 S2 Open Skills Demo Lab

		review - On Your Own	Module 1: Problems of Oxygenation: Perfusion Ch. 32 HTN Crisis 698-700 Ch. 33 CAD & ACS 702-733	Med Dose Calc.#1	All clinical groups 8:00A-12:00P
Week 2	01/22 Clinical Group Mtg 9A-12P NIH Stroke Cert http://www.nihstrokescale.org/ Med Dosage Calc. #2	01/23 Clinical Group Mtg 9A-12P NIH Stroke Cert http://www.nihstrokescale.org/	01/24 Class 0800-1100 Module #1 Ch. 33 CAD / ACS (cont.) 702-733 Ch. 35 Cardiac Dysrhythmias 757-778	01/25 Clinical Group Mtg 9A-12P NIH Stroke Cert http://www.nihstrokescale.org/	01/26
February 2018					
Week 3	01/29 Clinical 0630-1700 Cunningham & Merkley	01/30 Clinical 0630-1700 Cunningham & Merkley	01/31 Class 0800-1100 Ch. 36 Inflammatory Heart 780-800	02/01 Clinical 0630-1700 Cunningham Last Day to drop without a "Q" Grade and 100% Refund	02/02 12th Day Report
Week 4	02/05 Clinical 0630-1700	02/06 Clinical 0630-1700	02/07 Class 0800-1100 Module 1 Exam Module 2: Problems of Urinary & Endocrine function Ch. 46 AKI / Chronic Renal 1069-1097	02/08 Clinical 0630-1700	02/09 Open ATI Practice A
Week 5	02/12 Clinical 0630-1700	02/13 Clinical 0630-1700	02/14 Class 0800-1100 Module #2 Ch. 43 Liver; Pancreas; Biliary 975-1010	02/15 Clinical 0630-1700	02/16
Week 6	02/19 Clinical 0630-1700	02/20 Clinical 0630-1700	02/21 Class 0800-1100 Module #2 Ch. 49 Endocrine Problems 1156-1182	02/22 Clinical 0630-1700	02/23 ATI Practice A remediation due
March 2018					
Week 7	02/26 Clinical 0630-1700	02/27 Clinical 0630-1700	02/28 Class 0800-1100 Module 2 Exam Module #3 Problems of Oxygenation: Transport Ch. 29 Hematology 587-604	03/01 Clinical 0630-1700	03/02 Open ATI Practice B
Week 8	03/05 Clinical 0630-1700	03/06 Clinical 0630-1700	03/07 Class 0800-1100 Module #3 Ch. 30 Hematology Problems Blood Transfusions 606-652	03/08 Clinical 0630-1700	03/09 Practice Clinical Concept Map due (optional)
03/12 - 03/16 Student and Faculty Recess (Spring Break)					

Week 9	03/19 Clinical 0630-1700	03/20 Clinical 0630-1700	03/21 Class 0800-1100 Module #3 Ch. 56 Intracranial Problem 1314-1342 Ch. 24 Burns 429-449	03/22 Clinical 0630-1700	03/23
Week 10	03/26 Clinical 0630-1700	03/27 Clinical 0630-1700	03/28 Class 0800-1100 Module 3 Exam Module 4: Problems related to movement and coordination & Critical care Ch. 62 Musculoskele.Trauma 1468-1493	03/29 Clinical 0630-1700	03/30 ATI Practice B remediation due Holiday Good Friday for Students and Faculty
April 2018					
Week 11	04/02 Clinical 0630-1700	04/03 Clinical 0630-1700	04/04 Class 0800-0920 Module #4 Ch. 66 Shock; Organ dysfxn. 1587-1607 0930-1100 ATI Medical Surgical Proctored Exam	04/05 Clinical 0630-1700	04/06 Drop Day Courses or Labs with a "Q" grade
Week 12	04/09 0830-1200 1230-1600 Clinical Simulation Lab MSOF HV/TWC	04/10 0830-1200 1230-1600 Clinical Simulation Lab MSOF HV/TWC	04/11 Class 0800-1100 Module #4 Ch. 67 Resp. Failure/ARDS 1609-1626	04/12 0830-12:00 12:30-16:00 Clinical Simulation Lab MSOF TWC	04/13 Final Clinical Concept Map due
Week 13	04/16 Clinical Make up	04/17 Clinical Make up	04/18 Class 0800-1100 Module 4 Exam Ch. 68 Emergency/Disaster 1628-1641	04/19 Clinical Make-up	04/20 ATI Proctored Remediation due
Week 14	04/23	04/24	04/25 Class 0800-1100 ATI Proctored RN Med Surg Retake	04/26	04/27
May 2018					
Week 15	04/30	05/01	05/02 Class 0800-1100 NURS 4620 Final Exam	05/03	05/04 Last Day of Class
Week 16	05/07-05/09 S2 Students: NCLEX RN Review				05/10-05/12 Commencement

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

ATI Testing

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.) • For each topic missed, complete remediation per faculty instructions.	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions	Remediation (2 pts.) • For each topic missed, complete remediation per faculty instructions.
Proctored Assessment Retake *			
Retake optional	Retake optional	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.

Clinical Information

Clinical components of this course includes a total of 135 hours in the hospital setting, SON skills labs, High Fidelity Simulation clinical, and electronic learning modules for clinical competency. Acute care hours must be >50% of total clinical hours.

NURS 4620 Adult Health II Nursing
Spring 2018 – Calculation of Clinical Hours

Activity	Contact Hours	Prep Time	Total Hours
Skills Review	4 x 3 = 12	-	12
Clinical Hours at Assigned Site	9 x 10 = 90	3.5	93.5
Concept Map Development	-	10	10

Human Simulation 1. MODS (3.5)	3.5 x 3 = 10.5	2	12.5
ATI – Real Life Scenarios 1. COPD (1) 2. GI Bleed (1) 3. UTI (1)	3	3	6
NIH Stroke Scale Certification	3	-	3
Computer Training	4	-	4
Total Hours			141

**Computer Training - The Methodist Willowbrook and CHI/St. Luke's (EPIC) and Memorial Hermann The Woodlands (Advanced Care 4 – Cerner)

Please refer to the course schedule for clinical days and activities. The clinical evaluation tool (CET) will be noted each day. Students will be responsible for the CET until the last clinical day when it will be submitted as a clinical component.

Clinical Rotation Outcomes (Pass/Fail Criteria)

1. Practice Concept Map (optional)
 - a. Must meet S2 criteria (See concept map documentation criteria)
 - b. Must consist of the priority concept (1 concept) only
 - c. Must be submitted via Blackboard by hospital clinical week 6 for timely feedback.

2. Final Concept Map
 - a. Must meet S2 criteria (See concept map documentation criteria)
 - b. Must be submitted via Blackboard by designated due date
 - c. Grade must be $\geq 80\%$ to meet pass criteria

Concept Map Rubric

Concept Map Grading Rubric	Points
Relevant Assessment Data	
Differentiated between & included both objective & Subjective Data (2) Identified assessment data that relates to the nursing concept (4)	___/6
Appropriate Nursing Concept	___/6
Patient Goal and Outcomes	

<p>Stated goal in a positive manner (1) Selected a minimum of 2 specific, measurable, achievable, realistic, & timely (includes date for reevaluation) outcomes (AEB) related to the goal and signs and symptoms of the problem (5)</p>	___/6
Nursing Interventions	
<p>All interventions related to nursing concept, goal, & outcome (15) Identified a minimum of 5 interventions with frequency when appropriate (15) All interventions are specific and individualized for the patient (15)</p>	___/45
Rationales for Interventions	
<p>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 using APA format (6)</p>	___/12
Implementation of Interventions	
<p>Identified who performed each intervention (1)</p>	___/1
Evaluation of Goal and Outcomes	
<p>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)</p>	___/6
Pathophysiology	
<p>Pathophysiology appropriate for medical diagnosis (6) Restated in own words (1) Citation with book and page number using APA format (1)</p>	___/8
Medications	
<p>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)</p>	___/10

Total:	<u> </u> / 100
--------	----------------------

3. Manage the nursing care of adults with acute and chronic health care needs.
 - a. Provides direct patient care and teaching interventions that are based on assessment findings and are focused on the individual patient and family.
 - b. Demonstrates critical thinking in planning and implementing patient care.
 - c. Demonstrates progression in patient care throughout the clinical rotation.
 - d. Documents in the electronic medical record, per institutional guidelines for students.
 - e. Adheres to clinical agency policies when providing care.

4. Use communication skills, including SBAR & change of shift reports, to interact with others in the interprofessional team.
 - a. Demonstrates good working relationships with staff and families in the clinical setting.
 - b. Demonstrates effective therapeutic communication skills that allow patients and families to interact and participate in care as appropriate for the level of care of the patient.
 - c. Upholds HIPAA and patient privacy guidelines while in the clinical area.
 - d. Uses handoff communication SBAR to give report to preceptor and to faculty at the end of the shift and/or during post-conference.
 - e. Participates in a situational SBAR phone call to a “physician” (instructor).

5. Demonstrate advanced assessment and psychomotor skills based on evidence.
 - a. Completes head-to-toe and focused patient assessments that are thorough and documented with appropriate detail.
 - b. Develops daily personal and professional clinical goals that include care of patients as well as skills.
 - c. Performs specific clinical skills safely and correctly, utilizing agency policy.
 - d. Maintains a checklist of skills performed in the clinical area. Add skills not specifically identified on the SHSU skills list.

6. Analyze social, cultural, genetic, and epidemiologic factors when caring for diverse adults with acute and complex illnesses.

Applies principles of ethical decision-making in clinical practice when caring for diverse, multicultural patients/families.

7. Assess health/illness beliefs, values, attitudes, and practices of patients, families, and groups.
 - a. Identifies and appropriately name ethical dilemmas as part of care plans and journals.
 - b. Student communication with the patient reflects consideration of confidentiality and the private nature of healthcare concerns.
 - c. Student communication with the family shows respect for their needs and concerns

8. Consistently implement measures based upon principles of safety and professional standards.
 - a. Comes to the clinical area in complete uniform, prepared for the day.
 - b. Reports to the clinical area as directed and on time.
 - c. Communicates with the clinical instructor of any alterations in the clinical schedule such as illness, late arrival, etc.
 - d. Consistently follows standard and transmission specific infection control precautions appropriate for the patient and the care interventions.
 - e. Promptly identifies potential and actual safety concerns to the preceptor and the faculty.
 - f. Utilizes the “5 rights” to give medications safety. Identifies the correct IV line for any medication given by the IV route.
 - g. Analyzes the quality and effectiveness of professional nursing practice in acute care settings through reflective journaling.
 - h. Examines the congruence between student beliefs about professional nurse care behaviors and behaviors of health team through reflective journaling. Follows rules for Professional Conduct as listed in the SHSU Student Handbook.

9. Assess databases to retrieve pertinent literature to integrate evidence-based research into current practice.

Uses evidence-based rationales for care plans as accepted by the clinical instructor.

10. Formulate teaching plans for clients with complex physiological disorders. Teaching plan as documented on the care plan should be specific to the individual patient/family and reflect an understanding of immediate and long-term education needs.

Clinical Simulation - Mandatory Attendance

- **Clinical Simulation**
 - **SIM Scenario**
 - **“Entry Ticket”** or SIM Scenario prep assignment (to be determined) must be turned in to the faculty or SIM Lab staff prior to participating in the SIM scenario. This is to show that each student is adequately prepared and therefore will have maximum benefit from the SIM experience.
 - **(PASS) The SIM Scenario** will be conducted by a team of students; each student will be assigned to a different role. Students, faculty, and SIM staff will observe the “patient” and environmental assessment, including differentiating various heart, lung, and bowel sounds on simulators; identifying other care issues or changes in assessment findings; initiation of critical interventions; teamwork; communication; and patient family interaction. Following the SIM scenario, the student learners will participate in a debriefing to clarify and integrate the simulation experience with their previous knowledge.
- **SIM Scenario Prep Assignments** No student will be allowed to participate in a SIM Scenario without completion of the “Entry Ticket.”
- **Student Evaluation of Clinical Simulation** - each student must complete a Student Evaluation of Simulation Experience by the end of the week of each **Simulation**.

Course Policies/Expectations

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

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

Faculty/Student Communication: Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

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

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

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

Recording lectures: Recorded lectures are not permitted.

Graduate Nurse Match Days: Senior 2 nursing students may have opportunities for job interviews prior to semester end, which can affect your didactic and clinical attendance. Faculty will follow the SON attendance and tardiness policy. “One absence from clinical may prohibit the student from meeting course outcomes which may result in clinical/course failure”. Students should stress the importance of this

policy and related academic progression with the human resource personnel of the facilities you apply. Schedule your interviews so these times will not conflict with your academic schedule

School of Nursing Policies

Absence Policy

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

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

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

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

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

The following absence guidelines apply:

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

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

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

Tardiness Policy

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

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

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

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

Fourth tardy incident = may result in course failure

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

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

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

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

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

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

Progression Policy: In order to successfully pass a course with exams, students must achieve at least a 75% exam score. If your exam score at the end of the course is less than 75% (74.5% and higher rounds up; 74.49 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 Honesty/Plagiarism: Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

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

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

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

Student Absences on Religious Holy Days (AP 861001)

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

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

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

Academic Grievance Procedures for Students (AP 900823)

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

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

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

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

[FERPA](#)

[Disruptive conduct under Dean of Students-General Conduct And Campus Regulations](#)
[Withdrawal/resignation](#)

STUDENTS WITH DISABILITIES POLICY:

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

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

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

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

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

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

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