FACULTY: Adele Bemis, MSN, RN
Kathy Deis, MSN, RN
Patty Conard, MSN, RN
Rita Rushing, MBA, MS

FACULTY INFORMATION:

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<tr>
<th>FACULTY</th>
<th>PHONE</th>
<th>LOCATION</th>
<th>OFFICE HOURS</th>
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CREDITS: 6 credit hours

PREREQUISITES: Pre-requisite NURS 4322 Health Alterations. Co-requisites NURS 3435 Health Assessment and NURS 3318 Therapeutic Communication.

Course Description:
As a matrix course, it will introduce classic nursing skills that underpin all future clinical practice. These techniques include such things as comfort measures, assistance with daily living activities, environmental concerns, positioning and transporting, asepsis and sterile techniques, medication administration, intrusive therapies and use of the nursing process with particular emphasis on the intervention component. Concepts related to care giving are integrated throughout. The campus laboratory and clinical settings will afford practical experience in application of the principles and skills taught in the theory portion of this class. Students will be expected to demonstrate beginning competency in application of the nursing process.

Course Objectives with examples of outcome criteria:
At the end of this course the student will:
• Apply the nursing process at the beginning level of skill to interpret and manage human responses of clients to their actual or potential health problems.
• Apply humanistic principles, as formulated in the College of Nursing’s Conceptual Framework, to nurse-client interactions.
• Assess cultural, spiritual, and other bio psychosocial factors when arriving at nursing diagnosis and interventions relevant for individual clients.
• Utilize evidence-based information derived from course related research findings in the application of fundamental nursing skills.
• Demonstrate beginning therapeutic communication skills and decision-making skills that involve the client in care giving decisions.
• Demonstrate understanding of the theoretical principles and critical behaviors of fundamental nursing and performance of psychomotor skills.
• Develop critical thinking skills as a framework for clinical decision-making.
• Collaborate with the multidisciplinary health care team in order to reach positive client outcome criteria.
• Demonstrate responsibility for own behavior and growth as an adult learner and a professional.

Clinical Objectives:

At the end of this course the student will:

• Demonstrate critical behaviors of fundamental nursing psychomotor skills in a safe manner.
• Apply therapeutic communication skills in the clinical area.
• Utilize organizational skills and time management concepts in setting priorities for clinical performance.
• Demonstrate beginning critical thinking decision making skills based on standard of practice, theory and research.
• Apply theoretical content to nursing care of the client in a clinical setting.
• Implement plans that reflect understanding of the legal and ethical responsibilities.
• Perform nursing interventions that reflect caring behaviors in response to physical, emotional, and transcultural and humanistic care needs.
• Utilize the nursing process in the care of all clients.
• Demonstrate responsibility for own behavior and growth as an adult learner and a professional.
• Provide safe care with delivery of appropriate dependent, interdependent, and independent nursing interventions within the health team framework.

eLine Modules

BAA 102: Critical Thinking and Decision Making
BAA 204: Fluid and Electrolytes
BAA 205: Pain Management
HPA 201: Health Perception - Health Management
HPA 202: Nutritional-Metabolic
HPA 203: Elimination
HPA 204: Activity and Exercise
HPA 205: Sleep and Rest
HPA 207: Self-Perception and Self-Concept
HPA 209: Sexuality and Reproduction
PRA 201: Collaboration and the Nursing Plan of Care
PRA 102: Application of Current Literature and Research
PRA 103: Safety
PRA105: History of Nursing
PRA106: Professionalism and the Role of Nursing
PRA 201: Collaboration and the Nursing Plan of Care
PRA 202: Therapeutic Intervention Evaluation
PRA214: Development of the Nursing Profession
CLA 201: Clinical Fundamentals

Modules listed below apply to more than one course in the curriculum. In eLine, this content does not need to be taken again. The grade for the completed module will automatically be applied to each course of which it is a part.

BAA 101: The Nursing Process
BAA 103: Wellness Across the Life Span
HPA 206: Cognitive and Perceptual
HPA 208: Role Relationships
HPA 210: Coping and Stress Tolerance
HPA 211: Values and Belief Systems
PHA 201: Introduction to Pharmacology
PHA 202: Diagnostic Testing and Medication Administration
PRA 101: Legal and Ethical Issues
PRA105: History of Nursing
PRA106: Professionalism and the Role of Nursing
PRB214 Development of the Nursing Profession

WEBSITE ACCESS: https://iol.tamucc.edu and eLine WebCT

Required Textbooks:

Available in student bookstore:

**HIGHLY RECOMMENDED:**


A medical-surgical textbook for help with care plans.

**Learning Experiences and Teaching Methods:**

Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

**Student Class Responsibilities:**

1. Students are expected to respect the learning rights of all others. Individual conversations, arriving late, sleeping during class, studying for another class during class/lab/clinical are unacceptable behaviors. Students who demonstrate any of these behaviors will be asked to leave class, clinical setting, or online environment. Cell phones and electronic devices will be turned OFF for the duration of class/clinical time.

2. As a 6-semester credit course, faculty expects 8-10 hours of independent preparation and study each week, in addition to class/clinical time. Preparation for all classes
includes assigned readings for the scheduled topics, review of anatomy and physiology, review of assessment, and review of class notes from previous courses as applicable.

3. Permission to tape record (voice and or video) must be obtained from each lecturer prior to class. Clinical examples or examples from clinical experiences cannot be recorded due to patient confidentiality and HIPPA regulations.

4. Children are NOT permitted in the class/clinical setting at any time. (see University Student Handbook)

5. Laptops are permitted and encouraged for note taking and class research purposes only.

**Class Policies:**

**Grading Policy:**

Completion of NURS 3614 requires the successful completion of both theoretical and clinical components of the course. You must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade. The unit exams and comprehensive final are custom HESI examinations. They are proctored, classroom exams and are required to be completed as a course exam.

Grading scale for TAMUCC, College of Nursing and Health Sciences is:

A 90 - 100
B 83 - 89
C 75 - 82
D 65 - 74
F 0 - 64

**Clinical Policy**

Clinical practice is the application of the theoretical component into the practice area. Clinical practice is comprised of the hospital/community experiences and the learning lab.
Clinical orientation is mandatory. Students who do not or cannot attend the complete orientation must make arrangements to make up these required clinical hours.

Students must adhere to the dress code of the agency/institution in which the clinical practice takes place. If a student is not properly attired, including the College of Nursing and Health Sciences ID badge and patch, the student will be dismissed from clinical for the day with NO credit for hours. Additionally, students are required to bring all equipment/materials needed to perform patient care and vital signs with them. Students are not allowed to leave the facility during the stated hours of clinical practice, nor be on the unit in student attire after clinical is over. Cell phones are allowed to be used when contacting your instructor during clinical hours. Student who must miss clinical for any reason and those students who fail to notify both their clinical instructor and their assigned nursing unit that they will not be in clinical, will receive an “F” in clinical for that day. Students who are dismissed for unprofessional conduct, unsafe nursing practice, or inappropriate attire will also receive an “F” for that day. A student who earns a total of two “F”s will receive a final grade of “F” in clinical.

Preparation for clinical practice is required. Students are expected to prepare for clinical and complete written assignments prior to the next clinical day. (Pediatric Data Base, Medication sheets, Patho tree, Concept Map, Journal) Written assignments will be graded. Students are required to pass a minimum of three (3) concept maps during their Pediatric rotation. Clinical performance is grade pass/fail and is evaluated from a written standard clinical evaluation for the College of Nursing and Health Sciences.

**Academic Honesty**

Students entering the profession of nursing are held to the highest possible standards of ethical behavior. For this reason you will be asked to sign a pledge adhering to standards of academic and professional honesty. Please refer to the University catalogue, Student handbook, and CONHS Student handbook for descriptions of academic honesty and dishonesty. If you violate these rules you will receive an “F” in the course and may be dismissed from the program. Examples of violations of academic dishonesty are found at the end of this syllabus.

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a
grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, please see University Rule 13.02.99.C2, Student Grade Appeals Procedures. These documents are accessible through the University Rules web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816.

*SACs requirement

Examples of Academic Dishonesty

Caution:

This list of behaviors is not inclusive of all possible violations. When in doubt about whether your actions may violate the Academic Honesty Pledge, please consult with your instructor.

Plagiarism:

1. In a paper or assignment, if you include material that you researched in a book, magazine, newspaper, and/or on the Web, you must cite the source.

2. You must cite the source in the BODY of the text AND in a Works Cited or Reference.

3. If you copy somebody's test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and copy and paste them without crediting the author or using quotation marks, or even pass off somebody's good idea as examples of your own genius, you are committing plagiarism.
4. Plagiarism covers unpublished as well as published sources. This can mean borrowing another’s term paper, handing in as one’s work a paper purchased from an individual or off the Net, or submitting as one’s own any papers from living group’s, club’s, or organization’s files.

5. EVEN HANDING IN THE SAME PAPER IN MORE THAN ONE CLASS can be considered plagiarism. Always check with the instructor BEFORE doing this. Professors must cite themselves when writing up their research; you are held to the same standards as a “junior” researcher.

Other Forms of Academic Cheating:

These include, but are not limited to:

1. Consultation of textbooks, library material, or notes in examinations where such materials are not to be used during the test;

2. Consultation of cell phone text messages, PDA’s, programmable calculators with materials that give an advantage over other students during an exam;

3. Use of crib sheets or other hidden notes in an examination, or looking at another student’s test paper to copy strategies or answers;

4. Having another person supply questions or answers from an examination to be given or in progress;

5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases all consenting parties to the attempt to gain unfair advantage may be charged with an Academic Honesty Pledge violation;

6. Deliberate falsification of laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable;

7. Revising and resubmitting a quiz or exam for regarding, without the instructor’s knowledge or consent;

8. Giving or receiving unauthorized aid on take-home examinations;

9. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate the Academic Honesty Pledge;

10. Signing another student’s name on attendance sheets, rosters, scantrons;
11. Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate or knowing concealment or distortion of the true nature, origin, or function of such data or evidence;

12. Procurement and/or alteration without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or actually used, and either before or after such materials have been handed in to the appropriate recipient; and

13. Collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default being one’s own work.