COURSE TITLE: NURS 4470.001 Professional Transitions

CREDITS: Total: 4   Lecture Hours: 2   Clinical Hours: 2 (90 hours)

PREREQUISITES: All Courses Except for Co-requisites

CO-REQUISITES: NURS 4660, NURS 4670

COURSE DESCRIPTION:

This capstone course focuses on the role of the developing professional nurse’s ability to use evidenced-based practice and quality standards to deliver safe holistic care to culturally diverse and complex clients and families. Emphasis is on the transition of the student nurse into the professional role which includes the ability to apply concepts related to leadership, interprofessional teamwork, informatics, and patient-centered care. Strategies for successful completion of the graduate licensure exam will be included.

FACULTY

Susan Greathouse, MSN, RN, BN        Office: IH 337
Telephone: 361-825-2476              E-mail: susan.greathouse@tamucc.edu

Office Hours: after class and by appointment

Clinical Faculty:

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Johanna Evans</td>
<td><a href="mailto:johanna.evans@tamucc.edu">johanna.evans@tamucc.edu</a></td>
</tr>
<tr>
<td>Diana Dolan</td>
<td><a href="mailto:dee.dolan@tamucc.edu">dee.dolan@tamucc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Other Faculty as Required</td>
</tr>
</tbody>
</table>

LECTURE LOCATION: IH 164

CLASSES: 0800 – 1000

## COURSE and CLINICAL OBJECTIVES

At the end of this course, students should be able to:

**The objectives for this course are based on the American Association of Colleges of Nursing (AACN), Essentials and the Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs.**

<table>
<thead>
<tr>
<th>Course and Clinical Objectives</th>
<th>Examples of Expected Student Outcomes</th>
<th>Differential Essential Competencies (DECs) of Graduates of Texas Nursing Programs</th>
<th>AACN: The Essentials for Baccalaureate Education for Profession Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply advanced clinical concepts within various patient care settings to promote optimal patient-centered care outcomes.</td>
<td>Apply advanced clinical concepts and theories such as delegation, priority setting, advocacy, risk management, leadership, decision making, and quality improvement as a bases for problem solving, decision making and clinical reasoning.</td>
<td>IIc. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes and develop plans of care for patients, families, populations and communities using information from evidenced-based practice and published research in collaboration with above groups and the interdisciplinary care team.</td>
<td>1.2 Synthesize theories and concepts from liberal education to build an understanding of the human experience.</td>
</tr>
<tr>
<td></td>
<td>Apply current standards of professional nursing practice in providing care to individuals, families groups, communities and populations.</td>
<td>Ia. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.</td>
<td>1.9 Values the ideal of lifelong learning to support excellence in nursing practice.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate ethical accountability and legal responsibility for professional practice.</td>
<td>lc. Promote the practice of professional nursing through leadership activities and advocacy.</td>
<td>2.1 Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care of delivery in a variety of settings.</td>
</tr>
<tr>
<td></td>
<td>Integrate professional nursing values such as altruism, autonomy, human dignity and social justice into professional nursing practice.</td>
<td>Ila. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards.</td>
<td>3.1 Explain the interrelationships among theory, practice and research.</td>
</tr>
<tr>
<td></td>
<td>Also: Ib Id,IIa, IIg, Ile, IIIb, IIIc, IIIe, IVb, IVd, IVf</td>
<td>IIIIf. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.</td>
<td>3.2 Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice.</td>
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<td>IVf. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or organizational need.</td>
<td>8.1 Demonstrate the professional standards of moral, ethical and legal conduct.</td>
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<tr>
<td></td>
<td></td>
<td>IVg. Supervise nursing care provided by others for whom the nurse is responsible by using best practices of management, leadership and evaluation.</td>
<td>8.13 Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Also: 1.1, 1.3, 6.3, 9.5, 9.6, 3.7, 7.5</td>
<td>8.2 Assume accountability for personal and professional behaviors.</td>
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<td></td>
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<td>5.10 Articulate, through a nursing perspective, issues, concerning health care delivery to decision makers within health care organizations and other policy arenas.</td>
</tr>
<tr>
<td>2. Formulate comprehensive, interdisciplinary plans of care for patients and families</td>
<td>Utilize the nursing process in the formulation of holistic comprehensive plans of care</td>
<td>Ib. Assumes responsibility and accountability for the quality of nursing care provided to patients, families,</td>
<td>5.11 Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.</td>
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<td>Also: 1.1, 1.3, 6.3, 9.5, 9.6, 3.7, 7.5</td>
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<tr>
<td>3. Apply evidenced-based practice knowledge from nursing and the sciences when managing complications of disease progression or acute exacerbations of disease processes.</td>
<td>8.2, 5.10</td>
<td>Also: 9.5, 9.6, 2.1, 3.2, 3.7, 8.1, 8.2, 5.10</td>
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<td>Apply concepts, models, theories and evidence from nursing and the sciences (humanities, psychological and sociological sciences) as the foundation for professional nursing practice. Modify care and advocate for patients in reflecting current and changing healthcare systems, health policies and global health care factors.</td>
<td>Ila. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision making and comprehensive patient care. IVa. Coordinate, collaborate and communicate with patients, families, communities, and the interdisciplinary health care team to plan, deliver and evaluate care. IIm. Coordinate human information, and material management resources in providing care for patients, families, populations and communities. IVd. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to plan, deliver and evaluate care.</td>
<td>1.1 Integrate theories and concepts from liberal education into nursing practice. 1.2 Synthesize theories and concepts from liberal education to build an understanding of the human experience. 1.3 Uses skills of inquiry, analysis and information literacy to address practice issues. 3.7 Collaborate in the collection, documentation, and dissemination of evidence. 6.2 Use inter and intra-professional communication and</td>
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<tr>
<td>Differentiated Essential Competencies of Graduates of (DECs) of Graduates of Texas Nursing Programs</td>
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<tr>
<td><a href="http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf">http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf</a></td>
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**Required Learning Resources**


**On-line purchase of exams ** Cost is about $30 each (additional information will be provided in class)

**Recommended Learning Resources**


American Association of Colleges of Nursing (AACN) Essentials

[http://www.aacn.nche.edu/education-resources/essential-series](http://www.aacn.nche.edu/education-resources/essential-series)

Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website:


National Council of State Boards of Nursing Delegation Documents- website


Texas Administrative Code: Nurse Practice Act – website

[http://www.bne.state.tx.us/nparr.htm](http://www.bne.state.tx.us/nparr.htm)

Other readings as assigned – Students are expected to check Black Board Information regularly for additional readings and information.
Learning Experiences and Teaching Methods

Emphasis will be placed on synthesis of knowledge. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, and formal and/or informal exchange of information/ideas with classmates and colleagues regarding specific topics to include utilization of critical thinking skills and clinical reasoning. In this course, you are encouraged to assume the lead in managing your practice through thoughtful evaluation of your professional performance and consistent search for evidence-based knowledge essential to competent care delivery.

Teaching methods may include lecture, seminar, discussion, case studies, simulation, clinical practice and specific assignments. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of mastery of course objectives. Critical thinking will be required including student self-reflection and self-assessment. The student is expected to be self-directed, self-disciplined, and self-motivated.

Students are expected to act in a professional manner and are accountable for their behaviors and learning.

Student Class Responsibilities

1. This is a web-assisted course and lecture/learning materials may be found on the course website.

2. Students are expected to respect the learning rights of all others in the classroom. Actions such as: individual conversations, chatting online, text messaging, arriving to class late, sleeping during class, working on online assignments, playing computer games, surfing the internet and studying for another class during classroom time are unacceptable behaviors. Students who demonstrate these behaviors may be asked to leave class.

The following research focused on the use of laptops in a 15-week management information systems class enrolling 97 upper division students. With student consent, researchers used a spyware program that tracked the windows and page names for each software application ran during class time. Students were encouraged to run "productive windows"—those that related to course content. Spyware also tracked the number of "distractive windows" students ran, including games, pictures, email, instant messaging and web surfing. Students had these distractive windows open 42% of the class time. Students who tried to listen to the lecture while using these distractive windows had significantly lower scores on homework, projects, quizzes, final exams and final course averages than students who looked at mostly productive windows. Researchers also found that this population under reported the extent of their multitasking.

3. Cell phones and pagers are to be turned off or put on vibrate in class and in the clinical setting. They must be off for examinations.

4. No children are allowed in class or clinical at any time.

5. Students are expected to complete all required reading prior to each class. As a 4-credit course, it is expected that students will spend at least 5-8 hours of independent study and preparation each week in addition to class time. Preparation for class includes assigned reading and preparatory assignments. **Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework will appear on quizzes or examinations.**

6. It is the student’s responsibility to obtain handouts, lecture notes, and information from announcements in the event a class is missed.

7. Taping of lectures is permitted in this course. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

8. If you are pregnant or become pregnant during the semester, please notify the course coordinator for possible necessary accommodations.

9. Students are expected to follow instructions associated with the assignments for this course. Students who have questions about an assignment should contact the appropriate faculty member (lecture assignments – classroom instructor; clinical assignments- clinical faculty) in a timely manner to ensure satisfactory completion of the assignment by the date it is due. Unless otherwise instructed, students should use the APA Publication Manual, (6th edition) as a reference for formatting and organizing written assignments. **Written work will be graded for completeness, accuracy, depth of response and proper formatting. Points will be deducted for poorly written work.**

   ***All assignments, unless explicitly stated otherwise are to be completed individually and submitted with strict adherence to the Academic Misconduct policies and regulations of the University.***

10. Written assignments must be turned in via Blackboard by **the time and date stipulated** on the Course Schedule and/or the Course Syllabus. Late assignments will not be graded unless there are significant extenuating circumstances. If the course coordinator/faculty is not notified prior to an assignment due date the grade will be 0 regardless of circumstances. Please contact Island Online Help Services if unable to access the course.

11. No make-up examinations will be administered. If a student misses either course exam the percentage weight of the missed exam will be equally distributed in accordance with the percentage weight of the exam remaining. An unexcused absence for ANY exam will result in a zero for that exam. **A combined exam average on the Transitions Exam + CAT**
exam must be a 75% or higher to pass the didactic portion of this course AND evidence of remediation must be submitted as stipulated. To pass the clinical portion of the course students must obtain a 900 score or better on the Comprehensive Clinical Exam.

12. Students are expected to use classroom interactions and activities to examine principles and synthesize knowledge needed for successful professional role transition. Students will demonstrate their understanding of what is required to provide evidenced-based, quality holistic care to culturally diverse and complex clients and families. The nature of the content of this course may promote debate during class. It is expected that students will prepare for each class so that they can make knowledgeable contributions. All contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

13. Classroom assignments must be completed during class period and tardiness/absences will result in no credit for work assigned in class. Class work cannot be made up outside of class or in a later class period. Students not present or arriving late will not be allowed in the classroom once a participation activity has been started and is being completed. They will receive a grade of “zero” for that activity. In the event a student is unable to come to class, he or she should contact the course instructor PRIOR to the start of the class. Lack of attendance may seriously impact completion of NURS 4470.001.

14. Attendance in class is necessary to achieve course objectives. Students are expected to participate appropriately. The class roll list will be circulated in each class. Only students that are present should sign the attendance form. Absences from more than 3 classes may result in a reduction in class grade of one level, for example, from an A to a B. Persons leaving or asked to leave prior to the end of class, or at any time during class, will be counted absent for that hour of class. Although there are no excused class absences except for official university business, persons who are ill should be courteous to classmates and not attend class.

15. Students are expected to demonstrate professional behavior in the classroom. Professional behavior is consistent with TAMU-CC and College of Nursing and Health Sciences rules for student behavior in the classroom. This behavior will provide supporting evidence that the student has satisfactorily completed course requirements. Students should review the TAMU-CC catalog and student handbook if they are unsure of the attributes of acceptable behavior. Faculty will take actions to eliminate any behavior that interferes with class activities. Students who are asked to leave the classroom because of disruptive behaviors will be responsible for the material covered over the lecture period. The Honesty and Professional Integrity Policy available on the College of Nursing and Health Sciences web site outlines additional actions that faculty may take when students violate the Academic Integrity Standards of the College/University.
Course Policies

Grading Policy
Completion of NURS 4470 requires the successful completion of both the theoretical and clinical components of the course. Students must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of their theory course grade.

1. In order to pass Nursing 4470, the student must achieve the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX Questions (5) sets of 100</td>
<td>20%</td>
</tr>
<tr>
<td>Simulation Preparation (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Computer Adaptive Testing (CAT) Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Conversion Score Grading Criteria for the CAT Exam**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Conversion Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.1 – 30</td>
<td>Exemplary Performance</td>
<td>A</td>
</tr>
<tr>
<td>16.61 - 19</td>
<td>Acceptable Performance</td>
<td>B</td>
</tr>
<tr>
<td>11.51 – 16.60</td>
<td>Minimally Acceptable Performance</td>
<td>C</td>
</tr>
<tr>
<td>5.76 – 11.50</td>
<td>Needs Further Preparation</td>
<td>D</td>
</tr>
<tr>
<td>0.00 – 5.75</td>
<td>Needs Further Preparation</td>
<td>F</td>
</tr>
</tbody>
</table>

**Conversion Score Grading Criteria for the Professional Transitions Exam**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Conversion Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 – 1500</td>
<td>Recommended Performance</td>
<td>A</td>
</tr>
<tr>
<td>850 – 899</td>
<td>Acceptable Performance</td>
<td>B</td>
</tr>
<tr>
<td>799 - 849</td>
<td>Below Acceptable Performance</td>
<td>C</td>
</tr>
<tr>
<td>798 -500</td>
<td>Needs Further Preparation</td>
<td>D</td>
</tr>
<tr>
<td>&lt;500</td>
<td>Needs Further Preparation</td>
<td>F</td>
</tr>
</tbody>
</table>

**Conversion Score Grading Criteria for the Comprehensive Clinical Exam**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Conversion Score</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900 – 1500</td>
<td>Recommended Performance</td>
<td>A</td>
</tr>
<tr>
<td>850 – 899</td>
<td>Acceptable Performance</td>
<td>B</td>
</tr>
<tr>
<td>799 - 849</td>
<td>Below Acceptable Performance</td>
<td>C</td>
</tr>
<tr>
<td>798 -500</td>
<td>Needs Further Preparation</td>
<td>D</td>
</tr>
<tr>
<td>&lt;500</td>
<td>Needs Further Preparation</td>
<td>F</td>
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**Evidence of On-Going Course Remediation**

<table>
<thead>
<tr>
<th>Component</th>
<th>Pass/Fail</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Evaluation</td>
<td>Pass</td>
</tr>
<tr>
<td>Clinical Assignments</td>
<td>Pass</td>
</tr>
</tbody>
</table>
2. **Completion of the Professional Transitions Exam counts as 20% of the course grade.** This is a comprehensive exam that covers transitions concepts. Students must achieve a 75% combined average on the Professional Transitions Exam AND the CAT Exam to pass the didactic portion of the course and in order for the other 60% of the course work to be considered. Students must also provide evidence as stipulated regarding on-going remediation in order to pass the course. Students who do not achieve a 75% exam average will receive a D or F for the course based solely on their exam average. **In calculating the final course grade, only the final overall course grade will be rounded.**

3. A grade of “pass” on the Clinical Evaluation Tool and on any assignments or required paperwork related to clinical required by clinical faculty must be submitted in order to receive a grade.

4. **IN ADDITION, students must pass** a comprehensive end-of-course clinical exam with a Score of 900 or greater. Students will have multiple scheduled attempts to achieve this goal during the course.

**Grading scale for Texas A&M University-Corpus Christi, College of Nursing & Health Sciences is:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>89.5 - 100</td>
</tr>
<tr>
<td>B</td>
<td>82.5 - 89.4</td>
</tr>
<tr>
<td>C</td>
<td>74.5 - 82.4</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74.4</td>
</tr>
<tr>
<td>F</td>
<td>Below 67</td>
</tr>
</tbody>
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**EXAMINATION & TESTING GUIDELINES**

- Students **must achieve** a combined average of ≥75% on the CAT and Professional Transitions Course exam. This average must be maintained when marks for the required course work is added into the final course grade. **In addition,** students must also achieve a minimum grade of 900 on the Final Comprehensive Clinical Exam to pass the course.
- Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on examinations.
- Exam dates and times are printed on the course schedule.
- **Exam dates, times and locations are subject to change.**
- Students who are late for exams will not be given any extra time.
- No examination or quiz material is to leave the classroom.
- Any student determined by faculty to have cheated on exams, quizzes, or assignments will receive a score of zero for that exam, quiz, or assignment, may be subject to failure of the
course, referral to the Office of Student Affairs for Academic Misconduct, and possible
dismissal from the nursing program and/or university.

- Exams will be given only on the date and time scheduled.
- **Cell phones, PDAs, laptops are not allowed during exams and must be turned off.**
- All books, bags, notebooks, and purses will be left at the front or back of the exam room.
- Students should refer to the National Council of State Boards of Nursing (NCSBN) for the
  NCLEX examination test-plan blueprint to guide their examination preparation.
- Dosage calculation problems will be included on each exam. Calculators **may** be used and
  will be provided on the computer exam interface.
- **Students should bring ear buds or head phones to EVERY test.**
- Exam and grades will be posted on Learning Management System (Blackboard). Those
  students scoring below 75% on any exam or obtaining a score less than 900 on the
  Comprehensive Clinical Exam are encouraged to make an appointment with the
  faculty/course coordinator to review their exam and address their concerns.

**CLINICAL POLICIES**

Satisfactory completion of NURS 4470 requires the successful completion of both the
clinical and theoretical components of the course. Because professional behavior is a critical
component of this course, students must demonstrate their ability to delegate and work with
others in the coordination of care for a group of patients. Students who arrive at the clinical site
without a Texas A&M University-CC nametag and not in professional attire will be asked to
leave the clinical setting. A clinical warning will also be issued.

Preparation for clinical practice is required. Clinical performance is graded pass/fail and
is evaluated on the basis of written course and clinical objectives.

This course includes clinical laboratory experiences (In acute care agencies and in the
simulated clinical learning environments). Students are expected to apply leadership,
management, and care coordination principles while providing holistic care to the management
of a group of diverse patients/families. Student activities will be supervised by clinical faculty.

1. To be able to attend clinical the student MUST complete and maintain currency of:
   (a) CPR certification is for Health Care Providers and current throughout the semester
       regardless of clinical site placement and rotation AND uploaded to Certified Background.
   (c) immunization records must be completed, up to date per admission criteria AND
       uploaded to Certified Background.
   (d) ALL required student information **MUST** be uploaded to Certified Background **prior**
       to the beginning of clinical
   (e) all certifications and immunizations must remain current while taking clinical courses
       offered in the College of Nursing regardless of the clinical site placement and rotation

- **Students must attend all clinical days to receive a grade of passing to allow for appropriate
  assessment of student performance. Tardiness and absenteeism are considered serious
  breaches of professional behavior. In the event of an emergency, the clinical instructor must
  be notified prior to beginning of clinical. Failure to do so will result in a clinical warning
  being issued for that day.
Two “Clinical Concerns/Warnings” will result in clinical failure and failure of NURS 4470. Students are expected to demonstrate maintenance of knowledge from previous courses and growth in clinical practice through application of knowledge and skills from previous and concurrent courses. Students must meet clinical expectations outlined in the clinical evaluation tool.

- Students are expected to prepare for clinical practice in order to provide safe, competent care.

- Students are not allowed in clinical agencies during non-clinical hours when the instructor is not present.

- Clinical assignments must be handed in on time to the clinical instructor. Assignments submitted late without prior arrangement with the clinical instructor will not be graded and a zero will be earned for that assignment.

- Students judged to be unsafe may be failed from the course at any time. Unsafe behavior may be demonstrated through the omission or commission of actions that may harm patients or unprofessional behaviors consistent with inappropriate clinical judgment.

- In the unusual circumstance that, in the instructor’s professional judgment, a student is not providing safe nursing care, the student will be removed from the clinical setting. If this deficit cannot be remedied in the given clinical time with available faculty supervision, the student will receive a grade of “F” in the clinical. If a student fails clinical, he/she will receive a grade of “F” in the course, regardless of grades earned in other course assignments.

- There may be an opportunity for students in 4470 to assist more junior students with simulation activities. This should be considered a privilege and may require preparatory and/or follow up work. Participation in simulation is at the discretion of the clinical faculty.

A comprehensive exam will be administered during this course. Successful completion of the clinical component of this course requires students to complete the comprehensive exam with a passing score. The passing score is set by the CONHS.

**Academic Misconduct**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes any and all forms of cheating, such as illicit possession of examinations or examination
materials, forgery, collusion, or plagiarism. At the university level of the student’s education, honesty and integrity are expected in all approaches to learning.

Academic Misconduct is engaging in an act that violates the standards of the academic integrity policy as described in the Student Code of Conduct and Procedure for Academic Misconduct Cases. In addition, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct.

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Furthermore, nurses bear enormous responsibilities and ethical behavior is essential. Unethical behavior may result in patient harm or death. Ethical Behavior, including honesty and confidentiality, is an expected professional behavior in the classroom or clinical setting. Refer to the College of Nursing policy for definitions of these expected behaviors (see the College of Nursing Student Handbook, Policies and Regulations, Academic Honesty and Professional Integrity Policy) and the Professional Code of Ethics.

In this course, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a student receiving a score of zero for that component of the course. The student may be subject to failure from the course and dismissal from the nursing program. All assignments, unless explicitly stated otherwise are to be completed individually and submitted with strict adherence to the above policies and regulations.

Dropping a Class

We hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with the Course Coordinator before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Faculty cannot drop you from a course.

EVALUATION

Evaluation is an ongoing process that provides students with information about their progress in meeting course objectives. Conferences with faculty allow opportunities to discuss progress. A final clinical performance evaluation will be provided for each student by his/her clinical instructor. Students with unsatisfactory performance at mid-term or during any time of clinical performance will be notified to schedule a conference with their clinical instructor and/or the course coordinator. Students will participate in the evaluation process, and the evaluation will
become part of the student record. Students will submit weekly journals with self-evaluations and self-reflection. Students may make appointments with faculty to discuss their progress at any time during the semester.

EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the Undergraduate Program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

MARY & JEFF BELL LIBRARY

There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

CENTER FOR ACADEMIC STUDENT ACHIEVEMENT (CASA)

The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933
STUDENTS WITH DISABILITIES

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 contact the Disability Services Office at 361.825.5816 or visit Disability Services in Driftwood 101. Refer to the Disability Services website for more information (http://disabilityservices.tamucc.edu). Students with documented test-taking needs should discuss these with faculty at least one week prior to the first scheduled exam.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816. Veterans and active duty military personnel with special circumstances (e.g., deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course coordinator.

ACADEMIC ADVISING

The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Island Hall nursing suite and advisors are Rachel Verhayden (825-3748) and Angelica Santillan (825-2461). Questions about graduate studies should be directed to Barton Bailey (825-5893).

SUPPORT SERVICES

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.
GRADE APPEAL PROCESS

As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or 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, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](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.

CLASS CANCELLATION

In the event that a class is cancelled, class falls on a holiday, or the campus is closed, the student is expected to complete the readings and objectives for that day. The content will still be included on course examinations.

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use university e-mail addresses to communicate with students electronically. It is each individual student’s responsibility to activate his/her university e-mail account. Students are also expected to request a Novell account through the University to be able to access Blackboard via the TAMUCC campus computers. This MUST be done prior to the first unit exam. This course is a web assisted course using Blackboard.
Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. It is the STUDENT’S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.