Clinical Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Buckner</td>
<td><a href="mailto:brenda.buckner@tamucc.edu">brenda.buckner@tamucc.edu</a></td>
<td>361.779.2166</td>
</tr>
<tr>
<td>Kayla Crowell</td>
<td><a href="mailto:Kayla.crowell@tamucc.edu">Kayla.crowell@tamucc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Teresa Ercan</td>
<td><a href="mailto:Teresa.ercan@tamucc.edu">Teresa.ercan@tamucc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Rosario Garcia</td>
<td><a href="mailto:Rosario.garcia@tamucc.edu">Rosario.garcia@tamucc.edu</a></td>
<td></td>
</tr>
<tr>
<td>Petra Martinez</td>
<td><a href="mailto:petra.martinez@tamucc.edu">petra.martinez@tamucc.edu</a></td>
<td>361.825.2264</td>
</tr>
<tr>
<td>Other Faculty</td>
<td></td>
<td></td>
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</tbody>
</table>

Please Note: Because of the current uncertainty resulting from the COVID-19 pandemic this course will be taught on-line this term.

Additional fees may be required to take test and exams online in this course, and those tests/exams might be monitored by university vetted and secured third-party online exam-proctoring services.

1. Costs for exams are usually the responsibility of the student and typically involve third party charges ranging from $1 - $50.00 per exam. Students may be required to schedule exams at least 24 hours in advance or incur late scheduling charges.

2. Students may be responsible for providing webcams to be used in test proctoring.

3. Students may be required to show to an online proctor via webcam 1) photo ID and 2) the interior of the room where the student is taking the test/exam.

Professional Transitions

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, inter-professional teamwork, informatics, and patient-centered care. Strategies for successful completion of the graduate licensure exam will be included. All courses except for co-requisites. Co-requisites: NURS 4660, NURS 4370
**High Impact Practice (HIP):** NURS 4470 has been designated a HIP Senior Capstone Course by the CONHS. The culminating multi-patient simulation/clinical experiences in this course are designed to challenge students to integrate, apply and perform at a mastery level while reflecting upon multiple variables that may impact performance. When feasible an interdisciplinary component will be included in the experience.

**Learning Objectives**

**COURSE OBJECTIVES:**

**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.**

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

1. Apply advanced clinical concepts within various patient care settings to promote optimal patient-centered care outcomes (AACN Essential I, II, III, V, VI, VII, VIII, IX).

2. Formulate comprehensive, interdisciplinary plans of care for patients and families experiencing symptom distress to provide safe, compassionate and comprehensive care (AACN Essential I, II, III, V, VI, VII, VIII, IX).

3. Apply evidenced-based practice knowledge from nursing and the sciences when managing complications of disease progression or acute exacerbations of disease processes (AACN Essential I, III, V, VI, VII, VIII, IX).

4. Synthesize nursing knowledge related to culturally and socially diverse patients, families and populations in collaboration with interdisciplinary health care teams (AACN Essential I, VII, VIII).


Differentiated Essential Competencies of Graduates of (DECs) of Graduates of Texas Nursing Programs [http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf](http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)

**Major Course Requirements**

**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>Assessment</th>
<th>Weight</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Adaptive Testing (CAT) Exam</td>
<td>20%</td>
<td>See Conversion Score Below</td>
</tr>
<tr>
<td>Management of Care Exam</td>
<td>20%</td>
<td>HESI Conversion Score</td>
</tr>
<tr>
<td>Comprehensive Clinical Exam (Highest Conversion Score)</td>
<td>20% Conversion Score</td>
<td>Raw Score of 900 or Greater</td>
</tr>
<tr>
<td>Progression Portfolio</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>NCLEX Questions (2) sets of 100 (5% each)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Attendance/Participation (5% each)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Reflective Journal(s) for Simulation (2.5% each)</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Clinical Evaluation(s)</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>Clinical Assignments</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Performance Level</th>
<th>Grade</th>
<th>Conversion Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.1 – 30</td>
<td>Exemplary Performance</td>
<td>A</td>
<td>17.26 – 18.99 = 90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19 -20.9 = 97%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&gt;21 = 100%</td>
</tr>
<tr>
<td>16.61 -19</td>
<td>Acceptable Performance</td>
<td>B</td>
<td>14.06-16.60 = 83%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16.61-17.25 = 89%</td>
</tr>
<tr>
<td>11.51 – 16.60</td>
<td>Minimally Acceptable Performance</td>
<td>C</td>
<td>11.51- 12.78 = 75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12.79 -14.05 = 80%</td>
</tr>
<tr>
<td>5.76 – 11.50</td>
<td>Needs Further Preparation</td>
<td>D</td>
<td>5.76-8.63=65%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8.64-11.49=69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11.50 =74%</td>
</tr>
<tr>
<td>0.00 – 5.75</td>
<td>Needs Further Preparation</td>
<td>F</td>
<td>&lt;2.88 = 30%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>&lt; 2.89-5.74 = 55%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5.75 = 64%</td>
</tr>
</tbody>
</table>

2. Students **must achieve** a minimum 75% weighted average on the CAT+ Management of Care Course conversion score exam and the highest conversion score of their 2 Comprehensive Clinical Exam(s)+ the Progression Portfolio- to pass the didactic portion of the course. This average must be maintained when marks for the required course work are added into the final course grade. Students who do not achieve a 75% average will receive a D or F for the course based solely on this weighted average. In calculating the final course grade, only the final overall course grade will be rounded.

3. Clinical Evaluation: 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-program clinical exam with a Raw Score of 900 or greater. Students will have two attempts as scheduled in the course calendar to achieve this goal during the course. Inability to achieve the benchmark raw score of 900 on this exam will result in students receiving an
INCOMPLETE in the course. In order to complete the course successfully, students will complete an additional learning module. A component of that experience will be an additional Comprehensive Clinical Exam. ** Please note additional costs will apply. See below for further details.

5. ** Learning Module (2-4 Weeks)

<table>
<thead>
<tr>
<th>Individualized Assessment of Knowledge/Skills and Abilities with a focus on further development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Exam #3</td>
</tr>
</tbody>
</table>

** Students will need to be available during this timeframe and have access to the Internet in order to work toward meeting course requirements. ***

6. Students must also meet the requirements of the Progression Portfolio.

Exam Information:
The Management of Care Exam is a course specific exam on the content delivered in the course. The Computerized Adaptive Testing or CAT is an individualized computerized exam to determine your competence level based on the difficulty level of the questions. Each examination is designed to test major concepts in the NCLEX Test Plan with a certain percentage of questions covering content in each Test Plan area. The Test Plan for the RN NCLEX Exam developed by the National Council of State Boards of Nursing (NCSBN), can be accessed and downloaded from:  [https://www.ncsbn.org/4701.htm](https://www.ncsbn.org/4701.htm)

Required or Recommended Readings


Electronic Health Record Tutor (EHR Tutor). Online Purchase Cost: 1 year: $65, 18 months $97.50 or 2 years $130. Use the EHRTutor Direct Online Payment and Account Activation Instructions to purchase. Go to: [https://my.ehrtutor.com/signup](https://my.ehrtutor.com/signup) Go to your course Blackboard shell for step-by-step Online Payment and Account Activation Information.


**On-line purchase of course exams:** Students will pay for all course exams (HESI Comprehensive Exam(s), CAT, and Management of Care Exam) including any additional comprehensive clinical exams required after their first attempt. The faculty will provide the link for the student to purchase the exam. The student is responsible for purchasing the exam prior to the test date. The approximate costs of the exams are as follows: Comprehensive HESI: can range between about $63 for 1 up to $180 (depending on how many times it takes up to 3); the CAT is approximately $46; and the Management of Care Exam will be approximately $36. Your cost will range between $145 and $275. Please plan accordingly. Grades will be held if the student fails to pay for any exam until payment for the exam is completed.

Should a student be unable to achieve a 900 score or above on the second Comprehensive Clinical Exams the student will be required to complete a further Individualized Assessment of their Knowledge/Skills and Abilities where additional costs should be anticipated. This would include the cost of another Comprehensive Exam (approx.) $63.00 and the cost of additional support/assessment software or resources of approximately $200.00.

**Recommended or Supplemental Readings**


American Association of Colleges of Nursing, (AACN) Essentials
http://www.aacn.nche.edu/education-resources/essential-series

Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website:
ftp://www.bne.state.tx.us/del-comp.pdf

National Council of State Boards of Nursing Delegation Documents- website
http://www.ncsbn.org/regulation/uap_delegation_documents.asp

Texas Administrative Code: Nurse Practice Act – website
http://www.bne.state.tx.us/nparr.htm

**Course Policies**

**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 RESPONSIBILITIES

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

1. Students are expected to respect the learning rights of all others in the classroom.

   Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

2. 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.

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

4. 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.
5. It is the student’s responsibility to obtain handouts, lecture notes, and information from announcements in the event a class is missed.

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

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

8. 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. **

9. 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 late, and an assignment is deemed gradable, 10 points will be deducted for each day late. 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.

10. 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 exams remaining. An unexcused absence for ANY exam will result in a zero for that exam. A combined exam average on the Management of Care Exam conversion score + CAT conversion score + the highest conversion score obtain on the Comprehensive Exam(s) + the Progression Portfolio must be a 75% or higher to pass the didactic portion of this course. Students’ unable to attain this grade will repeat the course. This average must be maintained when marks for the required course work are added into the final course grade. 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.

11. Failure to comply with exam policy will result in a zero for that exam.
12. To pass the clinical portion of the course students must meet all clinical course objectives and complete all clinical assignments satisfactorily.

13. 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.

14. Classroom assignments must be completed during class period and tardiness/absences will result in no credit for work assigned in class. 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.

15. 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. Official university business, and job interviews can constitute excused absences as long as the student is in good academic standing (C or better). Students should discuss their situation with the course manager as soon as aware to facilitate planning. Reasonable make up activities may be required.

16. 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.

EXAMINATION & TESTING GUIDELINES
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 violated exam/university policies 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 unless prearrangements have been made.

**Cell phones, PDAs, laptops, smart watches, etc. are not allowed during exams and must be turned off** and/or not physically accessible to the student during the exam.

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 exam and their phone to access DUO.**

Exam and grades will be posted on the 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 manager to review their exam and address their concerns.

Note: On all assignments, quizzes and exams, students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or examinations.

**Grading Scale for TAMUCC CONHS**

- A: 90-100
- B: 83-89
- C: 75-82
- D: 67-74
- F: 0-66

**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, including Islander Regional Hospital, 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 Castle Branch.
   (c) Immunization records must be completed, up to date per admission criteria AND uploaded to Castle Branch.
   (d) ALL required student information MUST be uploaded to Castle Branch prior to the beginning of clinical.
   (e) All certifications, access to the electronic health record (EHR) software, 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 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.

   • If, 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.
• 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 meeting 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.

• There may be an opportunity for students in NURS 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.

• Additional assignments including actual clinical time may be assigned at the discretion of the clinical instructor and must also be completed. **Even if passing clinical documents have been completed, incomplete or poor performance on subsequent clinical paperwork may result in a clinical warning and/or failure.

*** The clinical instructor/course coordinator reserves the right to require additional material and/or hours to ascertain student accomplishment of learning objectives.***

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, your academic advisor, the Financial Aid Office before you decide to drop this course.** 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.** April 10th, 2020, is the last day to drop a class with an automatic grade of “W” this term.

Mary & Jeff Bell Library

There are many resources on the Mary & Jeff Bell Library (https://library.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

Author: S Greathouse
NURS 4470.001 Summer 2020
Center for Academic 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

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 online. 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. No names are available to faculty. 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 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.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:


In this course, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure of the course.

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 the office in CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Title 9 policy:** [http://edcs.tamucc.edu/titleIX/](http://edcs.tamucc.edu/titleIX/)

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Grade Appeals Process**

- As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf)

For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**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.

The Texas A&M University Corpus Christi: TAMUCC College of Nursing and Health Sciences Student Handbook is available online: [http://conhs.tamucc.edu/shb](http://conhs.tamucc.edu/shb)

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**Syllabus**  
*(Course Outline)*

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| 3     | Approaches to Care Delivery  
|       | Teamwork/Collaboration/Workforce Engagement                            |
| 4     | Conflict Management SBAR/STEPPS  
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| 5     | Management of Care Exam                                               |
| 6     | Ethics Applied  
|       | Systems Complexity/Change                                             |
| 7     | Health Care Quality/Advocacy/Risk Management  
|       | Information Technology/ Fiscal Planning                               |
| 8     | Managing Emotional Reactions of Patients, Families and Colleagues/Diversity |
| 9     | Role Stress/Ambiguity/Conflict  
|       | Caring for Self and Others                                            |
| 10    | Strategies to Promote Role Transition                                 |