Professional Transitions

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, inter- professional teamwork, informatics, and patient-centered care. Strategies for successful completion of the graduate licensure exam will be included. Pre-requisites: 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
** 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. See Appendix for details and associated references.

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, VII, VIII).
Major Course Requirements

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.

In order to pass NURS 4470, the student must achieve the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>20%</th>
<th>Average of all course assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Adaptive Testing (CAT) Exam</td>
<td>20%</td>
<td>Conversion score</td>
</tr>
<tr>
<td>Management of Care Exam</td>
<td>20%</td>
<td>HESI Conversion score</td>
</tr>
<tr>
<td>Remediation Portfolio</td>
<td>20%</td>
<td>Average of all assignments</td>
</tr>
<tr>
<td>Highest Comprehensive Clinical Exam Score</td>
<td>20%</td>
<td>Conversion Score</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Raw Score of 900 or Greater or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Receive a SP in the Course</td>
</tr>
<tr>
<td>Clinical Assignments</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>Clinical Evaluation</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Students must achieve a minimum 75% combined average on the Management of Care Exam (conversion score), the CAT Exam, average of the remediation portfolio, and the highest grade of clinical comprehensive exam attempt(s) (conversion score) to pass the didactic portion of the course. Students who do not achieve a >75% exam average will receive a D or F for the course based on the exams average. That is, the average of the Management of Care Exam, the CAT, the remediation portfolio, and highest grade of comprehensive exam(s) must be >75% for all other coursework to count into the final grade per item #1. In calculating the final grade, only the final overall course grade will be rounded.

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.

B. Buckner
NURS4470 Syllabus: Summer 2020
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. Students are expected to plan accordingly to take exams as scheduled. Inability to achieve the benchmark raw score of 900 on this exam will result in students receiving an SP in the course if he or she has an exam average >75%. In order to enhance success these students will be required to enroll in an additional learning module. A component of that experience will be an additional Comprehensive Clinical Exam.

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>

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

**ALL students will be required to purchase all exams.**

- Exam dates and times are printed on the course schedule.
- **Exam dates, times and locations are subject to change.**
- 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.
- Students may be required to schedule exams at least 24 hours in advance or incur late scheduling charges.
- Students may be responsible for providing webcams to be used in test proctoring.
- 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.
- 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 and success counselors to review their exam and address their concerns.

B. Buckner
NURS4470 Syllabus: Summer 2020
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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>65-74</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
</tr>
</tbody>
</table>

**LATE WORK:**

No late work is accepted unless there are significant extenuating circumstances. If the Course Manager/Faculty is not notified BEFORE the due date, the assignment is given a zero. If an APPROVED assignment is submitted late it will be subject to point deductions as follows:

- 10 points will be deducted for submissions up to 1 week after the due date.
- A grade of zero will be awarded for any submissions greater than 1 week late.

Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor’s discretion.

**Required or Recommended Readings**

**REQUIRED**


Elsevier Adaptive Quizzing for the NCLEX-RN Exam. COURSE ID: enroll in class shell


Swift River vSims clinical package cost is $50 and is used for the clinical requirement for this course.

Students will be required to purchase all HESI exams for this course. This does not include any test center proctor fees. Distance students are also responsible for proctor site fees. Estimated costs for
the HESI exams range from $35 – $65.00 depending on the exam type.

RECOMMENDED

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

Course Policies
Emphasis will be placed on synthesis of previously acquired knowledge. Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include 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. 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. 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.

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

STUDENT RESPONSIBILITES:
- Students are expected to log into the LMS at least daily. Web course and lecture/learning materials are located on the course website.
• Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.

• Students are expected to complete all required reading. 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 assignment and assessment time. Preparation includes assigned reading, review of appropriate anatomy, physiology, and pathophysiology, and review of assessment of appropriate body systems. 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.

• While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text and is for personal use only. No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

• 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 (7th 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. **

• Students are expected to demonstrate professional behavior in the classroom and clinical setting. 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.

**CLINICAL INFORMATION:**
Students in a professional nursing program must function within the legal, moral, and ethical standards of the profession. These standards guide practice. The following is a guide for your clinical preparation and performance. It alerts you to the major areas for which you will be held accountable. Please see the clinical evaluation tool, located on the College of Nursing & Health Sciences website, http://conhs.tamucc.edu/nursingstuhandbook/index.htm under Nursing Undergraduate Curriculum for clinical objectives. The professor will provide guidance, supervision and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course and clinical objectives.

It is the responsibility of the student to be sure that all health records, immunizations, CPR certification and Hospital Orientation are current and on file. These are required by the University, the college, and the clinical facilities to insure the health of students and patients. Students who do not have Hospital
Orientation, current immunizations, CPR certification, liability insurance, background checks, and urine drug screening on file will not be permitted to attend clinical until their file is up to date. The student will receive a clinical warning for every day clinical is missed related to the above, thus putting themselves at risk for failing clinical related to absences.

**Overall Learning Environment Expectations:**

1. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated. Satisfactory completion of NURS 4470 requires the successful completion of both the clinical and theoretical components of the course.

2. Preparation for clinical practice is required. Simulation is considered clinical, and all clinical guidelines apply. If applicable, students are required to orient to the simulation environment and review relevant skills prior to clinical. Clinical performance is graded pass/fail and is evaluated on the basis of written course and clinical objectives.

3. This course includes clinical experiences (In acute care agencies and in the simulated clinical learning environments if applicable). 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.

4. 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 and/or preceptor must be notified prior to beginning of clinical. Failure to do so will result in a clinical warning being issued for that day.

5. 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.

6. Clinical attendance is mandatory. Loss of time in the clinical setting for whatever reason could place a student in jeopardy of not meeting the course objectives. If an absence from the clinical site is absolutely necessary, the student must notify his/her clinical instructor at least one hour before the clinical day begins. In the majority of cases, an absence will be counted as a clinical warning, but each situation will be evaluated with your clinical instructor having the final say. If you are sent home for any reason, it is counted as an absence. 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.

7. Two “Clinical Concerns/Warnings” will result in clinical failure and failure of NURS 4470.

8. 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.

9. 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.

10. 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.

11. 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

B. Buckner

NURS4470 Syllabus: Summer 2020
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.

12. 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.

13. 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 reserves the right to require additional material and / or hours to ascertain student accomplishment of learning objectives.***

### 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.

### Academic Integrity/Plagiarism:
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 penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a zero for the exam or assignment.

### Dropping a Class:
I 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 your academic advisor, the Financial Aid Office, and me, 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. Please refer to the university calendar for the last day to drop a class with an automatic grade of “W” this term.

### Grade Appeals:
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://www.tamucc.edu/provost/university_rules/index.html. 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.

**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 in Corpus Christi Hall 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 Disability Services office for assistance at (361) 825-5816.

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**Syllabus**

**Course Outline**

Role Transition
Clinical reasoning, decision-making, and problem solving
NCLEX Test plan
Delegation and Priority Setting
Nursing Care Delivery
Delivery Models
Staffing
System Complexity & Change
Teamwork and Collaboration
Conflict Management
SBAR/STEPPS
 Civility
Lateral Violence
Ethics
Health Care Quality
Patient Safety
Risk management
National Patient Safety Goals
Core Measures
Evidence-based practice
Advocacy & Caring
Information Technology
Diversity Issues
Managing emotion
Culture
Roles: Stress, Ambiguity, & Conflict
Caring
Role Transition
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)