

PROFESSIONAL NURSING CONCEPTS II (RNSG 1126)

CREDIT

1 Semester Credit Hours (1 hour lecture, 1 hour lab) 32 Contact Hours

MODE OF INSTRUCTION

Face to Face, Hybrid (web assisted)

PREREQUISITE/CO-REQUISITE:

Prerequisites: RNSG 1311, RNSG 1125, RNSG 1128, RNSG 1160, RNSG 1216, RNSG 1330

Co-Requisites: RNSG 1433, RNSG 2361

COURSE DESCRIPTION

Expanding professional nursing concepts and exemplars within the professional nursing roles. Applying concepts of clinical judgment, ethical-legal, evidence-based practice, patient-centered care, professionalism, safety, and team/collaboration to the exemplars presented in the Health Care Concepts II course. Introduces concepts of leadership and management. Emphasizes role development of the professional nurse. This course lends itself to a concept-based approach.

COURSE OBJECTIVES/ COURSE MEASURABLE LEARNING OUTCOMES

Upon completion of this course, the student will be able to		End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competency (DEC)
1.	* Demonstrate the attributes and roles of the professional nurse;	1,5	MOP A1a,b,c, A2, A3, A4, B1a,b,c,d,e, B7a,b, C1, C2, C4, C5a, D4
2.	*Apply a systematic problem-solving process for the development of clinical judgement;	2,3,8	PCC A1a,b, B1, C6
3.	*Identify the legal-ethical parameters for professional nursing practice as related to selected exemplars;	5	MOP B1a,b,B2a,b, B3 PCC D1c, E8, E9 MHCT A4b
4.	*Describe professional nursing techniques in providing patient-centered care;	4	PCC B3, C2a,b, G1b
5.	*Describe professional collaboration with members of the health care team;	1,5,7	MHCT A1a,b, A3b

6.	*Discuss roles of leadership/management including principles of delegation.	5,6,7,8	MOP B5, C5a,b,c PCC D1e, D4a,b, D5a, E2, H5 PSA F1a,b,c, F2 MHCT E1, E2a,b,c,d,e, E3, E4a,b, F1
7.	Interpret Institute of Medicine (IOM) and Quality and Safety Education for Nurses (QSEN) competencies in the medical-surgical setting.	5	MOP B4, B6a,b, B8 PCC B10 PSA A1, A2, A3, A4, A5, A6, B1a,b, B2, C2
8.	Use professional assertive communication (verbal, written, and health information technology) to advocate for individualized patient needs across the lifespan.	1,5,7	MOP B7a,b,c PCC B10, C2a,b, E2, H5 MHCT A2, D1a,b, D2, D3, F2
9.	Recognize evidence-based practice in adult, older adult, and pediatric settings.	2, 3	PCC A1a, A2a,b,c, A3, C4a, E6a MHCT A5a

Note: * indicates WECM End-of-Course Outcome.

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Stacey Ojemeni, DNP, MSN, MJ, RN
 Email: sojemeni@lit.edu
 Office Phone: (409) 247-4926
 Office Location: WAHTC 334
 Office Hours: Thursdays 9:30 a.m. – 12:30 p.m.; 1:30 p.m. – 3:30 p.m.

Instructor: Nicole Schroeder, MSN, RN
 Email: nschroeder@lit.edu
 Office Phone: (409) 247-4882
 Office Location: WAHTC 338
 Office Hours: Thursdays 9:00 a.m. – 12:00 p.m.; 1:00 p.m. – 3:00 p.m.

REQUIRED TEXTBOOK AND MATERIALS

Giddens, J. F. (2021). *Concepts for Nursing Practice* (3rd ed.). Elsevier Health Sciences (US).

Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment*

and Management of Clinical Problems (12th ed.). Elsevier Health Sciences (US).

Sherpath for Harding, M. M., Kwong, J., & Hagler, D. (2023). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems* (12th ed.). Elsevier Health Sciences (US).

Texas Board of Nursing. (2023). *Nursing Practice Act, Nursing Peer Review, & Nurse Licensure Compact: Texas Occupations Code*.

Texas Board of Nursing. (2021). *Differentiated Essential Competencies of Graduates of Texas Nursing Programs: Evidence by Knowledge, Clinical Judgments, and Behaviors*.

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice* (2nd ed.). Elsevier Health Sciences (US).

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice* (2nd ed.). Elsevier Health Sciences (US).

ATTENDANCE POLICY

Students are expected to attend all classroom, laboratory, and clinical experiences. Therefore, absences should not be scheduled. If a student experiences an unplanned absence (illness or emergency), the student must contact the course faculty member by email or the administrative associate for the nursing program prior to the scheduled class, laboratory, or clinical time and provide documentation of the absence. Failure to notify faculty and/or provide adequate documentation of the absence may result in an unexcused absence and initiation of the disciplinary process.

DROP POLICY

If you wish to drop a course, you are responsible for initiating and completing the drop process. If you stop coming to class and fail to drop the course, you will earn an "F" in the course.

OUTLINE

- I. Professional nursing roles/role development (Texas Differentiated Essential Competencies)
 - A. Member of Profession
 - B. Provider of Patient-centered Care
 - C. Patient Safety Advocate
 - D. Member of the Health Care Team.
- II. Professional Nursing Attributes and Roles
 - A. Professionalism (Concept 36: Professional Identity)
 1. Roles of the Nurse (DECs) professionalism, accountability, safety, quality, and collaboration
 - B. Clinical judgment (Concept 40)
 1. Clinical skills (Assessing wound/dressing decisions, timing and clustering of daily care)

2. Urgent/ Emergent situations (start oxygen, failure to rescue, rapid response Team)
 - a. Medication management
 - b. When to contact physician or another health care provider
 - c. Documentation of care
- C. Leadership (Concept 38)
 1. Power in the workplace
 2. Professional norms
 3. Effective communication
 4. Delegation
 5. Patient safety principles
- D. Health Care Law (Concept 60)
 1. Medical negligence and malpractice
 2. Torts
 3. Civil Law
 4. Criminal Law
 5. Laws impacting healthcare
- E. Ethical-legal (Concept 42: Ethics) Texas Nurse Practice Act, ANA Code of Ethics
 1. Informed Consent
 2. ANA Code of Ethics
 3. Texas Nurse Practice Act
- III. Concepts essential to professional nursing
 - A. Person/Patient-centered care (Section I: Health care recipient concepts) (Concepts 1-5)
 1. Scenarios related to exemplars
 - B. Communication (Concept 44)
 1. Peers and Health care Team members
 2. Assertive communication
 3. Therapeutic communication
 - C. Evidenced-based practice (Concept 39)
 1. Best Practices and Standards (related to exemplars)
 - D. Health information technology (Concept 48)
 1. Electronic health records
 2. Documentation
 3. Clinical decision support
 4. Data privacy and security
 - E. Safety (within health care quality) (Concept 47 Health Care Quality) IOM/NAM & QSEN
 1. Time outs
 2. Core measures
 3. Anticipatory Guidance
 - F. Teamwork and collaboration. (Concept 45)
 1. Conflict Management Strategies
 2. Group Process (Operating Room Team)

IV. Application to exemplars presented in RNSG 1433 Health Care Concepts II

- A. Acid-base balance
- B. Coping
- C. Clotting
- D. Cognition
- E. Comfort
- F. Fluid and electrolytes
- G. Gas exchange
- H. Immunity
- I. Metabolism
- J. Nutrition
- K. Perfusion

COURSE CALENDAR

WEEK	CONCEPT	TOPIC	Readings & Resources (Read before class)	Activities & Assignments (Due dates)
Week 1 6/4/25 1200-1350	36. Professional Identity/ Professionalism	I. Introduction to professional nursing roles A. Member of Profession B. Provider of Patient-centered Care C. Patient Safety Advocate D. Member of the Health Care Team II. Professional Nursing Attributes and Roles A. Professionalism 1. Roles of the Nurse (DECs)	Texas Differentiated Essential Competencies • pp. 14-66 Giddens (2021) • pp. 409-415	Discussion: Core Competencies Professionalism Audience Response: Professionalism
Week 2 6/11/25	40. Clinical judgment	A. Clinical judgment	Giddens (2021) • pp. 445-454	In Class Activity:

1200-1350		1. Clinical skills (Assessing wound/dressing decisions, timing and clustering of daily care) a. Urgent/ Emergent situations (start oxygen, failure to rescue, rapid response Team) b. Medication management c. When to contact physician or another health care provider		Clinical Judgment Model: <ul style="list-style-type: none"> Wound care case study Oxygenation case study Blackboard Quiz Due: 6/11/25 by 1159
	47. Health Care Quality	E. Safety (Within health care quality) IOM/NAM & QSEN 1. Time outs 2. Core measures 3. Anticipatory guidance	Giddens (2021) <ul style="list-style-type: none"> pp. 506-513 	Independent Study
	Week 3 6/18/25 1200-1350	38. Leadership B. Leadership 1. Delegation	Giddens (2021) <ul style="list-style-type: none"> pp.426-432 	Independent Study Delegation vs. Assignments Reflective Assignment Due: 6/18/25 by 1159

	60. Health Care Law	C. Medical-Legal Intersection <ol style="list-style-type: none"> 1. Medical negligence and medical malpractice 2. Torts 3. Civil Law 4. Criminal Law 5. Laws impacting healthcare 	Giddens (2021) <ul style="list-style-type: none"> • pp. 621-631 	In Class Activity: Malpractice Case Review Group Assignment Due: 6/18/25 by 1159
Week 4 6/25/25 1200-1350	Exam I – Concepts 36, 38, 40, 47, 60 See Exam Blueprint			
Week 5 7/02/25 1200-1350	42. Ethics	D. Ethical-Legal <ol style="list-style-type: none"> 1. Informed Consent 2. ANA Code of Ethics 3. Texas Nurse Practice Act 	Giddens (2021) <ul style="list-style-type: none"> • pp. 464-471 • pp. 621-631 Texas Nurse Practice Act ANA Code of Ethics	Discussion: CNO led discussion – Career promoting and career stalling behaviors in nursing.
Week 6 7/9/25 1200-1350	Section I: Health Care Recipient Concepts: <ol style="list-style-type: none"> 1. Development 2. Functional Ability 3. Family Dynamics 4. Culture 5. Self-Management 41. Person/Patient-Centered Care	Concepts essential to professional nursing A. Patient-Centered Care (Unit I: Health Care Recipient Concepts) 1. Scenarios related to exemplars	Giddens (2021) <ul style="list-style-type: none"> • pp. 2-13 • pp. 14-22 • pp. 23-31 • pp. 32-42 • pp. 43-53 • pp. 455-462 	Discussion: Patient-centered care scenarios related to exemplars Audience Response Questions: <ul style="list-style-type: none"> • Patient-centeredness
Week 7 7/16/25 1200-1350	44. Communication	B. Communication <ol style="list-style-type: none"> 1. Peers and health care team members 	Giddens (2021) <ul style="list-style-type: none"> • pp. 482-487 	In Class Activity: Role Play

		2. Assertive communication 3. Therapeutic communication		<ul style="list-style-type: none"> Difficult Conversations with peers (Conflict management) Assertive vs. Aggressive (the difference is civility) What makes communication therapeutic?
	45. Collaboration	Teamwork & collaboration <ol style="list-style-type: none"> Conflict Management Strategies Group Process (Operating Room Team) 	Giddens (2021) <ul style="list-style-type: none"> pp. 488-495 	
Week 8 7/23/25 1200-1350	Exam II – Concepts 1 – 5, 41, 42, 44, 45 See Exam Blueprint			
Week 9 7/30/25 1200-1350	39. Evidence	L. Evidenced-based practice <ol style="list-style-type: none"> Best Practices and Standards (related to exemplars) 	Giddens (2021) <ul style="list-style-type: none"> pp. 434-444 	In Class Group Presentation: <ul style="list-style-type: none"> Present best practices and evidence-based practice related to concept in HCCII
	48. Technology and Informatics	D. Health Information Technology <ol style="list-style-type: none"> Electronic health records Documentation Clinical decision support Data privacy and security 	Giddens (2021) <ul style="list-style-type: none"> pp. 515-524 	Group Assignment Due: 7/30/25 by 1159
Week 10 8/6/25 1200-1350	Comprehensive Final Exam – 1-5, 36, 38, 39, 40, 42, 44, 45, 47, 48, 60 See Exam Blueprint			

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Group Exercises (2) - Case Review and Group Presentation	10%
2. In Class and Reflective Activities (2)	5%
3. Audience Response (2) / Quizzes (1)	5%
4. Exam I	25%
5. Exam II	25%
6. Final Exam	30%
Total:	100%

Note: To successfully pass this course, students must achieve a minimum average of 75% across all exams. Students who do not meet this benchmark will not pass the course, regardless of their assignment performance. *(Standardized Exams are not included in the 75% exam rule calculation.*

GRADE SCALE

90-100	A	
80-89	B	
75-79	C	*75% is required to successfully complete
60-74	D	
0-59	F	

TECHNICAL REQUIREMENTS

The latest technical requirements, including hardware, compatible browsers, operating systems, etc. can be online at <https://lit.edu/online-learning/online-learning-minimum-computer-requirements>. A functional broadband internet connection, such as DSL, cable, or WiFi is necessary to maximize the use of online technology and resources.

DISABILITIES STATEMENT

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights for persons with disabilities. LIT provides reasonable accommodations as defined in the Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act of 1990, to students with a diagnosed disability. The Special Populations Office is located in the Eagles' Nest Room 129 and helps foster a supportive and inclusive educational environment by maintaining partnerships with faculty and staff, as well as promoting awareness among all members of the Lamar Institute of Technology community. If you believe you have a disability requiring accommodation, please contact the Special Populations Coordinator at (409)-951-5708 or email specialpopulations@lit.edu. You may also visit the online resource at [Special Populations - Lamar Institute of Technology \(lit.edu\)](#).

STUDENT CODE OF CONDUCT STATEMENT

It is the responsibility of all registered Lamar Institute of Technology students to access, read, understand and abide by all published policies, regulations, and procedures listed in the *LIT Catalog and Student Handbook*. The *LIT Catalog and Student Handbook* may be accessed at www.lit.edu. Please note that the online version of the *LIT Catalog and Student Handbook* supersedes all other versions of the same document.

ACADEMIC DISHONESTY

Students enrolled in the nursing program at LIT must maintain academic and behavioral expectations consistent with the profession of nursing and in accordance with the nursing program Student Handbook. Standards of *nursing practice include (but are not limited to) behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity*. The inability of a student to consistently conform his/her/their conduct to requirements of the Nursing Practice Act and BON rules and regulations through a single incident or pattern of personal, academic, or other unacceptable behaviors will result in the disciplinary process. The disciplinary process may include verbal counseling, written counseling, and/or dismissal from the nursing program.

AI STATEMENT

Lamar Institute of Technology (LIT) recognizes that the recent advances in Artificial Intelligence (AI), such as ChatGPT, have changed the landscape of many career disciplines and will impact many students in and out of the classroom. To prepare students for their selected careers, LIT desires to guide students in the ethical use of these technologies and incorporate AI into classroom instruction and assignments appropriately. Appropriate use of these technologies is at the discretion of the instructor. Students are reminded that all submitted work must be their own original work unless otherwise specified. Students should contact their instructor with any questions as to the acceptable use of AI / ChatGPT in their courses.

AI IN NURSING COURSES

Students are expected to follow course assignment instructions and grading rubrics. Unless otherwise indicated in the assignment instructions, information obtained through AI resources should not be submitted as a student's original work. Unless specifically granted by individual faculty members, students do not have permission to upload faculty intellectual property (PowerPoint presentations, lecture notes, assignments, course materials, voice or lecture recordings) to any AI platform. Students demonstrating these behaviors or other inappropriate use of AI may be subject to disciplinary process.

STARFISH

LIT utilizes an early alert system called Starfish. Throughout the semester, you may receive emails from Starfish regarding your course grades, attendance, or academic performance. Faculty members record student attendance, raise flags and kudos to express concern or give

praise, and you can make an appointment with faculty and staff all through the Starfish home page. You can also login to Blackboard or MyLIT and click on the Starfish link to view academic alerts and detailed information. It is the responsibility of the student to pay attention to these emails and information in Starfish and consider taking the recommended actions. Starfish is used to help you be a successful student at LIT.

ADDITIONAL COURSE POLICIES/INFORMATION

COURSE GRADING AND ASSIGNMENTS

Class attendance and satisfactory completion of all assignments is essential to be successful in the course.

SHERPATH LESSONS

Sherpath lessons accompany the textbook and are accessed through the Evolve website using the student login and are linked to the Blackboard® course. Sherpath lessons are assigned in order to reinforce student learning and facilitate review of content.

AUDIENCE RESPONSE QUESTIONS/In Class Quizzes

Faculty will utilize an audience response system or in class quizzing. This strategy is utilized to assess class understanding of the content and to promote critical thinking. It is essential for students to come to class prepared and actively engage in the discussion in order to earn a grade for Audience Response Questions. Grades on Audience Response Questions will be calculated into the course average after a 75% average on all exams is achieved.

NURSING PROCESS (NP) AND CLINICAL JUDGMENT (CJ) GROUP APPLICATION EXERCISES

Nursing Process and Clinical Judgment Group Application Exercises will be assigned to groups of students in class. Students are required to actively engage and participate in completing the exercises. Exercises assigned during class are due at the end of class and must be submitted to Blackboard®. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

COURSE EXAMS

Two (2) unit exams and a comprehensive final exam will be administered during this course. In the event of a missed unit exam, the final exam grade will be the missed exam grade, provided the absence is excused and approved by the instructor or program director. Exams will be taken in person and during class time. Upon entry to the testing room, students must show the official LIT Student ID. The ID must always remain visible on the student's desk during exam administration. The following items are not allowed in the testing room:

- Hats, caps, scarfs, hooded shirts (unless religious covering)
- Food, candy, drinks
- Cell phone, electronic devices, smart watches, smart glasses, recording devices

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Group NP and CJ application exercises are due at the end of the class period. Students who are absent and document excused extenuating circumstances (i.e. severe illness or natural disaster) must notify the faculty member of the circumstance prior to class and work collaboratively with faculty prior to the due date on the assignment to develop a plan for submitting the assignment. This collaboration should occur prior to weekends or school holidays. Assignments will not be accepted late without prior arrangements. Students must be present to earn Audience Response Question grades, and all exams are taken in person. Students who are sick on exam day must notify faculty by email prior to the exam start time. Valid documentation must be provided to the faculty member in order for arrangements to be made for retaking the exam or an alternate solution as determined by the Nursing Program Director.

PERMISSION TO RECORD LECTURES

Students are not allowed to record (audio or video) lectures or class discussions without the express permission of the faculty member. This includes pictures of presentations.

CIVILITY

Learning can be an intimidating experience for some students. It is imperative that students in the AASN program are respectful and civil to student colleagues as well as faculty in order to facilitate a safe and effective learning environment. It is imperative for students to realize that all students do not process information in the same manner or learn information in the same way. The AASN program faculty respect the diversity of our students, which includes diversity of learning styles. Civility is maintained when there is order, respect for the teaching and learning process, empathy, and consideration for others. Students are expected to demonstrate civility in the classroom, online environment, and in all face-to-face and electronic communications. Demonstrations of uncivil behavior are unacceptable, do not demonstrate attributes of a professional nurse, and may result in initiation of the disciplinary process including but not limited to the student being excused from the experience, course, and potentially the nursing program.

CALCULATE YOUR GRADE (75% Weighted Grade Rule)

GRADE	X	PERCENT	=	GRADE POINTS
Exam 1	X	0.25 (25%)	=	
Exam 2	X	0.25 (25%)	=	
Final	X	0.30 (30%)	=	

TOTAL

DIVIDE BY 0.8 (80%)

**FINAL
WEIGHTED
EXAM
GRADE**