

**CLINICAL: REGISTERED NURSING/REGISTERED
NURSE III (RNSG 2362)**

CREDIT

3 Semester Credit Hours (0 hours lecture, 16 hours lab) 256 Contact Hours

MODE OF INSTRUCTION

Face to Face

PREREQUISITE/CO-REQUISITE:

Prerequisite: RNSG 2361, good standing in program

Co-Requisite: RNSG 1137

Companion: RNSG 1438

COURSE DESCRIPTION

A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

COURSE OBJECTIVES/ COURSE MEASURABLE STUDENT LEARNING OUTCOMES

	Upon completion of this course, the student will be able to	Companion Course Outcome (RNSG 1438)	End of Program Student Learning Outcome (EOP SLO)	Differentiated Essential Competency (DEC)
1.	*As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.	1,3,4	1,2,3,4,5,6,7,8	MOP-CJ: D1, D3, D5 PCC-CJ B9b, C7, H6 MHCT-CJ C2b,c, D1c,2a,b,c,3a, b,c
2.	*Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the	5,8,10	1,2,3,4,5,6,7,8	MOP-CJ B2a,B4a,b,c,B 5a, B8,B9, D6



	terminology of the occupation and the business/industry.			PCC-CJ D2a-d, E4,8,10, F5a,b,6 PSA-CJ: A4, A5a,b, B2 MHCT-CJ B1bD4
3.	Examine the role of the professional nurse within the nurse's legal scope of practice and in accordance with policies in the practice setting.	5	1	MOP-CJ A1,2,3a,b, B6a PCC-CJ E11, 12a,b PSA-CJ A2, B3a,b, D1,2,3, F1
4.	Examine evidence-based clinical reasoning and judgments for optimal patient outcomes.	6	2	PCC-CJ A1,B5, B6, B7, E12a PSA-CJ A3c MHCT-CJ: B2
5.	Relate evidence-based practice outcomes as a basis for decision-making for diverse patients and groups across the lifespan.	7	3	PCC-CJ A4,5, E5b, F2a,b, G2b PSA-CJ C1 MHCT-CJ A3, D1b
6.	Support compassionate, theory-based, individualized, culturally sensitive and patient-centered care including therapeutic communication for diverse patients across the lifespan.	8	4	MOP-CJ B3a,b,c PCC-CJ A2a,b,c, C1, E1,5a, 9
7.	Question patient goals, assignments, delegation tasks, and mandatory reporting based on knowledge of the Texas Nursing Practice Act and best safety practices which reduce risk.	9	5	MOP-CJ B4c, D4 PCC-CJ C2, E12b, PSA-CJ A5a,bB1, C2a,b, E1,3
8.	Support teamwork and collaboration strategies in the role of healthcare	10	6	MOP-CJ B6b,c

	advocate for diverse patients and groups across the lifespan.			PCC-CJ E7a,b,c, F3a,b, G2a,7, H3 PSA-CJ B4,5,6 MHCT-CJ A2a,b, B3a,b,c, C2a, 3a,b
9.	Implement interprofessional care and teamwork strategies including professional communication during global health emergencies, pandemics, and other situations to promote health, patient safety, equity, and inclusion.	11	7	MOP-CJ C2 PCC-CJ B3a, E3a,b,6a-d, F1a,b,c, G4,5a,b,6 PSA-CJ B7,8 MHCT-CJ B1a, C4, G1,2,3
10.	Differentiate goals and strategies for diverse patients/families across the lifespan and in various settings, for health promotion, disease prevention, rehabilitation, health maintenance, and the restoration of health.	12	8	MOP-CJ 5b PCC-CJ B4,B8, C2, C3a,b, D3a,b,c, E2a,b,c, 13, F4,5c, G1,3 PSA-CJ B9 MHCT-CJ A1, C1a,b,c, D1a

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Misty Jones, MSN, RN
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Office Hours: Tuesday
Wednesday
Thursday

Instructor: Amy Dubose, MSN, RN
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Office Location: WAHTC 341
Office Hours: Tuesday 8:00 – 11:00 & 12:30 – 3:00
Wednesday 12:30 – 2:00
Thursday 8:00 – 11:00 & 12:30 – 3:00

Instructor: Dr. Ojemeni
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Office Hours: Wednesday 2:00 – 4:30
Thursday 10:30 – 12:00 & 12:30 – 3:00

Instructor: Nicole Schroeder, MSN, RN
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Office Hours: Wednesday 11:00 – 12:00
Thursday 8:30 – 10:30 & 12:30 – 1:30

Instructor: Carissa Dougas (Adjunct)
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Office Location: WAHTC 342
Office Hours: By appointment

Instructor: Michael Hernandez (Adjunct)
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Instructor: Cameron Fontenot (Adjunct)
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Office Location: WAHTC 342
Office Hours: By appointment

REQUIRED TEXTBOOK AND MATERIALS

Ashwill, E. M., Murray, S, James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Gulnick, M. & Myers, J. (2022). *Nursing Care Plans* (10th ed.). Elsevier Health Sciences (US).

Halter, M. (2023). *Vancouver's Foundations of Psychiatric-Mental Health Nursing* (9th 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).

Kee, J.L., Marshall, S.M., Woods, K. & Forrester, M.C. (2023). *Clinical Calculations* (10th ed.). Elsevier Health Sciences (US).

Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Mosby (2022). *Mosby's Medical Dictionary* (11th ed.). Elsevier Health Sciences (US).

Pagana, K.D. & Pagana, T.J. (2022). *Mosby's Manual of Diagnostic and Laboratory Tests* (7th ed.). Elsevier Health Sciences (US).

Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Ashwill, E. M., Murray, S, James, S., Nelson, K. J. (2023). *Maternal-Child Nursing* (6th ed.). Elsevier Health Sciences (US).

Sherpath for Halter, M. (2023). *Vancouver's Foundations of Psychiatric-Mental Health Nursing* (9th 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).

Sherpath for Lilley, L., Collins, S. R. & Snyder, J. (2023) *Pharmacology and the Nursing Process* (10th ed.). Elsevier Health Sciences (US).

Sherpath for Rogers, J. (2023). *McCance & Huether's Pathophysiology* (9th ed.). Elsevier Health Sciences (US).

Sherpath for Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier.

Skidmore-Roth (2024). *Mosby's Drug Guide for Nursing Students* (15th ed.). Elsevier Health Sciences (US).

Texas Board of Nursing (2021). Texas Board of Nursing: Nurse Practice Act. Retrieved from https://www.bon.texas.gov/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/NPA2021.pdf.

Yoost, B.L. & Crawford, L.R. (2020). *Fundamentals of Nursing: Active Learning for Collaborative Practice*. Elsevier. (Sherpath)

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. Both unexcused and excused absences must be made up at the assigned time.

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: Preconference/Post conference

- I. Clinical Reasoning and Judgment in the Medical-surgical, Pediatric, Maternal-newborn, and mental health settings
- II. Cellular Regulation & Comfort
- III. Best safety practices to reduce risk
- IV. Immunity & Intracranial Regulation
- V. Evidence-based Practice in medical-surgical, pediatric, maternal-newborn, and mental health settings (related to this semester’s concepts and exemplars)
- VI. Mobility & Reproduction
- VII. Sexuality & Human Development
- VIII. Patient advocacy & interprofessional teamwork
- IX. End of Life & Grief
- X. Interpersonal Relationships & Mood Affect
- XI. Diversity, Cultural Competence, Equity (access to healthcare)

COURSE CALENDAR

***Two 12-hour shifts per week x 8 weeks, community rotations, orientation, mid-term, final evaluation*

DATE	TOPIC	ASSIGNMENTS
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Week #1	<p>Orientation/ Drug Calculation</p> <p>Conference: Clinical Reasoning and Judgment in the Medical-surgical, Pediatric, Maternal-newborn, and mental health settings (Drug Calculations & Clinical Documentation Expectations</p>	<p>Drug Calculation Practice (by weight/ pedi and L&D specific)</p> <p>Dosage Calculation Exam – Attempt #1</p> <p>Discuss</p> <ul style="list-style-type: none"> • Weekly Journal • Nursing Process/CJM • Clinical Documentation • Virtual Simulations
Week #2	<p>L&D/ Pedi Skills Day</p> <ul style="list-style-type: none"> • L&D assessment of mom • Fetal Heart Rhythms/assessment • Postpartum Assessment • Newborn Assessment • Pediatric Assessment • Emergency Situations 	<p>Discuss</p> <ul style="list-style-type: none"> • Clinical Documentation requirements
Week #3	<p>Conference: Comfort Concept from Lecture</p>	<p>Hospital</p> <ul style="list-style-type: none"> • Weekly Journal • Clinical Documentation <p>Community</p> <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity
Week #4	<p>Conference: Interpersonal Relationships</p> <p>A. Exemplars</p> <ol style="list-style-type: none"> 1. Aging of Family Members 2. Disability of Family member 3. Expanding Family (Birth, Adoption, Blended Family) 	<p>Hospital</p> <ul style="list-style-type: none"> • Weekly Journal • Clinical Documentation <p>Community</p> <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity

Week #5	Conference: Human Development A. Exemplars <ol style="list-style-type: none"> 1. Downs Syndrome 2. Attention-Deficit Hyperactivity Disorder (ADHD & ADD) 3. Autism Spectrum Disorders (Social anxiety disorder) 4. Developmental Delay 5. Menopause 6. Aging 7. Social Anxiety Disorder 	Hospital <ul style="list-style-type: none"> • Weekly Journal • Nursing Process/CJM • Clinical Documentation Community <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity
Week #6	Conference: Mood Affect (assessment in medical-surgical or home setting) A. Exemplars <ol style="list-style-type: none"> 1. Bipolar Disorder 2. Major Depressive Disorder 3. Suicide 4. Post-Partum Depression 	Community <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity
Week #7	Mid-Term Evaluation On Campus- L&D and Pediatric Simulations Conference: Reproduction A. Exemplars <ol style="list-style-type: none"> 1. Contraception/ Family Planning 2. Infertility 3. Pregnancy (Includes Birth Process) 4. Placental Complications 5. Preterm Labor 6. Newborn (Includes Neonate) 7. Rh Incompatibility 8. Genetics (Down's, Huntington's, Breast Cancer, Sickle Cell) Conference: Intracranial Regulation/ End of Life A. Exemplars <ol style="list-style-type: none"> 1. Seizure disorder 2. Stroke 3. Traumatic Brain Injury/ Organ Donation/ 	Hospital <ul style="list-style-type: none"> • Weekly Journal • Nursing Process/CJM • Clinical Documentation Community <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity

	Brain Death 4. Post-Concussion Syndrome 5. Brain Tumor 6. Meningitis 7. Hydrocephalus 8. Parkinson's Disease	
Week #8	Conference: Grief (Relate to Cases in Clinical) A. Exemplars <ol style="list-style-type: none"> 1. Prenatal Diagnosis of Congenital Defect 2. Stillborn 3. Amputation 4. Sudden Infant Death Syndrome (SIDS) 5. Myocardial Infarction 6. Terminal Illness 	Hospital <ul style="list-style-type: none"> • Weekly Journal • Nursing Process/CJM • Clinical Documentation Community <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity
Week #9	Conference: Interprofessional Care, Communication, and Teamwork	Hospital <ul style="list-style-type: none"> • Weekly Journal • Nursing Process/CJM • Clinical Documentation Community <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity
Week #10	Conference: Diversity, Cultural Competence, Equity (access to healthcare)	Hospital <ul style="list-style-type: none"> • Weekly Journal • Nursing Process/CJM • Clinical Documentation Community <ul style="list-style-type: none"> • Weekly Journal • Learning Outcomes Activity
Week #11	Final Evaluation	

CLINICAL ROTATIONS

Students will participate in clinical experiences at several different sites. Preconference preparation and discussion will be held at a designated place on the nursing unit. Students assigned to community settings will discuss daily activities when the faculty member rounds and at the specified post conference time. Specific student learning outcomes and activities will be required before and after each clinical experience at the following sites:

- Medical-surgical/ hospital (adult/older adult) Trauma, oncology, med-surg, endoscopy, neuro, rehabilitation (orthopedic), palliative care, telemetry
- Pediatrics (Hospital and Community)
- Maternal-newborn (labor and delivery, newborn care) Hospital & Community
- Mental Health (Mental Health Facility & comorbidity with medical issue)
- Community: School Districts (School Nurse, Athletic Trainer/ Concussion Protocol, Special Needs Classrooms), Hospice, Outpatient Infusion (Chemotherapy or other infusion), Health Department (Nurse-family partnership)

ASSIGNMENTS

1. Journal (weekly, addressing rotations that week, all outcomes must be addressed by the end of the semester)
 - o Reflection
 - o Outcomes 4 & 5: Evidence-based practice
 - o Outcome 6: Compassionate and individualized care
 - o Outcome 7: Best safety practices
 - o Outcome 8: Interprofessional collaboration and advocacy
 - o Outcome 9: Diversity & access to health care
2. Nursing Process and Clinical Judgment (including health history and assessment)
 - o Medical-surgical (adult/older adult) (1-2 successful completion)
 - o Pediatrics/Maternal-newborn (1-2 successful completion)
3. Clinical Documentation (direct patient care experiences)
 - o Complete Assessment (including vital signs, intake & output)
 - o Nurses' Notes (documentation every 2 hours minimally, must be directed at primary problem, identify top problems)
 - o Medication Sheets (Portfolio)
 - 1) Complete for all meds to be administered, be prepared to explain to faculty prior to administering medications.
 - 2) Bring Portfolio (may use sheets already completed in portfolio (explain application to YOUR patient that day)

4. Pre-Clinical Preparation (Required, failure to prepare will result in being sent home and require assigned make-up day):
5. Orientation Day (on campus):
 - o ATI Communicator 2.0:
 - 1) Aging Client
 - 2) Respecting Clients' cultures
 - 3) Client Comfort and End of Life Care
 - 4) Civility and patient safety in the clinical environment
 - 5) Professionalism and Civility in nursing practice

ATI SWIFT RIVER SIMULATIONS

6. Simulation Day #1 (OB-Pedi Skills Day)
 - o MN-Newborn Assess-Zayne Reddy
 - o MN-Normal Labor-Cindy Mason
 - o School District:
 - 1) MH-ADHD Sasha Fedorov
 - 2) Pediatrics-Head Injury-Sam Knight
 - 3) Pediatrics-Seizure-Zoe Glover
 - o Outpatient Infusion/PA Cancer Center:
 - 1) Med-surg-Metastatic Colon Cancer-Robert Sturgess
 - o Hospice:
 - 1) COMM-Dementia-Rober McClusky
 - 2) COMM-Glioblastoma multiforme-Jack Storis
 - o Health Department (Nurse Family Partnership):
 - 1) COMM-STI/Contraception-Jenny Smith
 - 2) Med-Surg-TB-Carlos Mancia
 - o Cath Lab (Cath):
 - 1) Med-surg-Stroke-Preston Wright
 - o Endoscopy (Endo):
 - 1) Med-surg-Inflamm 4.Bowel/GI Bleed-Mark Robinson
 - o Day Surgery/ OR:
 - 1) Med-surg-Mastectomy-Virginia Smith
 - 2) Med-surg-Fractures-Kathy Gestalt
 - o Labor & Delivery (L&D):
 - 1) MN-Placenta Previa-Jessica Wu
 - 2) 5. Obstetrics-Preterm Labor 28 wk-Michelle Lewis
 - o Mother Baby (MB):
 - 1) COMM-PP depression-Maria Sanchez
 - o Pedi or Pedi ER:
 - 1) Pediatrics-Down's-congenitive heart-Bridgette Allen
 - 2) Pediatrics-Sickle Cell-Maria Hernandez
 - o Neonatal Intensive Care Unit (NICU):
 - 1) Pediatrics-Failure to Thrive-Jose Rodriguez
 - 2) Pediatrics-ICP/VP Shunt-Janeya Stone

- o Psychiatric Unit (PSYC):
 - 1) MH-BIPOLAR Avery Vergara
 - 2) 2. MH-MAJ DEPRESS Mary Jane
 - 3) 3.MH-SUICIDE Jared Walker
- 7. **Mid-Term:** Simulation Day #2 (OB-Pedi)
 - o COMM-long term C4 injury-Genevieve Osaka
- 8. **COMMUNITY SERVICE LEARNING**
 - o 30 hours of Community Service Learning (CSL) are required
 - o Procedures for approval of CSL are located in the Student Handbook and Center for Nursing Excellence (On Blackboard)
 - o Students must submit hour log on Blackboard by the due date or approved plan to complete the hours
 - o CSL Learning Outcomes
 - 1) Use cultural competence and sensitivity with diverse populations
 - 2) Interpret social determinants of health and health disparities
 - 3) Examine collaborative skills through interprofessional and community partnerships
 - 4) Explore social responsibility and civic engagement
 - 5) Implement reflective practice and self-awareness in community health settings

Student Learning Outcomes in clinical are measured using the Clinical Evaluation Instrument (CEI) at mid-term (Mid-term Evaluation) and at the end of the semester (Final Evaluation). At the mid-term, students may receive “Exceeds Standard”, “Meets Standard”, or “Needs Improvement.” Students must improve any “Needs Improvement” areas prior to the Final Evaluation in order to pass the clinical course. Final Evaluation clinical grades are calculated based on points earned for each Student Learning Outcome. A grade of 75% or greater is required in order to pass the clinical course.

GRADE SCALE

90-100	A
80-89	B
75-79	C
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 an 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 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 in order to be successful in the course.

DRUG CALCULATION EXAM

A drug calculation exam will be given prior to students being allowed to administer medications during clinical. Students must pass the exam with a 90%. Remediation is required for a score less than 90%. Students will be given three opportunities to score 90% or greater. Remediation is required between attempts. Failure to pass the drug calculation exam on the third attempt will constitute course failure.

LATE ASSIGNMENTS

Late assignments are generally not accepted in this course. Due dates for activities are clearly marked on the syllabus and consistent with the clinical experience. Failure to complete pre-clinical assignments will constitute unpreparedness for clinical and students will be referred immediately back to the Nursing Program Director. Students who are unprepared will not be allowed to remain at the clinical site. Students with extenuating circumstances such as severe illness or victims of a natural disaster must notify the faculty member of the circumstance 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 the weekend or school holiday. Assignments will not be accepted late without prior arrangements. 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 LECTURE/DISCUSSION

Students are not allowed to record (audio or video) lectures or class discussions without the expressed 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 as well as 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.