PROFESSIONAL NURSING CONCEPTS III (RNSG 1137)

CREDIT
1 Semester Credit Hours (1 hours lecture, 1 hours lab) 32 Contact Hours

MODE OF INSTRUCTION
Face to Face, Hybrid (web assisted)

PREREQUISITE/CO-REQUISITE:
Prerequisites: RNSG 1126, RNSG 1433, RNSG 2361
Corequisites: RNSG 1438, RNSG 2362

COURSE DESCRIPTION
Application of professional nursing concepts and exemplars within the professional nursing roles. Utilizes concepts of clinical judgment, ethical-legal, evidenced-based practice, patient-centered care, professionalism, safety, teamwork and collaboration. Introduces the concepts of quality improvement, health information technology, and health care organizations. Incorporates concepts into 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.	*Identify the scope of practice in professional nursing roles;	1,5	**MOP** A1a,b,c, A2, A3, A4, B1a,b,c,d,e, B2a, B7a,b, C3, C4, C5a, D1, D2, D3, D4 **PCC** D4a,b **MHCT** E1, G3
2.	*Incorporate clinical reasoning and evidence-based practice outcomes as the basis for decision-making and providing safe patient-centered care;	2,3,8	**PCC** A1a,b, A2a,b,c, A3, A4, B1, C4a, C6, D5b, E13
3.	*Identify the legal-ethical parameters for professional nursing practice as related to selected exemplars;	5	**MOP** B1a,b,B2a,b, B3 **PCC** D1c, E1a,b,E8, E9 **MHCT** A4b

Approved:

4.	*Manage health information technology to support decision-making and improve patient care within delivery systems;	4	**PCC** E11c **MHCT** D1a,b, D2, D3
5.	*Demonstrate principles of leadership/management including delegation.	1,5,7	**MOP** B5 **PSA** F1a,b,c, F2 **PCC** D1e, D4a,b,c **MHCT** A2, A3a,b, E1, E2a,b,c,d, E3, E4a,b, F1, F2
6.	Examine implications of hand off communication and fatigue of the nurse and caregiver (compassion and physical) on patient safety.	5	**MOP** B7c **PCC** B9, B10, C2a,b, D5a, E2, H5 **MHCT** A2, D1a,b, D2, D3, F2
7.	Interpret teamwork and collaboration strategies in the delivery of nursing care for quality patient outcomes.	5,6,7,8	**PCC** F3, H6 **PSA** B1a,b **MHCT** A1a,b, A5b
8.	Interpret evidence-based practice related to maternal child and mental health settings.	2, 3	**PCC** A1a, A2a,b,c, A3, B4, C4a, E4a,b, E6a, E7, E12
9.	Interpret professional nursing roles of patient advocate and provider of compassionate, theory-based, and individualized patient-centered care.	1,5,7	**PCC** C8, E3a,b, G3a,b **MHCT** A4a, B1a,b, B2a,b,

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

INSTRUCTOR CONTACT INFORMATION

Instructor: Stacey Ojemeni, DNP, MSN, MJ, RN
Email: sojemeni@lit.edu
Office Phone: (409) 247-4926
Office Location: WAHTC 335
Office Hours: Wednesday 2:00-4:00; Thursday 10:30-11:30 and 12:30-2:30
Instructor: Nicole Schroeder, MSN, RN
Email: nschroeder@lit.edu
Office Phone: (409) 247-4882
Office Location: WAHTC 338
Office Hours: Wednesday 11:00-12:00; Thursday 8:30-10:30 and 12:30-2:30

REQUIRED TEXTBOOK AND MATERIALS

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

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

Halter, M. (2023) *Varcarolis' Foundations of Psychiatric-Mental Health Nursing* (9th ed.).
    Elsevier Health Sciences (US).

Sherpath for Halter, M. (2023) *Varcarolis' 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).

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. Commitment to the profession
       2. Role development
   B. Clinical judgment (Concept 40)
       1. Urgent/Emergent Situations (Hemorrhagic, recognizing anaphylaxis)
         a. Prioritization of Care
         b. Patient Advocacy
         c. When to Contact Physician or Other Health Care Provider
   C. Leadership (Concept 38)
       1. Quality Improvement
       2. Regulatory Agencies
         a. Centers for Medicare & Medicaid Services (CMS)
         b. The Joint Commission (TJC)
         c. Det Norske Veritas (DNV)
         d. Center for Improvement in Healthcare Quality (CIHQ)
         e. Healthcare Facilities Accreditation Program (HFAP)
         f. Institute of Medicine (IOM)
         g. Quality & Safety Education for Nurses (QSEN
   D. Ethical-legal (Concept 42) Texas Nurse Practice Act, ANA Code of Ethics
       1. Ethical dilemmas
       2. Ethical principles
       3. Ethical and legal decision-making
       4. Advanced Directives

III. Concepts essential to professional nursing
   A. Patient-Centered Care (Concept 41) (Unit I: Health Care Recipient Concepts)
       1. Scenarios related to course content
       2. Social Determinants of Health (SDOH)
       3. Health Disparities and Health Equity (Concept 49)
   B. Communication (Concept 44)
       1. (within other concepts)
   C. Evidenced-based practice (Concept 39)
       1. Best Practices and Standards related to exemplars
   D. Health Promotion (Concept 51)

E. Health Information Technology (Concept 48)
   1. Point of Care
   2. Computer based reminder systems
   3. Clinical decision support systems
   4. Tele-health
   5. Alarm (Alert) Fatigue
   6. Legal aspects
F. Safety (within health care quality) (Concept 48) IOM/NAM & QSEN
   1. Hand off communication
   2. Fatigue (Compassion & Physical) Nurse and caregiver
   3. Self-Care
   4. Well-Being and Resilience (Concept 37)
G. Teamwork & collaboration. (Concept 45)
   1. Case Management
IV. Health Care Infrastructure
   A. Health Care Organizations (Concept 57)
      1. Access to Healthcare
      2. Diagnostic related grouping (DRG)
      3. Primary Care
      4. Secondary Care
      5. Tertiary Care
      6. Emergency Preparedness
      7. Nursing Care Delivery Systems
      8. Resource Utilization
         a. Allocation of Resources
         b. Cost Effective Care
      9. Health Care Economics (Concept 58)
V. Application to exemplars presented in RNSG 1438 Health Care Concepts III
   A. Cellular regulation
   B. End of life
   C. Immunity
   D. Interpersonal relationships
   E. Grief
   F. Human development
   G. Intracranial regulation
   H. Mood/affect
   I. Comfort
   J. Sexuality
   K. Mobility
   L. Reproduction

COURSE CALENDAR

DATE	TOPIC	READING	ACTIVITIES & ASSIGNMENTS

		(Read Before Class)	(Due Dates)

Week #1
8/27/25
12:00-1:50
	. Professional Nursing Attributes and
	Roles
	A. Professionalism
	    1. Commitment to the
	       profession
	    2. Role development and
	       SMART goals
	    3. Advocacy for patients
		Texas Differentiated
		Essential Competencies
		(Link)
		
		Giddens (2021)
		
		• Concept 36:
		  Professional Identity,
		  409
			In Class Activity:
			
			Reflective Exercise: Self-Assessment
			with Development of SMART Goals
			based on individual standardized exam
			results.
			
			**Submission Due: 8/27/25 SMART
			Goals by 1159**

Week #2
9/3/25
12:00-1:50
	B. Clinical Judgment
	    a. Urgent/emergent situations
	       (Hemorrhagic, recognizing
	       anaphylaxis)
	    b. Prioritization of care
	    c. Patient advocacy
	    d. When to contact physician or
	       other health care provider
		Giddens (2021)
		
		• Concept 40: Clinical
		  Judgment, 445
			In Class Group Activity:
			
			Create Case Study with six NCLEX style
			exam questions that follow the CJM.
			
			**Submission Due: 9/3/25 Questions by
			1159**

Week #3
9/10/25
12:00-1:50
	C. Leadership
	    1. Quality Improvement
	    2. Regulatory Agencies
	       a. Centers for Medicare
	          & Medicaid Services
	          (CMS)
	       b. The Joint Commission
	          (TJC)
	       c. Det Norske Veritas
	          (DNV)
	       d. The Center for
	          Improvement in
	          Healthcare Quality
	          (CIHQ)
	       e. Healthcare Facilities
	          Accreditation
	          Program (HFAP)
	       f. Institute of Medicine
	          (IOM)
	       g. Quality & Safety
	          Education for Nurses
	          (QSEN)
		Giddens (2021)
		
		• Concept 38: Leadership,
		  426
		• Concept 47: Health
		  Care Quality, 506
			In Class Group Activity:
			
			Debate
			
			Graded Group Debate (In Class)

Week #4 9/17/25 12:00-1:50	D. Ethical-Legal
	  1. Ethical dilemmas
	  2. Ethical principles
	  3. Ethical and legal decision-making
	  4. Advanced Directives
		Giddens (2021)
		
		• Concept 42: Ethics, 464
		
		Texas Nurse Practice Act (Link)
		
		ANA Code of Ethics (Link)
			In Class Group Activity:
			
			Case Study:
			
			Ethical dilemma with application of principles and decision-making process.
			
			Quiz Due: 9/17/25 by 1159

Week #5 9/24/25 12:00-1:50	III. Concepts Essential to Professional Nursing
	  A. Patient-Centered Care
	    1. Scenarios related to course consent
	    2. Social Determinants of Health (SDOH)
	    3. Health Disparities and Health Equity
		Giddens (2021)
		
		• Concept 41: Person-Centered Care, 455
		• Unit I: Health Care Recipient Concepts, 2-43
		• Concept 49: Health Disparities and Health Equity, 525
			In Class Round Table Discussion:
			
			• Patient/person-centered care nursing through the lens of health equity and SDOH
			• What constitutes Patient/person-centeredness?
			
			Graded Round Table (In Class)

Week #6 10/1/25 12:00-1:50	B. Communication
	  1. Within other concepts
	C. Evidence-Based Practice
	  1. Best practices and standards related to exemplars
		Giddens (2021)
		
		• Concept 44: Communication, 482
		• Concept 39: Evidence, 434
			In Class Student Led Group Discussion with Role Play:
			
			Communication Under Pressure
			
			Quiz Due: 10/1/25 by 1159

Week #7 10/8/25 12:00-1:50	**Exam I - See Exam Blueprint**		

Week #8 10/15/25 12:00-1:50	D. Health Promotion
	E. Health Information Technology
	  1. Point of Care
	  2. Computer based reminder systems
	  3. Clinical decision support systems
	  4. Tele-health
	  5. Alarm fatigue
	  6. Legal aspects
		Giddens (2021)
		
		• Concept 51: Health Promotion, 543
		• Concept 48: Technology and Informatics, 515
			In Class Group Presentations:
			
			• Selected Health Promotion Topics (TBD)
			
			Graded Group Health Promotion Presentation (In Class)

Week #9 10/22/25 12:00-1:50	F. Safety (within health care quality) IOM/NAM & QSEN 1. Hand-off communication 2. Fatigue (Compassion & Physical) Nurse and Caregiver 3. Self-Care 4. Well-Being and Resilience	Giddens (2021) • Concept 46: Safety, 496 • Concept 47: Health Care Quality, 506 • Concept 37: Well-Being and Resilience, 418	In Class Group Discussion: Burnout, Fatigue, Self-Care
Week #10 10/29/25 12:00-1:50	G. Teamwork & Collaboration 1. Case Management	Giddens (2021) • Concept 45: Collaboration, 488	In Class Activity: Student Led Interview with Case Manager **Quiz Due: 10/29/25 by 1159**
Week #11 11/5/25 12:00-1:50	IV. Health Care Infrastructure A. Health Care Organizations 1. Access to Healthcare 2. Diagnostic Related Grouping (DRG) 3. Primary Care 4. Secondary Care 5. Tertiary Care 6. Emergency Preparedness 7. Nursing Care Delivery System 8. Resource Utilization a. Allocation of Resources b. Cost Effective Care 9. Health Care Economics	Giddens (2021) • Concept 57: Health Systems, 597 • Concept 58: Health Care Economics, 605	In Class Group Activity: Debate **Graded Group Debate (In Class)**
Week #12 11/12/25 12:00-1:50	**Exam II – See Exam Blueprint**		
Week #13 11/19/25 12:00-1:50	V. Application to exemplars presented in RNSG 1438 Health Care Concepts III A. Cellular regulation B. End of life C. Immunity D. Interpersonal relationships E. Grief F. Human development G. Intracranial regulation H. Mood/Affect I. Comfort J. Sexuality K. Mobility L. Reproduction	Harding et al. (2023) Exemplars - Health Care Concepts III	Student Led Group Discussion: End of Life and Grief **Quiz Due: 11/19/25 by 1159**

Week #14 11/26/25	**Thanksgiving Holiday**		
Week #15 12/3/25 12:00-1:50	Semester Wrap-up and Facilitated Group Study		Facilitated Group Study with Peer Evaluation **Graded Group Study (In Class)** **Submission Due: 12/3/25 SMART Goals Update by 1159**
Week #16 12/10/25 12:00-1:50	**Comprehensive Final - See Exam Blueprint**		

COURSE EVALUATION

Final grades will be calculated according to the following criteria:

Evaluation Method	Course Grade %
1. Group Application Activities with Quizzes	10%
2. Debates	5%
3. Group Exercises with Presentations	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 performance on all other assignments. (Standardized Exams are not included in the 75% exam rule.)*

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 to be successful in the course.

GROUP APPLICATION EXERCISES AND PRESENTATIONS
Students will engage in a variety of interactive learning activities designed to strengthen critical thinking, clinical reasoning, collaboration, and communication skills. These activities are meant to bridge the gap between theory and practice while preparing for real-world nursing situations. Working in small groups, students will analyze patient scenarios, review evidence-based practices, and clinical problems together. Debates are included to encourage critical thinking, professional communication, and respectful discourse on complex healthcare topics. This helps students evaluate multiple perspectives, defend their stance, and improve their ability to advocate for patients. Group presentations and teaching projects give students the opportunity to collaborate with peers, step into the role of educator by designing and delivering a presentation that demonstrates their ability to translate nursing concepts into understandable information for a target audience.

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 exercise. Exercises assigned during class are due at the end of class and must be submitted in Blackboard®. Peer evaluation of each group member's participation will contribute to each student's grade on the assignment.

COURSE EXAMS

Three unit exams and a comprehensive final exam will be administered during this course. Exams will be taken in person and during class time. Upon entry to testing room, students must show the official LIT Student ID. The ID must remain visible on the student's desk at all times 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 the weekend or school holiday. 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 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.

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

[ ]