

Appendix 00: Student Catalog

TEXAS SCHOOL OF HEALTH SCIENCES
Catalog
2024-2025

INTRODUCTION

The Texas School of Health Sciences (TSHS), a private educational institution established to provide professional health-related education through partnership with Prime RGV Hospitals, offers of a unique Associate of Applied Science in Nursing (ADN) program. The goal of this partnership is to address the unmet need for Registered Nurses in the Rio Grande Valley. The partnering hospitals include Knapp Medical Center in Weslaco, Mission Hospital, Inc., and Harlingen Medical Center. These three hospitals provide most of the clinical experiences for the TSHS ADN students.

TSHS is committed to excellence in teaching, cultural diversity, and involvement of community partners.

TSHS provides an immersive approach to health professions education. The school is located on the campus of Knapp Medical Center at 1401 E. 8th St., Weslaco, TX 78596. TSHS students are integrated into the health care team at an early stage and benefit from personal mentoring from Registered Nurses who work at TSHS's partnering hospitals. When students graduate, they can look forward to employment at one of the hospitals where they had clinical experiences following successful completion of the NCLEX-RN licensing exam on their first or second attempt.

Vision

TSHS was established to provide professional health related educational programs through partnerships with Prime Healthcare hospitals to meet the health care needs of the citizens of the Rio Grande Valley of Texas. We creatively bring intellectual rigor, technological innovation, and a commitment to excellence to students, faculty and beneficiaries of the health care graduates provide.

Mission

TSHS is a private institution committed to providing innovative health care educational programs at the associate degree level that contribute to the development of the individual and society. The school is committed to excellence in teaching, cultural diversity, and involvement of community partners.

Based upon the vision and mission of TSHS, the educational objectives are to prepare graduates to:

1. Provide safe, effective, and compassionate care appropriate for their healthcare discipline to meet the needs of citizens of Texas.
2. Collaborate with other members of the health care team to provide care that meets the needs of clients. By "client" we mean recipients of care (sometimes called "patients"). By "significant others" we mean family or other individuals of importance to the client.
3. Commit to continuous quality improvement in their own practice and in the delivery of care in the health care organizations in which they work.

4. Implement life-long learning into their practice to support their own growth and to improve healthcare delivery.

ADMISSION POLICIES

Admission to TSHS is a selective process. The school recruits applicants from the hospital and general community who are willing to dedicate 18 months of their life to a full-time, rigorous academic program.

Prospective students who wish to gain admission to TSHS are first required to register on the TSHS website for an in-person 1-hour information session held on the TSHS campus. After presenting their official State ID card and completing the information session, prospective students who wish to move forward in the TSHS admissions process are emailed instructions that include how to register for the HESI A2 with Critical Thinking examination; and the required minimum Hesi Exam scores that must be achieved and submitted to TSHS via email in order to receive an invitation to the TSHS in-person pre-application session held on the TSHS campus. Prospective students who submit passing scores to TSHS by the submission deadline are sent a link via email to register for a pre-application session via email. After presenting their valid State ID and attending the pre-application session on campus, prospective students who wish to apply with TSHS are sent an application link that includes a registration link to apply. Prospective students must upload all the required documentation through the application link and submit their application and application fee by deadline to be invited to an in-person interview on the TSHS campus with the TSHS Admissions Committee. Applicants who submit a valid application by the deadline are emailed a link to schedule their interview with the admissions committee. Following the applicant interviews the top 30 students will be notified of their acceptance. Additionally, 10 alternates will also be notified and contacted should accepted applicants forfeit their acceptance.

To ensure that all prospective students understand their commitment they are informed of the unique Student Payment Forgiveness Policy at length during all three campus visits (information session, preapplication session and admission interview) as part of the admissions process. All prospective students who desire to gain admission to TSHS are required to sign a Student Payment Agreement in accordance with the TSHS Student Payment Forgiveness Policy as a final condition of their enrollment.

A copy of the information covered at the TSHS on campus Information Sessions can be accessed by double-clicking on the following icon:



Information
Session PPT Present:

Information covered at the pre-application session can be accessed by double-clicking on the

following icon:



Pre-Application
Session PPT Present:

All students complete an application which includes two references, an essay, and a transcript of high school and any college work they have completed. The personal essay outlines their interest in nursing and any experience they may have had in health care.

As part of the admission process, TSHS ensures that the transcripts submitted by the students have the school seal and the College Entrance Examination Board (CEEB) Codes. For students who apply to TSHS before graduation from high school or completion of a college course, TSHS requests that the high school send a final official High School transcript, including final grades, graduation date with the school seal and CEEB code on the transcript.

This Admissions Committee is responsible for making final decisions regarding student admission, using a formula determining the relative weight of the various criteria for admission. This admission formula has been developed and approved by the nursing faculty. Decisions regarding the final admission of a maximum of thirty candidates in each cohort are made by an admissions committee comprised of the CAO, President of TSHS, the two full-time nursing faculty and two nursing representatives from the partnering hospitals. All applicants are subject to review and approval for continuance in the admissions process, with final determinations made by the Admissions Committee following the applicant's in-person interview. The Admissions Committee reserves the right to deny admission to any applicant if it is determined, for any reason, that the applicant does not meet the program's standards or is otherwise not deemed a suitable fit for the program.

The TSHS admission requirements are as follows:

1. Register and attend TSHS on campus information session
2. Meet or exceed requirements for HESI A2 with Critical Thinking EXAM
3. Attend TSHS on campus pre-application session
4. Submit a completed application by the deadline with payment
5. Attend TSHS on campus admissions interview
6. Place in top 30 of qualified applicants
7. Accept offer for admission
8. Submit complete vaccination checklist by deadline
9. Attend on campus orientation session
10. Sign Student Payment Agreement

Ranking Process and Selection Criteria

The Table below outlines the minimum and maximum points students may receive when this formula is used.

Criteria	Minimum Points	Maximum Points
Cumulative High School/College GPA	1	6
HESI A2 Critical Thinking	1	4
HESI Reading Comprehension	1	4
HESI A & P	1	4
HESI Math	1	4
Personal Statement	1	5
Letters of Recommendations	0	2
Personal Interview	1	5
Total Range	8	34

After all documents from all applicants for a cohort have been evaluated, the applicants are ranked from highest total score to lowest total score. Thirty students and ten alternates with the highest ranking will be notified of their status. Applicants must complete all aspects of the admission process before their admission can be finalized.

The TSHS Faculty Organization reserves the right after every admission process to make changes to the formula for the next admission process. Over time, TSHS ADN program will develop a database which tracks all admitted students' scores on the criteria of the formula compared to course grades HESI specialty and exit exams, and scores on the NCLEX-RN. As multiple cohorts graduate, this database will allow faculty to evaluate the predictability of various criteria to success in the program.

Worksheet to be used in the Admission Process for each Applicant

Criteria	Possible Points	Applicant Points	Notes
<i>Cumulative High/College School GPA*</i> 3.8 or higher 3.6-3.79 3.4-3.59 3.4-3.59 3.2-3.39 3.0-3.19	6 pts. 5 pts. 4 pts. 3 pts. 2 pts. 1pt.		*Any college course grades will be included in the Cumulative GPA
<i>HESI A2 Critical Thinking</i> 900-1000 800-899% 700-799% 600-699%	4 pts. 3 pts. 2 pts. 1 pt.		
<i>HESI A2 Reading Comprehension</i> 90% and above	4 pts.		

85-89% 80-84% 75-79% <i>HESI A2 A&P</i> 81% and above 76-80% 70-75% 62-69% <i>HESI A2 Math</i> 90% and above 85-89% 80-84% 75-79%	3 pts. 2 pts. 1 pt. 4 pts. 3 pts. 2 pts. 1 pt. 4 pts. 3 pts. 2 pts. 1 pt.		
<i>Personal Statement: Final Average Score</i> 5 (excellent) 4 (very good) 3 (good) 2 (poor) 1 (very poor)	5 pts. 4 pts. 3 pts. 2 pts. 1 pt.		Graded by rubric Scored by at least 2 members of Admission Committee
<i>Letters of Recommendation</i> Highly Recommended Recommended Not Recommended	2 pts. 1 pt. 0 pts.		Evaluated by CAO
<i>Personal Interview</i> Excellent Good Neutral Fair Poor	5 pts. 4 pts. 3 pts. 2 pts. 1 pt.		Five questions Developed/Revised for each cohort by Admission Committee Questions answered by applicant by at least 3 members of the Admission Committee Graded by Rubric Final score is average of Ratings of Rubric

Applicants who are not citizens of the United States must have a form of identification that can be used to apply to take the NCLEX-RN licensing exam upon graduation. Such documents include:

- Passport book and cards
- Driver's License
- Provincial/territorial or state identification card
- Permanent residence card
- Military identification card

While TSHS does not require US Citizenship or a social security card for admission to the ADN program and the Texas Board of Nursing also does not require these documents in the NCLEX application, when the candidate goes to take the NCLEX-RN licensing examination, identification that is government-issued, not expired, and includes the name in Roman characters will be required. Thus, students accepted into the ADN Program must conform to this standard.

Note: Students selected for admission will receive tentative approval for admission upon completing the 10 admission requirements above.

In order receive final approval for admission, prior to the TSHS Orientation session, students must complete the following six steps:

1. Submit immunizations records to the CAO's office, showing completion of the following:
 - a. Hepatitis B
 - b. MMR
 - c. Tdap
 - d. TB
 - e. Varicella
 - f. Meningitis
 - g. Influenza
 - h. COVID

Note: Additional immunizations may be required based on requirements of clinical agencies.

2. Submit completed Health History and Physical Exam Form signed by the health care provider. The form is kept in the student's file. Any student who has a physical or mental issue that could interfere with their education should meet with the CAO.
3. Prior to the first day of class, students must submit a copy of a current BLS Health Care Provider CPR card to the office of the CAO. TSHS will arrange a group educational session through Prime Healthcare for students to be certified; however, students may also complete this certification process on their own time if they wish. Students must successfully pass the CPR certification exam to begin courses in Term 1. Students must maintain certification throughout the program.

4. **Use of drugs and alcohol while on the campus and in clinical areas is grounds for dismissal from the program.** During the admission process, students will complete a drug and alcohol screening. All nursing students are required to have a 10-panel drug screening at their expense prior to the first day of class attendance. The fees associated with the screening will be paid by the student and reports will be submitted to the CAO. Students with positive drug screens prior to admission will **not** be admitted to TSHS.
5. Complete a criminal background check through the Texas Department of Public Safety through a vendor approved by TSHS. The purpose of this background check is to identify students with a criminal background, other than a minor traffic report, so they may report this to the Texas Board of Nursing. The Board of Nursing will require that a second background check be conducted by the TX BON approved vendor, which is currently the DPS/FBI. If the student has a satisfactory outcome with the Texas BON-mandated background check, the BON will mail a "Blue Card" to the student documenting this. If a positive criminal history is revealed during the Texas BON-mandated (DPS/FBI) background check, the student must submit a "Petition for Declaratory Order." Fees associated with criminal background checks will be paid by the student and reports will be submitted to the CAO.

See https://www.bon.texas.gov/pdfs/forms_pdfs/applications_pdfs/fp-generalinst.pdf for specific instructions for a criminal background check.

Basic Computer Requirement

Students are required to take RNSG 1108 Computer Literacy for Nurses during Term 1 of the program to support computer literacy and student success.

TSHS TUITION AND COMMITMENT TO PRIME HEALTHCARE

Once admitted, students do not need to make any tuition payments to begin the program or while they are enrolled in the program. However, each student will be required to execute a Student Payment Agreement prior to beginning the program. The Student Payment Agreement sets forth students' obligations for Prime Healthcare to forgive the students' tuition, so each student should carefully read this document. The total amount of tuition for the program is \$15,000. If students do not complete the ADN program and/or fulfill their employment obligation with Prime Healthcare, they will be expected to repay a prorated portion of the \$15,000 tuition. The prorated tuition will be calculated at a rate of \$245.90 per credit hour.

If the student's employment with the Prime hospital does not commence or is terminated, either voluntarily by the student or by the hospital due for performance reasons, the student will repay the tuition as follows:

Length of Employment	Student Payment Obligation
6 months or less*	\$15,000
More than 6 months, but less than	\$12,000

12 months	
More than 12 months, but less than 18 months	\$9,000
More than 18 months, but less than 24 months	\$6,000
More than 24 months, but less than 36 months	\$3,000
More than 36 months	No repayment obligation

* Students who complete the Program but are not able to obtain licensure within 4 months of graduation would be in this category.

All of the payments shall be made in equal amounts over 36 months with all payments being due on the last business day of the month. An annual interest rate of 12% or the maximum amount permitted by law, whichever is lower, will be applied to any amounts that are not paid more than 15 days beyond the due date, with such interest rate being accessed from the due date of the payment.

ACADEMIC CREDIT

Students earn 1.0 semester credit for each 15 clock hours of lecture, 30 clock hours of laboratory, or 45 clock hours of externship successfully completed. Successful completion of a credit(s) is defined as passing each core course with a minimum grade of 75 (2.5 Grade Point) in both general education and nursing courses. Students must maintain a cumulative grade point average (CGPA) of 2.5 to maintain satisfactory academic progress.

ACADEMIC INTEGRITY STATEMENT

Academic integrity is the pursuit of scholarly activity free from fraud and deceptions and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating of information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examination(s), making copies in any manner of exams or papers, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

The syllabus in each course provides guidelines regarding the application of academic integrity to the course. A student charged with academic dishonesty will be given oral or written notice of the charge by the instructor. If students believe they have been falsely accused, they should seek redress through normal discussion with the instructor and Chief Academic Officer and President and Chief Executive Officer.

ACADEMIC CALENDAR

Due to the rigorous nature of the ADN program and the requirement to complete the entire curriculum, including all general education courses, within 18 months, vacation days will be determined by the TERM schedule. The school will close for the following holidays: Memorial Day, Labor Day, and the 4th of July (each for one day). Additionally, the school will be closed

for five days at the end of Term 2, two days for Thanksgiving (Thursday and Friday), and ten days during the Christmas and New Year's holidays. A five-day Spring Break will occur in March. The academic and holiday calendar, including specific closure dates, will be published on the school's website. The administration will strive to align the two holiday days off with national holidays such as Memorial Day, the 4th of July, and Labor Day.

STATEMENT OF OWNERSHIP

D. Kyle Hunt, the applicant's President and CEO, owns 100% of the equity interests in TSHS.

APPROVALS/ACCREDITATION

TSHS holds an exemption from the Texas Workforce Commission, and Approval from the Texas Higher Education Coordinating Board and the Texas Board of Nursing. TSHS expects to have completed the requirements for accreditation by the Accrediting Bureau of Health Education Schools (ABHES) in July 2027, which is the earliest timeframe possible for a new school. Upon receipt for ABHES accreditation, the CAO and Nursing faculty will begin the process of applying for a nursing program accreditation.

COLLEGE PERSONNEL

Corporate Board of Directors

D. Kyle Hunt

B.A., The University of Texas at Austin, M.B.A., University of Phoenix

Lolly Lockhart

B.S.N., University of Texas Medical Branch, M.S.N., University of Texas, PhD in Healthcare Administration, University of Mississippi

Susan Sportsman

B.S.N., Baylor University, M.S., Texas Women's University, M.S.N., University of Texas at Arlington, Ph.D., Texas Women's University

Robin Bruce Brown, Jr.

B.S., University of California, San Diego, MHA, Duke University

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B.S., California State University, Santa Barbara

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D. Kyle Hunt, President/Chief Executive Officer

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Ashley Hovar, Chief Academic Officer

B.S.N., M.S.N., D.N.P., The University of Texas Health Science Center at Houston

Dale Hunt, Chief Financial Officer

B.A., Texas A&M University

Nursing Faculty

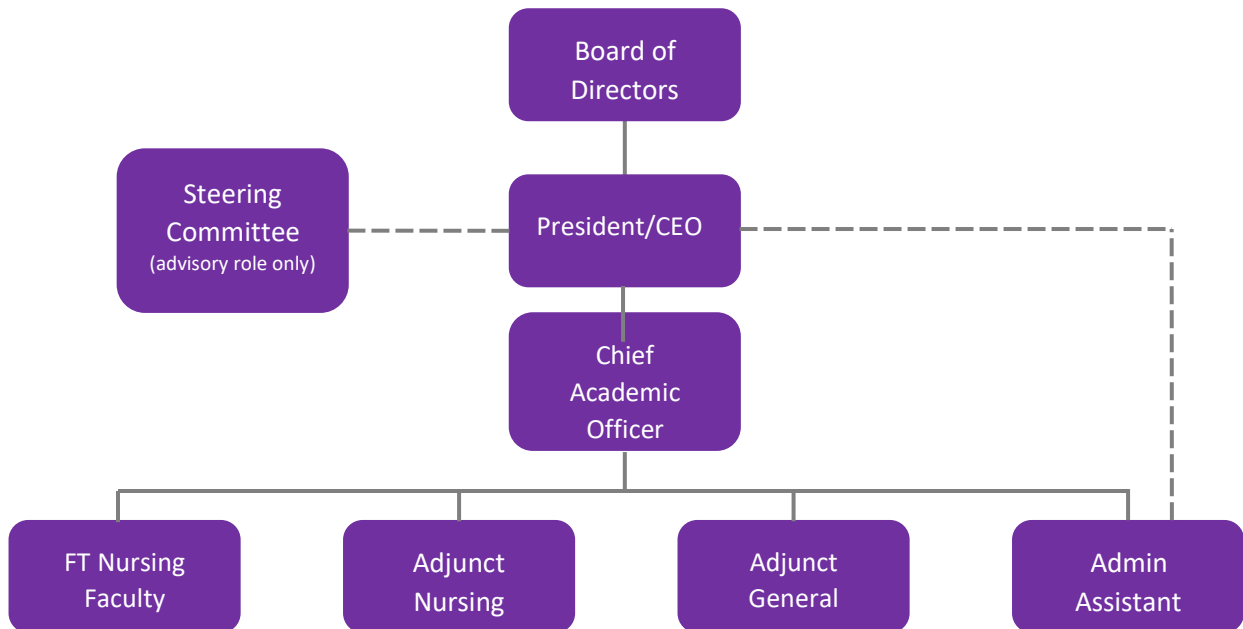
Monica Carranza

B.S.N., Galen College of Nursing, M.S.N., The University of Texas Rio Grande Valley

Cecilia Gonzalez

A.D.N., South Texas Community College, B.A., The University of Texas Brownsville, M.S.N., University of Texas Rio Grande Valley

TSHS Organizational Chart



STUDENT POLICIES

Grading

Letter Grade	Numerical Grade	GPA
A	90-100	4.0
B	80-89	3.0
C	75-79	2.5
F	74 & below	2.0

Final Course Grades

A student must achieve a minimal final course grade of C (75%) for successful completion of any course. Each individual examination score is reported to the hundredth place (e.g., 92.76) and not rounded up. Only the final course grade will be rounded up. A final course grade of X.50 or above will be rounded to the next highest whole number (e.g., 72.50 = 73). A final course grade of X.49 would not round up (e.g., 72.49 = 72).

Grading of Courses with a Clinical Component

Students in courses that have a clinical component will receive the letter grade associated with the didactic component, unless their clinical evaluation has an Unsatisfactory in more than 50% of behaviors rated as critical. In that case, the student will receive an F in the course.

Progression

To remain in good academic standing, students must meet the following minimum satisfactory academic progress at the end of the term:

1. Must maintain a minimum cumulative grade point average (CGPA) of 2.5.
2. Attend all class and clinical activities, as required.
3. Complete all written and clinical responsibilities.
4. Students' progress through the ADN program as a cohort. If a student does not make a grade of 75 or higher, the student must wait till the next cohort to complete that course and then progress with that cohort to graduation.
5. Students who fail two courses either in the same term or in subsequent terms are dismissed from the program and are not eligible to reenroll.

Cancellation and Withdrawal Policy

Any student who cancels the enrollment contract within 72 hours (until midnight of the third day excluding Saturdays, Sundays, and legal holidays) after the enrollment contract is signed or within the student's first three scheduled class days, shall not be obligated to make any tuition repayments to the school.

Repayment computations will be based on scheduled clock hours of class completion and enrollment through the last date of attendance. Leaves of absence, suspensions, and school holidays will not be counted as part of the scheduled class attendance. The effective date of termination of participation in the program for repayment purposes will be the earliest of the following: (a) the last day of attendance, if the student is terminated by the school; (b) The date of receipt of notice from the student; or (c) ten school days following the last date of attendance.

The student will not be required to purchase instructional supplies, books, and tools, as such

costs are included in the tuition cost. A student who withdraws for a reason unrelated to the student's academic status after the 75 percent completion mark of the program and requests a grade at the time of withdrawal shall be given a grade of "incomplete".

There is no repayment obligation in each of the following cases: (a) If the course of instruction is discontinued by the school and this prevents the student from completing the program; or (b) If the student's enrollment was procured as a result of any misrepresentation in advertising, promotional materials of the school, or representations by the school.

A student who withdraws from the program as a result of the student being called to active duty in a military service of the United States or the Texas National Guard may elect one of the following options: (a) a grade of incomplete with the designation "withdrawn-military" for the courses in the program, other than courses for which the student has previously received a grade on the student's transcript, and the right to re-enroll in the program, if reasonably practicable, not later than the first anniversary of the date the student is discharged from active military duty; or (b) the assignment of an appropriate final grade or credit for the courses in the program, but only if the instructor or instructors of the program determine that the student has: (i) satisfactorily completed at least 90 percent of the required coursework for the program; and (ii) demonstrated sufficient mastery of the program material to receive credit for completing the program. Students that withdrawal from program as a result of the student being called to active duty in a military service of the United States or the Texas National Guard shall not be obligated to make any tuition repayments to the school.

Readmission

Students who do not maintain academic standards as outlined in the policies will be dropped from the program. Other students may choose to withdraw from the program for personal reasons. In both cases, students can apply for readmission, although readmission is not guaranteed. Students need to contact the CAO to submit their application for readmission. Decisions will be made based upon a student's individual situation and space available in the program at the time readmission is sought.

Transfer

TSHS ADN program does not accept transfer students due to the unique design of the program.

Graduation

Students must complete all courses required in the ADN course of study with a minimum cumulative Grade Point Average of a 2.5 or above to graduate.

Transferability of Credit

Although transferability of credits is determined by the receiving program, adherence of TSHS to all rules and regulations of the Texas Higher Education Coordinating Board and the Texas Board of Nursing (including WECM and Differentiated Educational Competences) should ensure

that all TSHS credits will be accepted at other associate degree in nursing programs. The TSHS Associate of Applied Science degree in nursing will transfer to RN-to-BSN programs or other baccalaureate program of their choice.

TSHS ADN Program First Time NCLEX-RN Pass Rate

At the time that the initial first-time pass rate of the TSHS ADN program is reported by the Texas Board of Nursing and each year thereafter, the rate will be included in this section.

Attendance Policy

1. Students must attend all classes unless they are ill or have a family emergency. Students are expected to make an appointment with the faculty as soon as possible after the absence to discuss what was missed. During the 10-week term, if students miss more than 2 class periods in any course, they will be required to complete an assignment pertinent to the content missed in class and chosen by the faculty. The student will meet with the faculty to receive instructions regarding the assignment and provide a time frame by which the assignment will be completed. Failure to meet these requirements will result in a reduction of the course grade by one letter grade. Other situations where students may be excused from class include:
 - Jury Duty or subpoenas. Students must submit appropriate documentation and make arrangements with the faculty for make-up of any work missed.
 - Following the death of an immediate family member, the Chief Academic Officer may excuse the student
 - Religious Holidays. Students must provide a written statement including the date of the holiday and why class or clinical attendance is impossible.
2. Students must attend **all** assigned clinical experiences unless they are ill or have a family emergency. Students must make up these clinical experiences as soon as possible. The clinical faculty supervising the student's clinical group will make these arrangements. In some special circumstances, it is not possible for students to make up the clinical experience in the actual clinical site. In these situations, the make-up time may be a laboratory experience.

Tardiness

Chronic Tardiness (two episodes of tardiness of 15 minutes or more in any one course during the term) will require the student to complete a make-up assignment developed by the instructor. Students are expected to be on time to class, prepared with pre-class assignments.

Students must be on time for clinical experiences. A pattern of being tardy for clinical may be grounds for dismissal from the program.

Classroom and Clinical Policies

Use of Drugs and Alcohol

Use of drugs and alcohol while on the campus and in clinical areas is grounds for dismissal from the program. While enrolled in the program, students may be subject to drug and alcohol screening either in a random or a "for cause" basis. The fees associated with the screening will be paid by the student and reports will be submitted to the CAO.

- a. A student may be subject to drug and/or alcohol testing "for cause" at the discretion of the school or clinical site. Failure to comply will result in immediate dismissal from the program.
- b. All students may/will be subject to drug and/or alcohol testing at any "random time" at the discretion of the school or clinical site. Failure to comply will result in immediate dismissal from the program.
- c. If the student receives a positive drug and/or alcohol screen result while enrolled, the student will be immediately dismissed from the program.

Computer Literacy

Students are expected to possess basic computer skills necessary to perform the functions expected of a nursing student. This includes the ability to:

- Access and download necessary information from online services and resources
- Utilize the essential functions of Microsoft Office software (Word, Excel, PowerPoint)
- Access and utilize the TSHS website and learning management system
- Access and utilize the functionality of assigned educational resources, including but not limited to e-books and associated learning materials

Students who need assistance performing these functions should speak to the Chief Academic Officer who may direct them to resources within or outside of TSHS. Students are enrolled in a Computer Literacy course during Term 1 to support their success.

Dress Code

As future nurses, students are expected to display a professional appearance. Appearance affects perception about both the student and the nursing education program. Students should maintain appropriate attire, cleanliness, and neatness at all times. The following guidelines apply whenever the student is representing the nursing program in any assigned activity, including clinical, home health, outpatient assignments, and preceptorships.

While in class, casual business dress is acceptable. Hats, T-shirts, sweatshirts, sleeveless tops, and shorts are not permitted. Pants must come to the ankle.

Uniform: TSHS uniform (scrubs) is to be worn in all clinical settings and at any other time as designated by the school.

Identification: The student's name badge and school identifier will be worn according to current protocol and must be visible whenever the student is in a clinical facility.

Shoes: Shoes must be white, navy, or black close-toed, and appropriate. Permeable shoes are

not permitted.

Jewelry. One simple stud earring per ear may be worn. Hoop earrings are not permitted. Wedding bands may be worn; rings with ornamental stones may not be worn. No visible body piercing, other than earrings, will be allowed. Necklaces and bracelets are not allowed. A watch with secondhand or timer capability is required.

Hair. Hair must be worn in a conventional style and color and must be up and off the collar. Beards and moustaches must be neatly trimmed.

Fingernails. Nails should be short and clean. Clear or light polish is permitted. Multicolored nails and false nails or ornaments are not permitted.

Perfume/deodorant/makeup. Due to close contact with others, deodorant/antiperspirants should be worn. Perfumes, colognes, or other scents are not permitted. Only light makeup is appropriate.

Homework Assignments

Students are expected to read all assignments and complete assigned activities prior to class. Students are expected to participate actively during the lecture and or classroom activities.

Cell Phones/Electronic Devices

Students may not use cell phones or other electronic devices in the classroom or in the clinical areas unless specifically instructed to do so by the nursing faculty as part of the learning climate. Students may use cell phones in the student lounge, outside the building, or in other designated cell phone areas. Violation of the cell phone usage policy will be considered misconduct and subject to disciplinary actions.

Blood/Body Fluid Exposure in Clinical

The following precautions must be followed if a student has been exposed to blood or body fluids in the clinical setting. The CDC defines Blood/Body Fluid exposure as:

1. A needle stick or cut caused by a needle or any sharp object that was actually or potentially contaminated with blood or body fluids (urine, saliva, sputum, vomit, feces).
2. A contaminant splash to mucous membranes (e.g., eyes, nose, mouth) with blood or body fluids.
3. Prolonged skin contact or exposure to blood or body fluids – especially when the skin is chapped, abraded, or afflicted with dermatitis or somehow otherwise not intact.
4. In the event of such an exposure, the student must notify the instructor and Charge Nurse or Nurse Manager (or other representative) of the unit where the incident occurred. The healthcare organization's policy regarding blood/body fluid exposure should be followed.

Adverse Events

Should an adverse event involving blood or body fluids occur, the student must adhere to the following steps:

1. Immediately notify the instructor of the incident. Prompt reporting of exposures is

crucial to ensure proper medical evaluation and treatment, if necessary.

2. Unless extraordinary circumstances are present, the instructor will assist the student to remove contaminated clothing, wipe/wash off visible blood and/or body fluids, and disinfect the area exposed using warm water and a skin-approved bactericidal. Care should be taken not to use abrasive cleaners that will damage the skin. If blood or fluids get into the eye or come in contact with mucous membranes, flush the area vigorously with running water.
3. Clinical instructor will inform the CAO within 60 minutes of the exposure.
4. The clinical instructor will assist student to plan for evaluation, testing and prophylactic treatment at the clinical site.
5. The clinical instructor also will work with the clinical site to provide information that facilitates obtaining consent and make arrangements to test the source individual for HIV, HBV, and HCV infectivity.
6. If warranted after initial prophylactic treatment, the student will be provided information regarding arrangements for continued prophylactic treatment, follow-up testing and counseling.

Medication Error Guidelines

The medication error policy is as follows:

1. The student must immediately inform his/her clinical instructor and the Charge Nurse of the medication error.
2. The clinical instructor will ensure that the student completes an incident report for the Nurse Manager of the unit.
3. The clinical instructor will write a report of the incident, making recommendations for student's learning. This report will be sent to the CAO and placed in the student's file.
4. A serious medication error, particularly if standard safety precautions are not met, may result in immediate course failure and/or dismissal from the program for unsafe clinical practice.

Transportation

Clinical assignments will be in the Texas Rio Grande Valley (Harlingen, Mission, and Weslaco). Students must have reliable transportation to and from school and all assigned clinical locations. Students are required to accept clinical assignments as assigned.

Social Media

The following guidelines from the National Council of State Boards of Nursing (NCSBN) are expected to be followed at all times:

- Nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any

information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

- Nurses must not share, post or otherwise disseminate any information or images about a patient or information gained in the nurse/patient relationship with anyone unless there is a patient care-related need to disclose the information or other legal obligations to do so.
- Nurses must not identify patients by name, or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Nurses must not refer to patients in a disparaging manner, even if the patient is not identified.
- Nurses must not take photos or videos of patients on personal devices, including cell phones. Nurses should follow employer policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.
- Nurses must maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has an obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient. Nurses must consult employer policies or an appropriate leader within the organization for guidance regarding work related postings.
- Nurses must promptly report any identified breach of confidentiality or privacy.
- Nurses must be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices, and use of personal devices in the workplace.
- Nurses must not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.

Nurses must not post content or otherwise speak on behalf of the employer unless authorized to do so and must follow all applicable policies of the employer.

(https://www.ncsbn.org/NCSBN_SocialMedia.pdf)

In addition, TSHS nursing students may not:

- Post or discuss any classroom or clinical information or experiences regarding faculty, other students, or clinical agencies and their staff and patients on any internet or social media site.
- Use websites, applications, or other technology in a manner that interferes with their clinical commitments.
- Discuss or share any information regarding exams or quizzes in any electronic format or in social media.

Testing

Exams are the property of TSHS and must be administered under the direction of the nursing faculty. Failure to adhere to testing guidelines/instructions will be considered academic misconduct. The instructor reserves the right to request immediate submission of the test or exam by any student suspected of cheating. That student will be asked to leave the classroom immediately. The student will be contacted by the CAO's office, pending further investigation. Cheating on examinations will result in a zero for the assignment and can further result in grade of "F," suspension, and/or withdrawal from the program.

Guidelines for Exams/Quizzes

Students will follow the examination guidelines regarding Exams/Quizzes outlined in each syllabus. The following general rules apply:

1. Student may not use programmable calculator. No phone calculators are allowed.
2. Cell phone use during examinations is strictly prohibited and will result in a zero for the exam or quiz.

The following testing guidelines are used to decrease unnecessary distractions and to promote an accurate measurement of individual learning:

1. Only sharpened pencils and the test materials are permitted on the desk. If a calculator is required, students must use a basic calculator with no advance features (NO graphing or scientific calculators allowed). No other electrical calculators will be permitted.
2. No baseball caps, other hats, hooded sweaters/sweatshirts, or sunglasses are allowed.
3. Cell phones must be turned off and put away during examinations. A grade of zero (0) will be given to any student talking or texting during an examination.
4. Students will put all personal materials (backpack, purse, etc.) in a location in the room as identified by the instructor. If students are expecting an emergency call, they should give their phone to the instructor in the room to answer a call.
5. The instructor may make other arrangements to maintain test security, such as changing seating assignments.
6. Taking/copying exam questions and/or answers is prohibited, both during the exam and during the review period. All "scrap paper" must be returned to instructor at end of the test.
7. Students are to always remain silent during the exam. If there is a question during the exam, students must raise their hands and wait to be acknowledged by the proctor to address their concerns.
8. Upon completion of the exam, students must return all testing forms and answer sheets for grading.
9. Any student suspected of cheating (exchanging body gestures, vocal responses, exchanging exams with classmates, using external resources) during the exam will be asked to leave the testing environment pending further investigation.

Standardized Testing

TSHS will offer HESI tests published by Elsevier. The Admission Assessment (A2) with Critical Thinking will be required before students are admitted to TSHS ADN program. This admission test assesses students' ability in Reading Comprehension, Vocabulary and General Knowledge, Anatomy and Physiology, Basic Math, and a Learning Style Inventory. The results of this test will be part of the criteria for admission. In addition, scores slightly above the benchmark score may indicate difficulty in specific areas. Students and their assigned faculty advisor will be made aware of these scores, so that the faculty advisor can pay special attention to these issues. This is not to penalize students with potential difficulties, but to provide sufficient support so students will be successful.

TSHS uses standardized testing in select classes to provide students experience in test-taking similar to the Next Generation NCLEX and to assess the students' ability to use the knowledge from the related class. The Faculty Advisor uses student scores to provide assistance in any area students may not have mastered. The aggregate scores will be used for program evaluation. In addition, areas in which the group score falls below the benchmark will be featured in the TSHS Study Hall.

HESI Examination	Course Offered
Fundamentals	RNSG 1413 Foundations of Nursing Practice
Dosage Calculations	RNSG 2302 Pharmacology
Pharmacology	RNSG 2302 Pharmacology
Obstetrical Nursing Pediatric Nursing	RNSG 1412 Nursing Care of the Childbearing and Childrearing Family
Mental Health	RNSG 2213 Mental Health Nursing
Medical-Surgical Nursing	RNSG 1345 Advanced Concepts of Adult Health
Exit Examination (E2)	RNSG 1347 Transition to Practice

Student Disciplinary Policy

1. All students are expected and required to obey federal, state, and local laws and the policies of Texas School of Health Sciences.
2. Freedom of speech and principles of academic freedom are central to the mission of institutions of higher education. Constitutionally protected expression cannot be considered prohibited conduct under this Policy.
3. Prohibited Conduct
 - A. Academic dishonesty
 - B. Copying from another student's test or other assignment or communication with another student during a test
 - C. Giving or seeking aid from another person during test or assignment when prohibited by the instructor
 - D. Possession and/or use during a test of other material not authorized by the instructor

- E. Using obtaining, or attempting to obtain by any means of a non-administered test, test key, or homework solution
 - F. Substituting for another person, or permitting another person to substitute for oneself to take a test
 - G. Falsifying data, reports or other records or academic work offered for credit
 - H. Plagiarism
 - I. Misrepresentation of work
 - J. Use of alcohol or drugs in TSHS class, lab, or clinical or anywhere when involved in the business of the school. Any illegal use, possession and/or sale of a drug or narcotic
 - K. Conduct that endangers the health or safety of any person
 - L. Disruption of school business
 - M. Unauthorized use of TSHS property
 - N. Altering of official documents
 - O. Vandalism
 - P. Use of explosives, weapons, or hazardous chemicals.
 - Q. Theft
 - R. Knowingly submitting false information
4. Procedure
- When an accusation by faculty or students is made against a student, the CAO will conduct an investigation, determine whether to proceed with the charges and if so, propose the appropriate sanction. The CAO will interview persons involved in the allegation, offer the student(s) being charged the opportunity to meet to provide a response to the charges and, upon request, to review the available evidence supporting the charges. The CAO, in conjunction with the President/CEO, will determine the guilt or innocence of those charged and the appropriate sanctions.
5. Sanctions may include:
- A. An F on the test/assignment
 - B. An F in the course
 - C. Withholding grades, transcripts, or degree
 - D. Suspension for a period of time
 - E. Dismissal from the program

Student Rights and Grievance/Complaint Procedure

TSHS students are guaranteed all the rights, privileges, and freedoms granted to a citizen of the United States. In addition, nursing students not only have the right to open communications with nursing faculty, but also have the RESPONSIBILITY to keep these communication lines open. Methods of facilitating communication between students and faculty include student/faculty dialogues, student/advisor meetings, faculty evaluations, representation on committees, course evaluations, student evaluations, nursing bulletin boards, and electronic communications.

Student Complaints against Faculty

Any complaints against a faculty member should be resolved at the lowest level possible. When a student has a complaint, he/she should follow the procedures below in the order stated. Attempts to circumvent the procedure will be redirected to the appropriate level of resolution.

1. Whenever a student has a complaint against a faculty member or adjunct faculty, he/she should first talk with the faculty member and attempt to reach a solution.
2. If the student has attempted to resolve the complaint with the faculty member and fails to reach a resolution or if he/she feels uncomfortable discussing his/her problem with the faculty member because of the highly sensitive nature of the complaint, he/she may bring the complaint to the Chief Academic Officer.
3. The CAO will request that the student document the complaint in writing.
4. The CAO will interview others involved in the situation to provide a broad perspective, documenting the results of the investigation.
5. Faculty members or others against which the complaint is made will receive copies of the written complaint of the student during the complaint resolution (at any level) and will be given the opportunity to respond in writing to each document.
6. After reviewing both sides of the complaint, the CAO will make a determination of action to be taken, documenting the resolution of the complaint.
7. If the issue is not resolved at the level of the Chief Academic Officer, the student may direct a request for a review of his/her complaint, in writing, to the President/CEO. The President/CEO will review this request along with all of the related documentation and make a final decision regarding resolution. The final resolution and rationale will also be documented and included in the student file.
8. The President's decision is final as far as institutional grievance procedures at TSHS are concerned.
9. Students may contact The Higher Education Coordinating Board using the student complaint procedures *established by Board rules Chapter 1, Subchapter H, §§1.110 - 1.120 (relating to Student Complaint Procedure)*.

Should a student grievance be lodged against the CAO, the student will bring the grievance to the attention of one of the full-time faculty. This faculty member will document the student's complaint to the President/CEO. If the grievance requires an investigation, contact should be made with the Director of Nueva Luz (a local organization under contract with TSHS to provide counseling for students with substance abuse disorder or other counseling needs). A Nueva Luz staff member (or other counseling organization Nueva Luz has affiliation agreements with) will investigate the situation by interviewing the involved students and the CAO and make recommendations for resolution to the CAO. If the grievance involves unprofessional conduct as defined by the Texas Board of Nursing, requiring termination, the process for termination will be followed.

Workplace Violence Policy

TSHS does not condone any acts or threats of violence against faculty, students, clients, or visitors by an individual on TSHS's premises at any time or while such individual is engaged in business with or on behalf of the school, on or off the school's premises.

STUDENT SERVICES

Orientation

All new students attend a comprehensive two-day (8 hours per day) orientation prior to the first day of class. The first day of orientation includes introduction of general education and nursing faculty and fellow students. The remainder of the day is a review of the curriculum, expectations of nursing students during the program in class, lab, and clinical, and general policies of the TSHS ADN program. Students will also receive an introduction to the Student Success program (discussed below). Students will receive their learning materials and computers to be ready for the first day of class.

During the second day, an orientation to partnering hospitals will be emphasized. Students will meet the nursing leadership, clinical leaders and selected direct-care staff from the three partnering hospitals and will be given an in-depth tour of Knapp Medical Center where the TSHS facilities are located. On the evening of the second day, the students and their families will be invited to a reception where they will have an opportunity to interact with the leadership of TSHS and the partnering hospitals. This will allow students and families to gain an appreciation of the time commitment their family member is making and provide them some insight into the strategies families might use to provide support for the student.

Student Success Program (SSP)

An important component of the support students will receive throughout their course of study is a Student Success Program (SSP). This program, composed of the Introductory Seminar, the TSHS Study Hall, Faculty-Student Advising, and Prime RN-student mentoring, will be coordinated by the Chief Academic Officer, in conjunction with the full- and part-time adjunct faculty, relevant general education faculty and, on occasion, by expert nurses from the partnering hospitals.

Introductory Seminar

The Student Success Program will begin with an Introductory Seminar featuring a 4-hour/week seminar offered over the first three weeks of the program. The CAO and the nursing and relevant general education faculty will all present segments of this program. The seminar will feature time management, study- and test-taking skills, and like all components of the SSP, will be required of all students.

TSHS Study Hall

One afternoon each week will be dedicated to another component of SSP, the TSHS Study Hall. Various learning activities may occur during this time. For example, test review after each test, question and answer sessions on difficult topics from each of the classes, career planning, and guest speakers on topics of interest related to content being studied may be scheduled. Often these guest lecturers will be nurses from the partnering hospitals who bring special expertise to a chosen topic. The CAO will coordinate the Study Hall component of the SSP. Individual faculty members will serve as instructors or moderators for specific sessions. Although the CAO coordinates this program, faculty and students may request specific topics.

Faculty Advisers

The CAO and the two full-time faculty will each serve as faculty advisers for 10 students for the entire 18 months of their program. The faculty-student dyad will meet twice a month, or more often if necessary, to provide individual assistance, counseling, and support to the students. These conferences are an opportunity for students to express their concerns about their performance and ask for specific assistance in any area of the program. If students have scores only slightly higher than the benchmark on the HESI A2 in a particular area, faculty will provide targeted assistance. At the beginning of the program, the faculty advisory will review the HESI A2 Learning Style Inventory and make recommendations for students to use this information to improve their own learning.

Prime RN-Student Mentoring

Thirty RNs employed at one of the three partnering hospitals will be paired with the students to maintain a mentoring relationship throughout the 18 months of the program. Ten RNs from each hospital will be selected by the Chief Nursing Officers and Nurse Managers of the hospitals. Mentors will meet with students in person or other communication methods on a monthly basis (or more often if necessary). Each mentor may share with a mentee information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modeling. A mentor may help with exploring careers, setting goals, developing contacts, and identifying resources. The CAO and CNO of each hospital will make the mentor-mentee assignments. All mentors selected will meet with the CAO and the three Chief Nursing Officers for an orientation session prior to being paired with their mentees.

Taking Care of Self

Nursing programs are challenging and exciting, but to be effective students—and registered nurses—must learn to take care of themselves. This is an important skill that will pay dividends throughout their careers. As an optional activity for students, Kyle Hunt, President/CEO of TSHS, will offer a one-hour integrative yoga session twice a week before required class begins. Mr. Hunt is a certified Seven Spiritual Laws of Yoga Instructor. He completed his 200-Hour Yoga Teacher Training through the Chopra Center in 2013.

The sessions will incorporate Yoga, Breathwork, Mindfulness, and supportive discussion into the hour. The goal for participants is to relax, manage their stress now and in the future, learn to be mindful of their emotions, and reflect on their development as a nurse and a person. TSHS administration hopes that students will grow in their competence as nurse. Preparation to take care of themselves in stressful times is key to serving as a role model for health.

Counseling Services

Counseling Services are available through the Nueva Luz Student Assistance Program (SAP). Any faculty who identifies students who have issues requiring professional counseling will, in conjunction with the CAO, refer the student to this service.

221 East Van Buren Ave, Suite
7 Harlingen, TX 78550
956-300-0196
<https://www.nuevaluzfoundation.org/>

Career Planning and Assistance; Placement Assistance

Career planning begins on the first day of class. Students will be encouraged to think about this program as the first step in their career ladder. Career planning will also be addressed in several Study Hall sessions. Students' advisors will also be able to assist them to clarify their interests, goals, and objectives.

Initial placement assistance is not needed since the students will remain with the Prime Healthcare hospital system for a specified period. However, the TSHS faculty will work with the appropriate hospital staff to assure that the students are placed in the appropriate patient care unit after graduation.

Unless unusual circumstances arise for individual students, new graduates will become employees of one of the three partnering Prime Healthcare hospitals in the region. These new graduates form the TSHS Alumni Association. TSHS supports this organization, which provides a formal mechanism to assist the program in mentorship for new students and perhaps, continuing professional development for the alumni.

SPECIAL CONSIDERATIONS

Any recruitment materials will indicate that TSHS is not accredited, until completion of the self-study for ABHES and awarding of accreditation. Similarly, the lack of a nursing program accreditation will also be noted, until such accreditation is received.

NON-DISCRIMINATION POLICY

Texas School of Health Sciences embraces diversity and values the integrity of the individual. Individual differences of religion, culture, socioeconomic status, national origin, race, ethnicity, biological sex, gender identity, gender expression, sexual orientation, physical appearance, and ability are acknowledged and respected. Every member of the community strives to behave in a sensitive, open, and respectful manner.

A diverse student body is an essential component of a nursing program. Students are most able to understand, appreciate, and respect differences in a setting that includes these differences. TSHS seeks a diverse community to fulfill its mission to provide a strong, humanistic education for all students.

EEO Statement

TSHS is an equal opportunity employer dedicated to a policy of non-discrimination based on the race, color, creed, religion, sex, gender, gender identity, gender expression, marital status, pregnancy, transgender, transsexualism, sexual orientation, age, national origin, citizenship, primary language, military or veteran status, physical handicap, disability, medical condition, mental disability, genetic characteristic or information, ancestry, or based on any other consideration made unlawful by federal, state, or local laws.

Non-discrimination Policy as it applies to TSHS Students

TSHS admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students in the ADN program. It does not discriminate based on race, color, national and ethnic origin, sex, marital status, disability, and age in administration of its admission and educational policies.

PROGRAMS OFFERED

Nursing

The Texas School of Health Sciences (TSHS) Associate of Applied Science in Nursing (ADN) Program prepares students to be eligible to take the NCLEX-RN examination for licensure as a Registered Nurse in the State of Texas. Graduate nurses will be able to demonstrate effective clinical judgment and safe care of clients, becoming the new graduate of choice of partnering health care systems.

The mission of the Texas School of Health Sciences (TSHS) Associate of Applied Science in Nursing Program is to prepare students from the Rio Grande Valley of Texas to integrate the Texas Board of Nurses Differentiated Educational Competencies (Members of the Profession, Provider of Patient Centered Care, Patient Safety Advocate, and Member of the Health Care Team) into their practice to provide safe, compassionate, and effective care to all patients they serve.

Values

- Duty to Care
- Compassion
- Commitment to Excellence
- Preservation of Dignity
- Effective Communication
- Safety
- Teamwork

Program Length

The Nursing program is 60 semester credit hours, including general education requirements, and leads to an Associate of Applied Science (AAS) degree in Nursing upon graduation. The program is 18 months long, encompassing seven (7) 10-week terms. Students are expected to commit 40 hours per week to the nursing program.

Course of Study

Terms are 10 weeks in length

Term	Course	SCH	Contact hrs/Week	Contact hrs/Term
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1	BIOL 2401 A & P I Class and Lab	3 Class 1 Lab	4.5 hrs./wk. 3.0 hrs./wk.	45 hrs. 30 hrs.
	ENGL 1301 Composition I	3 Class	4.5 hrs./wk.	45 hrs.
	PSYC 2301 General Psychology	3 Class	4.5 hrs./wk.	45 hrs.
	RNSG 1209 Introduction to Nursing	2 Class	3.0 hrs./wk.	30 hrs.
	RNSG 1108 Computer Literacy for Nurses	1 Class	1.5 hrs./wk.	15 hrs.
Term 1 Total		13 SCH	21.0 hrs./wk.	210 hrs: 180 Class 30 Lab
2	RNSG 1313 Foundations for Nursing Practice (Class & Skills)	2 Class 1 Skills	3.0 hrs./wk. 3.0 hrs./wk.	30 hrs. 30 hrs.
	RNSG 1160 Foundations for Nursing Practice Clinical	1 Clinical	4.5 hrs./wk.	45 hrs.
	BIOL 2402 A & P II Class and Lab	3 Class 1 Lab	4.5 hrs./wk. 3.0 hrs./wk.	45 hrs. 30 hrs.
	BIOL 2420 Microbiology Class and Lab	3 Class 1 Lab	4.5 hrs./wk. 3.0 hrs./wk.	45 hrs. 30 hrs.
Term 2 Total		12 SCH	25.5 hrs./wk.	255 hrs: 120 Class 30 Skills 45 Clinical 60 Lab
3	RNSG 1215 Common Concepts of Adult Health	2 Class	3.0 hrs./wk.	30 hrs.
	RNSG 1260 Common Concepts of Adult Health Clinical	2 Clinical	9.0 hrs./wk.	90 hrs.
	RNSG 1321 Pathophysiology	3 Class	4.5 hrs./wk.	45 hrs.
	RNSG 1323 Pharmacology	3 Class	4.5 hrs./wk.	45 hrs.
Term 3 Total		10 SCH	21.0 hrs./wk.	210 hrs: 120 Class 90 Clinical
4	RNSG 1244 Complex Concepts of Adult Health	2 Class	3.0 hrs./wk.	30 hrs.
	RNSG 1261 Complex Concepts of Adult Health Clinical	2 Clinical	9.0 hrs./wk.	90 hrs.
	PSYCH 2314 Lifespan Growth & Development	3 Class	4.5 hrs./wk.	45 hrs.
	RNSG 2153 Mental Health Nursing	1 Class	4.5 hrs./wk.	45 hrs.
	RNSG 2160 Mental Health Nursing Clinical	1 Clinical	1.5 hrs./wk.	15 hrs.
Term 4 Total		9 SCH	22.5 hrs./wk.	225 hrs: 120 Class 105 Clinical

5	RNSG 2255 Nursing Care of the Childbearing and Childrearing Family	2 Class	3.0 hrs./wk.	30 hrs.
	RNSG 2260 Nursing Care of the Childbearing and Childrearing Family Clinical	2 Clinical	9.0 hrs./wk.	90 hrs.
Term 5 Total		4 SCH	12.0 hrs/wk.	120 hrs: 30 Class 90 Clinical
6	RNSG 2245 Advanced Concepts of Adult Health	2 Class	3.0 hrs./wk.	30 hrs.
	RNSG 2362 Advanced Concepts of Adult Health Clinical	3 Clinical	13.5 hrs./wk.	135 hrs.
	MATH 1342 Elementary Statistical Methods	3 Class	4.5 hrs./wk.	45 hrs.
Term 6 Total		8 SCH	21.0 hrs/wk.	210 hrs: 75 Class 135 Clinical
7	RNSG 2142 Transition to Practice	1 Class	1.5 hrs./wk.	15 hrs.
	RNSG 2463 Transition to Practice Clinical	4 Clinical	18.0 hrs./wk.	180 hrs.
Term 7 Total		5 SCH	19.5 hrs./wk.	195 hrs: 15 Class 180 Clinical

Total SCH: 61 SCH
Gen. Ed: 24 SCH; RNSG: 37

15 SCH Clinical
1 SCH Skills

Course Sequence

Since all coursework is sequential, courses must be completed within the pattern demonstrated above. If a student is not successful in completing a particular course, for whatever reason, they will not be able to continue until that course is successfully repeated. The Chief Academic Officer (CAO) is available to help each student complete the program if they get out of sequence.

Course Descriptions

BIOL 2401: Anatomy & Physiology I

Class: 3 SCH

Lab: 1 SCH

Course Description: Anatomy & Physiology I is the first part of a two-course sequence focusing on the study of the structure and function of the human body, including cells, tissues, and organs of the following systems: integumentary, skeletal, muscular, nervous,

and special senses. Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The laboratory component of this course provides a hands-on opportunity for students to apply the concept learned in class.

Course Objectives:

1. Use anatomical terminology to identify and describe locations of major organs of each system covered.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.
3. Describe the interdependency and interactions of the systems.
4. Explain contributions of organs and systems to the maintenance of homeostasis.
5. Identify causes and effects of homeostatic imbalances.
6. Describe modern technology and tools used to study anatomy and physiology.

Laboratory Objectives:

1. Apply appropriate safety and ethical standards.
2. Locate and identify anatomical structures.
3. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.
4. Work collaboratively to perform experiments.
5. Demonstrate the steps involved in the scientific method.
6. Communicate results of scientific investigations, analyze data and formulate conclusions.
7. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations and predictions.

BIOL 2402: Anatomy & Physiology II

Class: 3 SCH

Lab: 1 SCH

Course Description: Anatomy & Physiology II is the second part of a two-course sequence, focusing on the study of the structure and function of the human body including the following systems: endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The laboratory component of this course provides a hands-on opportunity for students to apply the concept learned in class.

Lab: 1 SCH

Course Description: Anatomy & Physiology II is the second part of a two-course sequence, focusing on the study of the structure and function of the human body including the following systems endocrine, cardiovascular, immune, lymphatic, respiratory, digestive (including nutrition), urinary (including fluid and electrolyte balance), and reproductive (including human development and genetics). Emphasis is on interrelationships among systems and regulation of physiological functions involved in maintaining homeostasis. The laboratory component of this course provides a hands-on opportunity for students to apply the concept learned in class.

Course Objectives:

1. Use anatomical terminology to identify and describe locations of major organs of each system covered.
2. Explain interrelationships among molecular, cellular, tissue, and organ functions in each system.
3. Describe the interdependency and interactions of the systems.
4. Explain contributions of organs and systems to the maintenance of homeostasis. Identify causes and effects of homeostatic imbalances.
5. Identify causes and effects of homeostatic imbalances.
6. Describe modern technology and tools used to study anatomy and physiology.

Laboratory Objectives:

1. Apply appropriate safety and ethical standards.
2. Locate and identify anatomical structures.
3. Appropriately utilize laboratory equipment, such as microscopes, dissection tools, general lab ware, physiology data acquisition systems, and virtual simulations.
4. Work collaboratively to perform experiments.
5. Demonstrate the steps involved in the scientific method.
6. Communicate results of scientific investigations, analyze data and formulate conclusions.
7. Use critical thinking and scientific problem-solving skills, including, but not limited to, inferring, integrating, synthesizing, and summarizing, to make decisions, recommendations, and predictions.

ENG 1301: Composition I

Class: 3 SCH

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and

style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis.

Course Objectives:

1. Demonstrate knowledge of individual and collaborative writing processes.
2. Develop ideas with appropriate support and attribution.
3. Write in a style appropriate to audience and purpose.
4. Read, reflect, and respond critically to a variety of texts.
5. Use Edited American English in academic essays.
6. Use the APA recommendations for references.

PSYC 2301: General Psychology

Class: 3 SCH

Course Description: General Psychology is a survey of the major psychological topics, theories, and approaches to the scientific study of behavior and mental processes.

Course Objectives:

1. Identify various research methods and their characteristics used in the scientific study of psychology.
2. Describe the historical influences and early schools of thought that shaped the field of psychology.
3. Describe some of the prominent perspectives and approaches used in the study of psychology.
4. Use terminology unique to the study of psychology.
5. Describe accepted approaches and standards in psychological assessment and evaluation.
6. Identify factors in physiological and psychological processes involved in human behavior.

PSYCH 2314: Lifespan Growth & Development

Class: 3 SCH

Course Description: Lifespan Growth & Development is a study of social, emotional, cognitive, and physical factors and influences of a developing human from conception to death.

Course Objectives:

1. Describe the stages of the developing person at different periods of the lifespan from birth to death.
2. Discuss the social, political, economic, and cultural forces that affect the development process of the individual.

3. Identify factors of responsible personal behavior regarding issues such as sexual activity, substance abuse, marriage, and parenting.
4. Explain the biosocial, cognitive, and psychological influences throughout the lifespan as an ongoing set of processes, involving both continuity and change.
5. Describe the different developmental perspectives of the major theories of development (i.e., cognitive, learning, humanistic and psychodynamic).
6. Identify examples of some of the cultural and ethnic differences that influence development throughout the lifespan.
7. Discuss the various causes or reasons for disturbances in the developmental process.

BIOL 2320: Microbiology

Class: 3 SCH

Course Description: This course covers basic microbiology and immunology and is primarily directed at pre-nursing, pre-allied health, and non-science majors. It provides an introduction to historical concepts of the nature of microorganisms, microbial diversity, the importance of microorganisms and acellular agents in the biosphere, and their roles in human and animal diseases. Major topics include bacterial structure as well as growth, physiology, genetics, and biochemistry of microorganisms. Emphasis is on medical microbiology, infectious diseases, and public health.

Course Objectives:

1. Describe distinctive characteristics and diverse growth requirements of prokaryotic organisms compared to eukaryotic organisms.
2. Provide examples of the impact of microorganisms on agriculture, environment, ecosystem, energy, and human health, including biofilms.
3. Distinguish between mechanisms of physical and chemical agents to control microbial populations.
4. Explain the unique characteristics of bacterial metabolism and bacterial genetics.
5. Describe evidence for the evolution of cells, organelles, and major metabolic pathways from early prokaryotes and how phylogenetic trees reflect evolutionary relationships.
6. Compare characteristics and replication of a cellular infectious agents (viruses and prions) with characteristics and reproduction of cellular infectious agents (prokaryotes and eukaryotes).
7. Describe functions of host defenses and the immune system in combating infectious diseases and explain how immunizations protect against specific diseases.
8. Explain transmission and virulence mechanisms of cellular and

acellular infectious agents.

BIOL 2120: Microbiology Lab

Lab: 1 SCH

Course Description: This course covers basics of culture and identification of bacteria and microbial ecology. This course is primarily directed at pre-nursing and other pre-allied health majors and covers basics of microbiology. Emphasis is on medical microbiology, infectious diseases, and public health.

Course Objectives:

1. Use and comply with laboratory safety rules, procedures, and universal precautions.
2. Demonstrate proficient use of a compound light microscope.
3. Describe and prepare widely used stains and wet mounts and discuss their significance in identification of microorganisms.
4. Perform basic microbiology procedures using aseptic techniques for transfer, isolation, and observation of commonly encountered, clinically significant bacteria.
5. Use diverse types of bacterial culture media to grow, isolate, and identify microorganisms.
6. Perform basic bacterial identification procedures using biochemical tests.
7. Estimate the number of microorganisms in a sample using methods such as direct counts, viable plate counts, or spectrophotometric measurements.
8. Demonstrate basic identification protocols based on microscopic morphology of some common fungi and parasites.

Math 1342: Elementary Statistical Methods

Class: 3 SCH

Course Description: Collection, analysis, presentation and interpretation of data, and probability. Analysis includes descriptive statistics, correlation and regression, confidence intervals and hypothesis testing. Use of appropriate technology is recommended.

Course Objectives:

1. Explain the use of data collection and statistics as tools to reach reasonable conclusions.
2. Recognize, examine, and interpret the basic principles of describing and presenting data.
3. Compute and interpret empirical and theoretical probabilities using the rules of probabilities and combinatorics.
4. Explain the role of probability in statistics.

5. Examine, analyze, and compare various sampling distributions for both discrete and continuous random variables.
6. Describe and compute confidence intervals.
7. Solve linear regression and correlation problems.
8. Perform hypothesis testing using statistical methods.

RNSG 1208: Computer Literacy for Nurses

Class: 1 SCH

Course Description: Computer Literacy of Nurses prepares students to use computer and information technology in their education and future career. Students will enhance their skills in the use of Microsoft software (Word, Excel, PowerPoint), and learn to manage the TSHS Learning Management System to effectively communicate with faculty, colleagues, other health care professionals and patients. Search methods to retrieve relevant information from library databases and the internet will be presented, including criteria to evaluate the veracity of information found. Students will also be introduced to Electronic Health Records (EHRs) and other technology that facilitate patient care.

Course Objectives:

1. Use the TSHS Learning Management System to access course syllabi, calendars, and class resource materials and upload assignments, to effectively manage course requirements and communicate with faculty and students.
2. Search relevant library databases and internet sites to support learning, choosing resources that provide verified content to complete course assignments.
3. Use Microsoft applications, such as Word, Excel and PowerPoint, to develop course assignments in all ADN course work.
4. Demonstrate a beginning understanding of the use and functioning of Electronic Health Records (EHRs) and point-of-care technology used in the care of clients/patients.

RNSG 1209: Introduction to Nursing

Class: 2 SCH

Course Description: An introduction to the role of the professional nurse as a provider of patient-centered care, patient safety advocate, member of the profession and the interprofessional team and the conceptual frameworks, such as the nursing process and the NCSBN Clinical Judgment Measurement Model, upon which the profession is based. The Wellness-Illness continuum, professional values with a legal/ethical framework will be discussed.

Course Objectives:

1. Assess the relevance of the NCLEX-RN Test plan to safe, effective,

- patient-centered care.
2. Apply the roles of the professional nurse (provider of patient centered care, patient safety advocate and members of the profession and interprofessional team) in basic clinical scenarios.
 3. Discuss the impact of the concepts for the provision of nursing care on the changing health care environment upon the practice of nursing.
 4. Use the Wellness-Illness continuum to determine the needs for selected hypothetical clients.
 5. Apply the nursing process and the NCSBN Clinical Judgment Measurement Model, including critical thinking and problem solving to selected basic clinical scenarios.
 6. Discuss ways in which standards of care, best practices, evidence-based practice, and professional roles and guidelines of care influence nursing practice.
 7. Evaluate selected hypothetical scenarios in terms of bioethical principles and the ANA Code of Ethics.
 8. Review the history of nursing as well as the Texas Nurse Practice Act and the Texas Differentiated Educational Competences and analyze their impact on the scope of practice of an ADN Graduate.
 9. Evaluate the principles of patient teaching-learning.
 10. Plan strategies to promote own physical and mental health during their preparation to become a registered nurse.

RNSG 1313: Foundations for Nursing Practice

Class: 2

SCH Skills

Lab: 1 SCH

Course Descriptions: This course provides the student with knowledge and skills in order to integrate the role of the professional nurse as provider of patient-centered care, patient safety advocate, member of the health care team and member of the profession. Concepts related to communication and documentation; personal hygiene; nutrition; elimination, comfort; mobility; fluid and electrolytes; acid-base balance, asepsis, and sterile techniques; and assessment of vital signs, integumentary, sensory, cardiovascular, respiratory, gastrointestinal, and neurological systems will be presented. Drug calculation and principles of medication administration will also be covered. This information will be integrated into clinical judgment and skills to provide safe care. This course facilitates the transfer of knowledge from the classroom to the students' first clinical experience.

Course Objectives:

1. Use the nursing process and the Clinical Judgment Measurement Module (CJMM) to develop safe, effective patient-centered care, reducing risk and

- maintaining and promoting the health of clients with basic needs in long-term and/or acute long-term care facilities.
2. Develop care of clients at the end-of-life.
 3. Integrate an understanding of basic human functioning into developing safe, effective care.
 4. Perform mathematical calculations of drug dosages with 100% accuracy.
 5. Explore the use of technology in a clinical setting.
 6. Use effective written, verbal, and nonverbal communication skills with the client, significant others, and the interprofessional team.
 7. Integrate legal and ethical principles into the administration of medications.
 8. Analyze ways in which social determinates of health (SDH) influence care provided.

Skills Laboratory Objectives:

1. Complete a health history on a peer.
2. Perform complete and/or functional physical assessments on adult patients and use results to develop appropriate care plans.
3. Demonstrate safe administration of medications to adult patients.
4. Perform basic psychomotor skills required to provide care, maintaining human functioning.
5. Practice the use of an EHR.
6. Discuss ways in which clients at the end of their life are cared for in the assigned facility.

RNSG 1160: Foundations for Nursing Practice Clinical

Clinical: 1 SCH

Course Description: Students will provide basic care to non-acute adult or older adult clients in long-term and/or acute long-term care facilities in partnering hospitals, implementing the content and skills presented in RNSG 1413: Foundations for Nursing Practice.

Course Objectives:

1. Provide safe, compassionate, basic care based on appropriate assessments and evidence to reduce risk to clients in long-term care and acute long-term care facilities.
2. Administer medications safely, evaluating the adult client's response to the medication.
3. Demonstrate ability to perform a health history and a comprehensive and/or a functional assessment for assigned adult patients.
4. Collaborative with members of the interpersonal team to provide continuity of care for clients.
5. Document care provided to clients in long term and acute long-term facilities

- according to facility policy.
6. Function as a client advocate to promote quality care in long-term and acute long-term facilities.
 7. Reflect upon own performance, making plans for future professional growth.

RNSG 1215: Common Concepts of Adult Health

Class: 2 SCH

Course Description:

This course focuses on students' integrating the roles of the professional nurse, while providing nursing care to adults with common health problems. A focus on the nursing process is used to develop clinical judgment necessary to provide safe, effective, and compassionate nursing actions in response to medical diagnostic and treatment and pharmacology.

Course Objectives:

1. Use the nursing process and the Clinical Judgment Measurement Module (CJMM) to develop patient-centered care for clients suffering from common health problems.
2. Integrate legal and ethical principles, as well as cultural and spiritual diversity into the plan of care for clients and families with common health problems.
3. Function as a client advocate to promote quality care for clients with common health problems.
4. Compare and contrast clients across the age continuum who experience common health problems.
5. Discuss the use of point-of-contact technology in the care of hospitalized patients.
6. Review current literature to determine best practice in a specific area of care.

RNSG 1260: Common Concepts of Adult Health Clinical

Clinical: 2 SCH

Course Description: Students will provide safe and effective care to clients with common health problems in long-term acute care and/or acute care facilities in the partnering hospitals, implementing the content and skills presented in RNSG 1341: Common Concepts of Adult Health.

Course Objectives:

1. Provide safe, compassionate, comprehensive care based on evidence to reduce risk to adult clients and families with common healthcare problems.
2. Compare and contrast the responses of the adult and older adult to care delivered.
3. Integrate legal and ethical principles, as well as cultural and spiritual diversity into the plan of care for clients and families with common healthcare problems.
4. Collaborate with the client and interprofessional health care team to ensure

- continuity of care.
5. Use effective written, verbal, and nonverbal communication skills with the client, significant others, and the interprofessional team.
 6. Use bed-side technology to care for clients with common health concerns.
 7. Develop strategies for effectively prioritizing care.
 8. Reflect on own performance, making plans for future professional growth.

RNSG 1321: Pathophysiology

Class: 3 SCH

Course Description: This course focuses on concepts of pathophysiology essential to understanding diseases and disabling conditions that may affect body systems across the lifespan.

Course Objectives:

1. Analyze the physiology of various clinical conditions to explain presenting symptoms of clients across the lifespan.
2. Discuss the impact of various treatment options on the pathophysiology of various clinical conditions.
3. Integrate an understanding of pathophysiology into planning nursing care for clients.

RNSG 1323: Pharmacology

Class: 3 SCH

Course Description: This course introduces the basic mechanisms of drug actions, interactions, adverse effects, and nursing implications. Overview of major drug categories are reviewed. Roles of the nurse in safely administering medications using a legal frame are considered

Course Objectives:

1. Apply the purpose, side effects and contraindications of drug classes to selected clinical situations.
2. Use the nursing process and Clinical Judgment Measurement Model (CJMM) to plan safe, effective, culturally appropriate patient-centered care for clients receiving pharmacological therapy.
3. Use teaching-learning principles to provide appropriate patient education regarding specific drug therapy.
4. Apply legal and ethical principles in the provision of pharmacological therapies.
5. Practice communicating with members of the interprofessional team regarding pharmacological care, particularly when there is a discrepancy in physician order and/or best practice.

RNSG 2153: Mental Health Nursing

Class: 1 SCH

Course Description: This course focuses on the therapeutic relationship between the nurse and the client. Topics include adaptive and maladaptive behaviors and major psychiatric disorders which interfere with daily living, as well as best-practice strategies which improve the functioning of patients with psychiatric disorders.

Course Objectives:

1. Use therapeutic communication with clients and families experiencing mental health issues.
2. Use the nursing process and the Clinical Judgment Measurement Model (CJMM) as a framework to plan holistic care to clients and families experiencing mental health issues.
3. Integrate pathophysiology and psychopathology, signs and symptoms, complications, medications, and treatment options for clients dealing with mental health issues into nursing care.
4. Apply legal and ethical concepts into the practice of nursing to assist clients and families dealing with mental health issues.
5. Develop strategies to maintain professional boundaries with clients and families.
6. Evaluate the similarities and differences of symptoms and treatment of clients with mental health issues across the lifespan.
7. Evaluate the continuum of care available in the community for clients with mental health issues.
8. Assess the impact of social determinates of health on the care of those with mental illness.

RNSG 2160: Mental Health Nursing Clinical

Clinical: 1 SCH

Course Description: Students will provide safe and effective care to clients with mental health issues in inpatient or outpatient mental health services and acute care facilities in the partnering hospitals, implementing the content and skills presented in RNSG 2213 Mental Health Nursing.

Clinical Objectives:

1. Provide safe, effective compassionate nursing care to clients with mental health issues and their families, regardless of the clinical setting.
2. Administer psychiatric medications, providing necessary patient education to the clients and their families.
3. Work with the interprofessional team to coordinate care to provide the best

culturally appropriate treatment options across the care continuum for clients and families dealing with mental health issues.

4. Use both therapeutic and professional communication to care for clients and their families and work with members of the interprofessional team.
5. Maintain boundaries with all clients and families.
6. Reflect upon own performance, making plans for future professional growth.

RNSG 2255: Nursing Care of the Childbearing and Childrearing Family

Class: 2 SCH

Course Description: This course focuses on the needs of childbearing and childrearing families. Topics include general pediatric care, along with the normal processes of childbearing, and basic child development from birth to adolescence.

Course Objectives:

1. Apply role of the professional nurses and knowledge from family systems theory, developmental theories, and patterns of behaviors to the care of childbearing and child-rearing families.
2. Develop safe, effective, compassionate nursing care for the culturally diverse population of childbearing and childrearing families.
3. Compare the nursing care of a pregnant patient in the antenatal, intrapartum, and post-partum phases in maternity care.
4. Compare the nursing care of children of different ages and various childhood diseases.
5. Integrate teaching plans specific to patient-centered care, teaching prevention of illness, care of illness, and health maintenance for the childbearing and childrearing families.
6. Implement nursing knowledge within the legal, ethical, and regulatory standards of care for the childbearing and childrearing families in the clinical settings.
7. Initiate therapeutic communication skills for effective management and prioritization of care for the childbearing and childrearing family.
8. Analyze the impact on social determinates of care on mothers and children.

RNSG 2260: Nursing Care of the Childbearing and Childrearing Family Clinical

Clinical: 2 SCH

Course Description: Students will provide care to childbearing and child-rearing families, implementing the content and skills presented in RNSG 1412 Nursing Care of the Childbearing and Childrearing Family.

Course Objectives:

1. Assess the antepartum, intra-partum and post-partum mother and her infant, developing areas of concern to be addressed by nursing care.
2. Use the nursing process and the Clinical Judgment Measurement Model (CJMM) to provide safe, effective, compassionate nursing care to childbearing and child-rearing clients, integrating cultural, ethnicity, spiritual factors, and developmental stage into the plan of care.
3. Provide appropriate patient education for the childbearing and child-rearing families.
4. Communicate effectively with patients, families, and the interprofessional team.
5. Reflect upon own performance, making plans for future professional growth.

RNSG 1244: Complex Concepts of Adult Health

Class: 2 SCH

Course Description: This course focuses on the nursing care of adults with complex health problems. A focus on the nursing process is used to develop clinical judgment to implement appropriate nursing roles to develop safe, effective, and compassionate nursing actions in response to medical diagnosis, treatment, and pharmacology. Care of patients with serious infectious diseases will be considered.

Course Objectives:

1. Use the nursing process and the Clinical Judgment Measurement Module (CJMM) and nursing roles develop patient-centered care for adult clients suffering from complex health problems, including serious infectious diseases.
2. Compare and contrast the responses of the adult and older adult with complex health problems to care delivered.
3. Integrate legal and ethical principles, as well as cultural and spiritual diversity into the plan of care for clients and families with complex health care problems.
4. Use teaching-learning principles to provide appropriate patient education to clients and families with serious health problems.
5. Practice the use of Patient Protective Equipment in clients with communicable diseases.
6. Document care for clients with complex health problems, using available technology.
7. Evaluate the potential effectiveness of various strategies to work with the interprofessional team.

RNSG 1261: Complex Concepts of Adult Health Clinical

Class: 2 SCH

Course Description: Students will implement nursing roles to provide safe and effective care to clients in acute care facilities with complex health problems, implementing content and skills presented in RNSG 1244: Complex Concepts of Adult Health.

Course Objectives:

1. Use nursing roles, the nursing process and the Clinical Judgment Measurement Module (CJMM) to develop patient-centered care for clients suffering from complex health problems.
2. Collaborate with the client and interprofessional team to ensure continuity of care.
3. Use effective written, verbal, and nonverbal communication skills with the client, significant others, and the interprofessional team.
4. Function as a client advocate to promote quality care for clients with complex health care problems.
5. Use point-of-care technology to care for clients suffering from complex health problems.
6. Reflect upon own performance, making plans for future professional growth.

RNSG 2245: Advanced Concepts of Adult Health

Class: 2 SCH

Course Description: The focus of this course is the use of nursing roles, the nursing process and the Clinical Judgement Measurement Model (CJMM) to meet the psychosocial and physiological needs of clients with complex adult health problems and their families. Advanced knowledge, judgment, skills, and professional values within a legal/ethical framework.

Course Objectives:

1. Use appropriate nursing roles, the nursing process and the Clinical Judgment Measurement Module (CJMM) to develop safe, effective, and compassionate patient-centered care for adult clients suffering from complex and acute health care issues.
2. Compare the responses to treatment of adult and older adult clients suffering from complex health care issues.
3. Integrate legal and ethical principles, as well as cultural and spiritual diversity into the plan of care for clients and families with complex healthcare problems.
4. Explore the use of equipment and point-of-care technology routinely available in Intensive Care Units.

RNSG 2362: Advanced Concepts of Adult Health Clinical

Clinical: 3 SCH

Course Description: Students will use professional nursing roles provide safe and effective

care to clients in acute care facilities with acute or life-threatening health problems, implementing the content and skills presented in RNSG 1345: Advanced Concepts of Adult Health.

Clinical Objectives:

1. Use nursing professional roles, the nursing process and the Clinical Judgment Measurement Module (CJMM) to develop patient-centered care for clients suffering from acute or life-threatening healthcare problems.
2. Collaborate with members of the interprofessional team to provide safe care in local and global emergencies and pandemics.
3. Collaborate with the client, family and interprofessional health care team to ensure continuity of care.
4. Use effective written, verbal, and nonverbal communication skills with the client, significant others, and the interprofessional team.
5. Use teaching-learning principles to provide appropriate patient education to clients, as appropriate, and families with acute or life-threatening healthcare problems.
6. Function as a client advocate to promote quality care for clients with acute or life-threatening health care problems.
7. Document care for clients with acute or life-threatening healthcare problems using available technology.
8. Use point-of-care technology to care for clients with acute or life-threatening health care problems.
9. Reflect upon own performance, making plans for future professional growth.

RNSG 2142: Transition to Practice

Class: 1 SCH

Course Description: This course prepares students to pass the NCLEX-RN licensing examination, prepare a resume and interview effectively. Concepts such as delegation, staffing and scheduling, quality assurance, and use of clinical guidelines will be emphasized to help students move successfully into clinical practice as a registered nurse.

Course Objectives:

1. Prepare for the NCLEX-RN licensing examination.
2. Evaluate the evolving practice roles for nurses in response to trends in nursing and healthcare.
3. Develop a resume and a plan for interviewing.
4. Discuss the quality assurance process.
5. Evaluate the use of clinical guidelines.
6. Develop a 5-year plan for professional growth, including educational, and practice goals.

RNSG 2463: Transition to Practice-Clinical

Clinical: 4 SCH

Course Description: Students will collaborate with a preceptor to integrate knowledge from previous courses into nursing practice. The students' focus of the clinical experience will be on the enhancement of their clinical judgment in a variety of clinical experiences, skill in working with the interprofessional team, increase their abilities to care for multiple patients and developing career goals for the future.

Course Objectives:

1. Collaborating with a preceptor, provide safe, effective care for an increasing number of clients in an assigned unit.
2. Use delegatory rules to work with UAPs.
3. Communicate effectively with members of the interprofessional team.
4. Participate in a quality management project on assigned unit.
5. Reflect upon own performance, making plans for future professional growth.

Disclosure:

The Texas Higher Education Coordinating Board has granted a Certificate of Authority to Texas School of Health Sciences to award the degree listed below:

Associate of Applied Science in Nursing

This certificate does not constitute accreditation; the issuance of this certificate attests only that the institution has met the Board's standards established for nonexempt institutions.

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