



RNSG 2230 - Professional Nursing: Review and Licensure Preparation 401 Course Syllabus

Description

Review of concepts required for licensure examination and entry into the practice of professional nursing. Includes application of National Council Licensure Examination for Registered Nurses (NCLEX-RN) test plan, assessment of knowledge deficits and remediation. This course lends itself to either a blocked or integrated approach.

Prerequisites Completion of ADN Levels 1,2, and 3

Corequisites [RNSG 2539](#), [RNSG 2138](#), [RNSG 2363](#)

Credits 2

Lecture Hours 1

Lab Hours 3

Extended Hours 0

Contact Hours 64

State Approval Code CIP 51.3801

Instructor Name Dr. Kristi Burns & Ms. Charde Salone

Semester/Year Spring 2025

Meeting Time and Location

Online—students are expected to spend at least 16 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an

academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

Use of generated AI Permitted under some classroom circumstances with permission.

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes

The purpose of this course is to apply knowledge, skills, and understanding of critical concepts required for entry into professional nursing. Students will demonstrate individual competency level applicable to nursing concepts and to professional nursing concepts. Students will exhibit readiness for licensure examination.

Learning Outcomes

1. Demonstrate critical concepts required for entry into professional nursing
2. Evaluate individual competency level applicable to nursing content areas
3. Exhibit readiness for licensure examination

Specific Course Objectives (includes SCANS)

After studying all materials and resources presented in the course, the student will be able to:

1. Demonstrate knowledge, skills, and understanding of critical nursing concepts required for entry into professional nursing. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i,ii, iii, iv, v, 2; a; i, ii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
2. Evaluate individual competency level application of nursing concepts and professional nursing concepts. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i,ii, iii, iv, v, 2; a; i, ii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

- Exhibit readiness for the NCLEX licensure examination. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

Course Content

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

Unit 1: Assessment of Learning Opportunities

Topic	Resource
NCLEX Blue Print	NCSBN website
Study skills/review of question type	NCSBN Canvas PPT
Hesi Remediation	Evolve remediation, past HESI scores
Case Studies	Evolve website
HESI Reviews	Evolve website
Register for Licensing	Texas BON; Louisiana BON
Texas Jurisprudence Exam or course	Texas BON

Unit 2: NCLEX Practice Tests

Topic	Resource
Comprehensive Practice Exam 1	Evolve
Comprehensive Practice Exam 2	Evolve
Comprehensive Practice Exam 3	Evolve
Multidisciplinary Quiz Practice	Evolve
Multidisciplinary Assignment Quiz	Evolve

Unit 3: Hurst Live NCLEX review

Topic	Resource
NCLEX Content	Hurst review book 3 day live review access to on-line resources

Unit 4: Hesi Live Review

Topic	Resource
NCLEX content (the Blue Print)	NCSBN website, HESI review book and workbook
HESI NCLEX Live Review	3 day live review

Unit 5: HESI Exams

Topic	Resource
TX Concept-Based Curriculum Level 1	TX Concept-Based Curriculum Level 1 practice test Evolve, practice questions
TX Concept –Based Curriculum Level 2	TX Concept –Based Curriculum Level 2 practice test
TX Concept –Based Curriculum Level 3	TX Concept –Based Curriculum Level 3 practice test Evolve, practice questions
HESI CAT	Evolve
HESI RN Exit Exam (TBA)	All ADN learning resources

Students in all sections of this course will be required to:

- Completion of assignments by due date.
- Preparation and active participation in class and on-line.
- Completion of outside readings and assignments.
- Compliance with all rules and regulations as outlined in current Department of Nursing Student Handbook and Panola College Catalog. This includes academic integrity. Each student MUST turn in

their own work, including exams. If this is not done, turning in work done by someone else and/or submitting exams with prior knowledge of questions not given by instructor, will be grounds for a review of conduct and a zero on the exam.

- In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students will be required to join and participate in ZOOM classes at scheduled class time for the semester. Students will complete and submit all online assignments as instructed through the Canvas course.

Methods of Instruction/Course Format/Delivery

The course is offered online and utilizes various online resources for instruction. Methods of instruction include discussion board participation, internet resources, Canvas assignments and activities, computer instruction, independent study, case studies, videos, podcasts, voice-over lecture, and group assignments. The live reviews in the course will be face to face at Panola College Carthage Campus.

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

Each assignment listed for each unit under "Course Content" on this syllabus must be completed and submitted by the posted due dates on Canvas (Pass/Fail).

Assessments

HESI RN Exit Exam

Course Grade

The grading scale for this course is as follows:

- "Pass" for all assignments
- Pending a "pass" is received for all assignments, the final course grade will be based on the score received on the HESI RN Exit Exam which is administered at the end of the semester.

900 or greater on the HESI RN Exit Exam	= A
800-899 on the HESI RN Exit Exam	= B
Less than 800 on the HESI RN Exit Exam	= C

Texts Materials, and Supplies

Nursing Concepts Online for RN, 3 rd Edition, Texas Version access card	Required (Bundle)	Elsevier	Elsevier	3e
Concepts for Nursing Practice, 3rd Edition	Required (Bundle)	Giddens	Elsevier	3e
Medical-Surgical Nursing, 12th Edition	Required (Bundle)	Harding	Elsevier	12e
Maternal-Child Nursing, 6th Edition	Required (Bundle)	McKinney	Elsevier	6e
Fundamental of Nursing, 11th Edition	Required (Bundle)	Potter	Elsevier	11e
Varcarolis' Foundations of Psychiatric-Mental Health Nursing, 9th Edition	Required (Bundle)	Halter	Elsevier	9e
HESI Comprehensive Review for the NCLEX-RN Examination w/ access 7/e	Required	HESI	Elsevier	7E

	(Bundle)			
Mosby's Manual of Diagnostic and Laboratory Tests	Required (Bundle)	Pagana	Elsevier	7e
Gahart's 2024 IV Medications	Required (Bundle)	Collins	Elsevier	
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis	
Custom Texas Nursing concept Based Curriculum	Required (Available on CANVAS Course)	Texas Nursing Concept Based Curriculum Consortium		
Mosby's Dictionary of Medical, Nsg & Allied Health	Optional	Mosby	Elsevier	

Required Readings

All required readings and recommended readings will be posted on your Canvas course each week.

Recommended Readings

All required readings and recommended readings will be posted on your Canvas course each week.

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

SCANS Criteria

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
 - a. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v. Speaking: Organize ideas and communicate orally.
 - b. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i. Creative Thinking: generate new ideas.
 - ii. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii. Problem Solving: recognize problems and devise and implement plan of action.

- iv. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
- v. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
- vi. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
 - i. Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v. Integrity and Honesty: choose ethical courses of action.
- 2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
 - a. Resources: A worker must identify, organize, plan, and allocate resources effectively.
 - i. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b. Interpersonal Skills: A worker must work with others effectively.
 - i. Participate as a Member of a Team: contribute to group effort.
 - ii. Teach Others New Skills.
 - iii. Serve Clients/Customers: work to satisfy customer's expectations.
 - iv. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
 - v. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
 - vi. Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
 - c. Information: A worker must be able to acquire and use information.
 - i. Acquire and Evaluate Information.
 - ii. Organize and Maintain Information.
 - iii. Interpret and Communicate Information.
 - iv. Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer databases to research a report; use a computer spreadsheet to develop a budget.
 - d. Systems: A worker must understand complex interrelationships.
 - i. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
 - ii. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
 - iii. Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e. Technology: A worker must be able to work with a variety of technologies.
 - i. Select Technology: choose procedures, tools or equipment including computers and related technologies.
 - ii. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
 - iii. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.