

**THE UNIVERSITY OF TEXAS AT TYLER  
COLLEGE OF NURSING**

**CONCEPTS AND THEORIES  
NURS 3205**

**Fall 2008**

**Helene Hakim MSN, RN**

Clinical Instructor  
LUC 227  
903-663-8227  
[hhakim@uttyler.edu](mailto:hhakim@uttyler.edu)

**Kathy Deardorff MSN, RN**

Clinical Instructor  
BRB2145  
903-566-7029  
[kdeardor@uttyler.edu](mailto:kdeardor@uttyler.edu)

**Patricia Keeling, MSN, RN**

Clinical Instructor  
BRB2050  
903-565-5558  
[pkeeling@uttyler.edu](mailto:pkeeling@uttyler.edu)

**Judy Kraft, MSN, RN**

Clinical Instructor  
PAL 120  
903-727-2314  
[jkraft@uttyler.edu](mailto:jkraft@uttyler.edu)

**Carol Price, MSN, RN**

Clinical Instructor  
BRB2280  
903-566-7027  
[cprice@uttyler.edu](mailto:cprice@uttyler.edu)

The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

Approved by FO: 10/02

[University Policies referenced in Syllabus can be found at:  
<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>.

**MASTER SCHEDULE**

All the Weeks Start on Tuesday at 9 am &amp; end on Monday at 5 pm

Date	Unit	Topic	Assignments	Quizzes
09/02/08 (3-5 pm) Each campus instructor	1	IN CLASS Course Orientation; Blackboard Orientation; & Library Resources	Bring textbook and syllabus to class. Sign and turn in Affirmation and Recording Devices forms.  <a href="#">Begin Literature Search for Scholarly Nursing Journal</a> – let your instructor know if you are having problems	<b>Unit 1 Quiz</b> Available 9am today until 5pm on 09/08/08
09/09/08 Hakim	2	Becoming a Nurse	<b>Unit 1/2 GDB Assignment</b> Due by 5pm on 09/13/08. Respond to two of your peers by 5pm on 09/15/08	<b>Unit 2 Quiz</b> Available 9am today until 5pm on 09/15/08
09/16/08 Hakim	3	Professional Writing Using APA Format - Use APA Manual as you listen to this week's lecture & Introduction of how to complete Scholarly Nursing Paper	<b>*Scholarly Nursing Journal Article due by 9am on 09/16/08.</b> May be submitted earlier. (Submission after 9am today results in 5 point deducted from Scholarly Nursing Paper) May submit article on <a href="#">Module 2</a> assignment link, email or hardcopy. <u>Save in PDF format if possible.</u>	<b>APA Quiz</b> Available Until 5pm on 09/29/08. <b>Must achieve a 80%</b> (for score to count?); <b>can retake as often as needed until due date</b>
09/23/08 Kraft	4	History & Social Context Educational Patterns	Remember to work on <a href="#">Scholarly Nursing Paper</a> Due in 2 weeks	<b>Unit 4 Quiz</b> Available 9 am today until 5pm on 09/29/08
09/30/08 Kraft	5	Nursing Today Professionalization	Remember to work on <a href="#">Scholarly Nursing Paper</a> Due in 1 week	<b>Unit 5 Quiz</b> Available 9 am today until 5pm on 10/06/08
10/07/08 Hakim	6	Critical Thinking Scope & Standards of Practice	<b>*Scholarly Nursing Paper Due by 9am on 10/07/08.</b> May be submitted earlier. Submission after 9am today results in 5 points deducted for each day late. May submit paper on <a href="#">Module 5</a> assignment link, email or hardcopy. Save as RTF file. <b>Unit 5/6 GDB Assignment</b> Due by 5pm on 10/11/08. Respond to two of your peers by 5pm on 10/13/08	<b>Unit 6 Quiz</b> Available 9 am today until 5pm on 10/13/08
10/14/08 Deardorff	7	Ethical Aspects of Nursing		<b>Unit 7 Quiz</b> Available 9am today until 5pm 10/20/08
10/21/08 Hakim	8	Legal Issues in Nursing	<b>Unit 7/8 GDB Assignment</b> Due by 5pm on 10/25/08; Respond to two of your peers by 5pm on 10/27/08.	<b>Legal/Jurisprudence Quiz</b> Available Until 5pm on 11/03/08. <b>Must achieve a 90%; can retake as often as needed until due date.</b>
10/28/08 Hakim	9	Conceptual & Philosophical Bases	Start working on <a href="#">Personal Nursing Philosophy</a> will be due in 2 weeks	<b>Unit 9 Quiz.</b> Available 9am today until 5pm on 11/03/08
<b>10/31/08</b>			<b>LAST DAY TO DROP WITH A "W"</b> recorded on your transcript	
11/04/08 Deardorff	10	Caring and Therapeutic use of Self	Remember to work on <a href="#">Personal Nursing Philosophy</a> will be due in 1 week	<b>Unit 10 Quiz</b> Available 9am today until 5pm on 11/10/08
11/11/08 Kraft	11	Illness & Culture	<b>Personal Nursing Philosophy due by 9am on 11/11/08.</b> May be submitted earlier. Submission after 9am today results in 5 points deducted for each day late. May submit paper on <a href="#">Module 10</a> assignment link, email or hardcopy. Save as RTF file. <b>Unit 10/11 GDG Assignment</b> Due by 5pm on 11/15/08. Respond to two of your peers by 5pm on 11/17/08	<b>Unit 11 Quiz</b> Available 9am today until 5pm 11/17/08
11/18/08 Deardorff	12	Nursing Theory		<b>Unit 12 Quiz</b> Available 9am today until 5pm on 11/24/08
11/24/08		<b>HAPPY THANKSGIVING!</b>		
12/02/08 Deardorff	13	Science of Nursing & Evidence Based Practice.	<b>Unit 12/13 GDB Assignment</b> Due by 5pm on 12/06/08; Respond to two of your peers by 5pm on 12/08/08	<b>Unit 13 Quiz</b> Available 9am today until 5pm 12/08/08
12/09/08 Hakim	14	Political Activism Future Challenges		<b>Unit 14 Quiz</b> Available 9am today until 5pm 12/15/08
12/16/08	15	Complete Faculty & Course Evaluations		

## NURS 3205 - Concepts and Theories in Nursing

### **SEMESTER CREDIT HOURS**

Two (2) hours didactic

### **PREREQUISITES**

Permission from Pre-Nursing Advisor.

### **COURSE DESCRIPTION**

Theories and concepts related to nursing as a discipline are presented. Emphasis is on the four main concepts of person, environment, health, and nursing. Course assignments facilitate development of critical thinking skills, written communication skills, self-awareness, and the professional values that are fundamental to the profession.

### **COURSE OBJECTIVES**

Upon successful completion of the course, students will:

1. Analyze the elements of reasoning that involve critical thinking as it applies to the nursing care of the patient.
2. Explore transcultural communication in nursing.
3. Integrate indicators of professionalism into personal behaviors.
4. Discuss the role of research in nursing practice.
5. Identify the major concepts in nursing.
6. Define and differentiate nursing and non-nursing theories useful in nursing practice.
7. Describe the functions of the nurse in a variety of professional roles.
8. Relate the philosophical components of interpersonal caring to the practice of professional nursing.
9. Relate the historical, moral, bioethical, and legal aspects of professional nursing to the changing health needs of society.

### **REQUIRED TEXTS**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author. (ISBN: 1-555798-810-2)

American Nurses Association. (2004). *Nursing: Scope & standards of practice*. Washington, DC: Author. (ISBN: 1-55810-215-9)

Chitty, K. K., & Black, B.P. (2007). *Professional nursing: Concepts and challenges* (5<sup>th</sup> ed.). St. Louis, MO: Elsevier Saunders. (978-1-4160-4473-4)

College of Nursing and Health Sciences. (Current edition). *BSN/MSN guide for nursing students*. Tyler: The University of Texas at Tyler. (The *BSN/MSN guide* can be accessed online at <http://www.uttyler.edu/nursing/studenthandbook.pdf>.)

## **SYLLABUS**

NURS 3205: Fall 2008– Concepts and Theories in Nursing available on Blackboard. (Please note required readings and objectives will be posted to the weekly modules Blackboard).

## **UNIVERSITY POLICIES**

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

### **1. Grade Replacement/Forgiveness**

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

### **2. State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date). Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.

Petitions for exemptions must be submitted to the Registrar's Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar's Office if you have any questions.

### **3. Disability Services**

In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

### **4. Student Absence Due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **5. Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **6. Social Security and FERPA Statement:**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g. via email) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

## **COURSES ASSIGNMENTS AND GRADING POLICY**

Completion of NURS 3205 is based on satisfactory attainment of all course criteria. Any student failing to meet the course objectives and expectations must repeat the course and may not progress to the next level.

### **A. Grading Policy**

1. Grades will not be rounded when calculating the average (74.5-74.9 is not rounded to 75).
2. Course grades will be calculated based on the following assignments and assigned weights. The values are:

40%---Quiz Grades (14 Quizzes; Quiz 1=1%; 13 Quizzes @ 3% each)  
 20% - Discussion Board Participation (5 Discussion Board Answers & Responses @ 4% each)  
 30% - Scholarly Nursing Paper  
10% - Nursing Philosophy  
 100% TOTAL

3. Letter grades will be assigned according to the following scale:

A 90 -100  
 B 80-89  
 C 75-79  
 D 60-74  
 F 60 and below

Approved FO: Fall 1999

### **B. Paper/Assignment Re-grading Policy**

Student assignments will not be re-graded, either at the Undergraduate or Graduate I level. At the instructor's discretion, a draft may be written for review.

### **C. Academic Integrity**

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. All students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at [www.uttyler.edu](http://www.uttyler.edu); click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.
3. Plagiarism, cheating and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for Definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the Regent's Rules.

## **STUDENT DRESS CODE FOR THE UNIVERSITY OF TEXAS AT TYLER COLLEGE OF NURSING**

### **1. General**

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are

offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

## 2. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid- thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

## 3. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

## 4. Items to be avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

## COURSE INFORMATION

### A. General

1. Unit modules will be posted on Blackboard a minimum of two (2) working days prior to class.
2. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
3. The *BSN/MSN Nursing Student Guide* is available on the CON website at <http://www.uttyler.edu/nursing/>. The student must sign the statement indicating they have accessed the guide and return the signed Student Guide Affirmation Form to the program secretary for placement in the student file.
4. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03)

### B. Expectations of Students in Nurs 3205

1. Students are expected to have read and prepared for discussion and interaction about the content according to the objectives.
2. Participation in course learning activities which will focus on application of concepts presented in required reading.
3. All students must have access to the Internet, either through personal resources or through the University of Texas at Tyler.
4. Handouts/outlines, any other required course materials will be placed on Blackboard.
5. Students are responsible for all course assignments and content, including announcements posted in Blackboard.
6. **Students are expected to check their university email at least every 3 working days.** Since this is an online course much of the communication from faculty will be through Blackboard and email.
7. All assignments will be turned in on the date assigned unless prior arrangements have been made with the faculty. Late work will only be accepted at the discretion of the faculty. *A five (5) point deduction will be taken for each day the assignment is late.*

### C. Expectations of Faculty in Nurs 3205

1. Post class materials in a timely manner. Discussion questions will be posted at the beginning of each week.
2. Respond to student emails and discussion board questions in a timely manner. This will usually be within 1 working day. If you do not have an answer to your question after 2 working days, please contact us again because we may not have received your email. **[Students are asked to put Course Number (NURS 3205) along with issue in subject line in any emails to faculty].**
3. Be available during posted office hours.

### D. Unit Quizzes

1. Each Unit will have a quiz over the content covered in the respective unit. There are 14 quizzes to be taken on Blackboard throughout the semester. Quizzes for each respective unit will be posted at 9am on Tuesday and will be up until the following Monday night at 5pm.
2. The **Unit 1 Quiz** is meant to help you get oriented to the course and to taking quizzes on Blackboard. You will be able to use your syllabus, textbook, notes and other reference materials. It will consist of 10 questions and you will be able to take it as many times as you choose during the assigned week. The Unit 1 Quiz is worth 1% of the grade; All other quizzes are worth 3% of the grade
3. The **APA Quiz (Unit 3)** will consist of 20 questions. You will have two weeks in which to take it and will be able to use your textbook, notes and other reference materials. You are to take it until you achieve a grade of 80%. Failure to make 80% on the APA quiz will result in a 5 point deduction from the Scholarly Nursing Paper.
4. The **Legal/Jurisprudence Quiz (Unit 8)** will consist of 25 questions. You will have two weeks in which to take it and will be able to use your textbook, notes and other reference materials. You are to take it until you achieve a grade of 90%. Failure to make 90% on the Legal/Jurisprudence Quiz will result in a grade of 0% for the quiz which will not be replaced. .
5. All other quizzes will consist of 10 questions and you will have a maximum of 20 minutes in which to take each one. These quizzes will be available from 9am Tuesday until 5 pm Monday of the week the respective content is posted. When you are ready to take the quiz, you will need to find a quiet place with reliable Internet access where you will not be interrupted for 20 minutes. You are to take the quiz alone without assistance of books, notes, or other reference materials. There is not enough time to use outside resources so be sure that you are academically prepared when you take each quiz.
6. Should you have a reason to miss the quiz or should you experience technological difficulties while taking the quiz, it is your responsibility to contact the instructors no later than 12 noon on the following Tuesday (The day after the quiz goes down). Should you be allowed to make up the quiz, you will have until Wednesday at 5pm to do so.
7. Instructors will post concept reviews of the items most missed as an announcement by the Thursday on the week following the respective quiz.
8. Students will have the opportunity to replace one of their lowest quiz grades with a 100% by attending a professional meeting or completing an optional assignment. [Will not be able to replace the grade for the APA or Legal/Jurisprudence Quizzes.] Requirements include a short essay about the meeting and a faculty signature or satisfactory completion of the Optional Assignment Form. (See Course Documents on Blackboard for the Professional Meeting Form and/or the Optional Assignment Form.)

## E. Course Assignments

### GROUP DISCUSSION BOARD (GDB) PARTICIPATION

Students in the course will be assigned to groups to keep the course manageable. You are required to participate in **Five** discussion questions posted on the Group Discussion Board Site.

1. The purpose of the Discussion Question Assignment is to provide the student with the opportunity to explore, discuss and debate the information covered in the assigned readings and presented in the classroom lectures/discussions.
2. Students are expected to monitor discussions during the selected weeks. Faculty grading will be based upon quality of discussion, substance, relevance, logic and support of argument and show evidence of synthesis of assigned readings, and classroom lectures/discussion.
3. You are expected to post your **answer** on the GDB site by 5pm on the **Saturday** of the weeks that Discussion Questions are assigned. You will read your group's answers and respond to at least two of your group members by 5pm on **Monday**. The response to your group peers should be a quality response/ critique.
4. Students are reminded that professionalism can be reflected in the quality of their writing and are asked to be cognizant of grammar and spelling.
5. To locate your group click on the Group's Tab on left side of Blackboard Site. Your group will be the one that is hyperlinked for you and that is the only group to which you will have access.
6. Please see the following grading rubric.

Grading Criteria	Points	Scoring
Frequency of Contributions	2	2 x __ =
Timeliness	1	1 x __ =
Quality of Discussion	10	10 x __ =
Scholarly Work	3	3 x __ =
Collegiality	1	1 x __ =
Professionalism	3	3 x __ =
<b>Total Score</b>	<b>20 pts X 5 = 100</b>	

### Grading Criteria for Discussion Board

Dimension	Quality			
	5- Outstanding	4- Satisfactory	2-Marginal	0-Unsatisfactory
Frequency of Contributions (2 points)	More than two responses to other students' postings.	Two responses to others' postings.	Less than two responses to others' postings.	No responses to others' postings.
Timeliness/Punctuality (1 point)	Posts initial response within 3 days of discussion topic introduction. Responds to at least 2 other students within 3 days of the other students' postings.	Posts initial response within 5 days of discussion topic introduction. Responds to at least 2 other students within 3 days of other students' postings.	Posts initial response within 7 days, does not respond to 2 other student postings within 5 days of the other students' postings.	Posts are made at the last minute leaving no time for others to respond.
Quality of Discussion (10 points)	Provides specific details with clearly described concrete examples from clinical experience and nursing literature to support topic. Focuses on topic, is purposeful and reflects insight. Organized with logical progression of ideas	Provides some evidence relevant to the topic but support is not well developed. Focused with few loosely related ideas. Occasional lack of organization	Cites only examples from personal experiences. Provides little evidence from resources. Does not add substantively to the discussion. Focus is disjointed with extraneous or loosely related ideas.	Discussion amounts to social conversation with little development of supporting ideas.  Lacks organization, completeness Incoherent
Scholarly Work (4 points)	Uses required number and appropriate references with correct APA format	Uses required number but not appropriate reference(s) with one or two APA errors	Uses less than required number and not appropriate reference(s) with three to five APA errors	Uses less than required or no references and numerous APA errors
Collegiality in responses (1 point)	Displays sensitivity and respect for other's opinions. Uses language that is kind, encouraging to classmates. Shows evidence of accepting diverse points of view. Always exhibits positive, supportive attitude toward peers.	Generally displays sensitivity and respect for classmate's opinions and posting. Generally exhibits positive, supportive attitude toward peers.	Lack of encouraging statements to others. Language could be misinterpreted. Sometimes exhibits positive, supportive attitude toward peers.	Makes insensitive or inflammatory statements. Non-participatory, disruptive, or rude.
Professionalism/spelling & grammar (2 points)	No errors in grammar or spelling	There are one or two grammar or spelling errors	There are three to five grammar or spelling errors	There are numerous mistakes in grammar or spelling

### Scholarly Nursing Paper

#### A. Scholarly Nursing Journal Article

1. The faculty have selected appropriate scholarly journal articles. The University of Texas at Austin Library Web Page (2006) describes a scholarly journal as...“different from a magazine or other periodical because it’s a respected forum in which scholars share their research. The articles in journals are usually peer reviewed, and can be taken as legitimate scholarly knowledge” (§ 1).
2. You are to review the titles found in a file under Course Documents. Choose one article that is of interest. Enough information is provided for you to locate the article from the UTT library databases. You should have time during the orientation to locate the article.
3. Download the article and submit as a PDF or RTF file under Unit 3 article or email to your instructor for approval.
4. If not received by 9 am on 9/16, 5 points will be deducted from your concept paper.
5. The article is the basis for the Scholarly Nursing Paper.

#### B. Scholarly Paper

1. Focus of the paper is to critique a scholarly article using APA guidelines
  - a. A standard format for written paper is used to present the written paper in an orderly and logical manner.
    - Title page (see example p.13)
    - Introduction  
What topic did you choose? Why is it interesting to you? One paragraph should be enough
    - Discussion  
Highlight the most significant information from your article. Discuss your opinions on the topic/information from the article. Use your textbook to add any more information or support to the discussion?
    - Conclusion  
End with a two or three sentence summary of topic, emphasizing why it is relevant.
  - b. A well- written paper also involves checking grammar, spelling and punctuation.
    - Avoid use of “We, as nurses..... and the medical field.....” Just use the word nurse(s) and healthcare or healthcare field or nursing practice
    - Use a spellchecker....remember that they don’t catch all mistakes so reread
      - “When considering nursing as a hole.....”
      - Proofread, proofread, proofread
2. The paper must be computer generated, using APA style (APA 5<sup>th</sup> ed.).
3. A minimum of 2 references for the paper is required. This includes your article and textbook or other reference not more 5 years old.
4. The main discussion must include within the body of the text (review information from lecture):
  - one direct quote
  - one block quote
  - one paraphrased quote.
  -
5. The body of the paper must not exceed 3 pages of text (not including cover page or reference page).
6. Be sure to have at least one independent reader examine your paper for correct grammar, punctuation, and APA formatting of paper and of Reference List.
7. The UTT Writing Center is a resource. Be sure to make an appointment with the Writing Center – advanced appointment required.

8. If you have questions regarding APA, post it on the Discussion Board, under Course Related Questions not under your Groups, so all students can review the content. They may have the same question and may even have the answer. Faculty will check the Discussion Board to provide assistance.
9. Be sure to highlight the quotes and paraphrased areas in your article and copy the content from your textbook or other reference.
10. Use the Grading Criteria found on p. 12 as a guide when preparing your paper.

### **Statement from the Writing Center**

Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903-565-5995.  
[www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter).

***A copy of the nursing journal article and any other sources will be turned in with the completed paper. Please submit the paper as a RTF file to the Unit 5 link or email to your instructor by 9 am on 10/7.***

**GRADING CRITERIA FOR SCHOLARLY NURSING PAPER**

Name: \_\_\_\_\_

Fall 20\_\_ Spring 20\_\_

Criteria	Pts.	Earned Pts	Comments
Scholarly <b>NURSING</b> Journal Article Submitted to Assignment Link Submit a Copy of Journal Article to Assignment Link under Module 2 by <b>9 am on 09/16/08</b> . <u>Please put your name and group instructor's name in subject line.</u>	5		
Introduction What topic did you choose? Why is it interesting to you? One paragraph should be enough.	5		
Discussion Highlight and/or summarize the most significant information from your article. Discuss your opinions on the topic/information from the article. Does the textbook have any more information to add to the discussion?	30		
Conclusion End with a two or three sentence summary of topic, emphasizing why it is relevant.	5		
<b>APA Format:</b> Cover page (4) Margins (1) Spacing (2) Pagination (1) Indentation (1) Quoting/Paraphrasing 1 direct (3) 1 block quote (3) 1 paraphrase (3) Reference page - 2 references (5) Subheadings: 2 level subheadings (2)	25		
<b>Grammar and Mechanics:</b> (Note 1 point will be deducted for each error for up to a total of 25 points.) Elements of general grammar Grammatical errors specific to the following areas: Agreement of subject and verb; subject and pronoun; verb tenses Complete sentences; No run on sentences Spelling Punctuation Capitalization Abbreviations <b>Maximum 3 pages of text</b>	25		
Please note even if you have gone to the Writing Center, you will be graded by the criteria as listed here.			
<b>APA Quiz &amp; Submitting to Assignment Link</b> Minimum of 80% on APA quiz and <u>Submitted to the Assignment Link as RTF File Under Module Five (5) by Due Date and Time with Name, Group Instructor's Name, &amp; Concepts Paper on Subject Line</u>	5		
<b>TOTAL</b>	100		
<b>Note 5 points will be deducted for each day the assignment is late.</b> <b>DUE DATE: October 7, 2008 @ 9 am to assignment link under Module 6</b>			

Faculty Evaluator \_\_\_\_\_ Grade \_\_\_\_\_

One or Two Words of Title 1

*(Click view, then header and footer, type one or two words and start with page 1, then close.)*

Running head: TITLE OF PAPER IN CAPITAL LETTERS

EXAMPLE

OF  
TITLE  
PAGE  
FOR  
ALL  
PAPERS

*(scroll down approximately 10 spaces)*

Title of Your Paper

Your Name

Nurs 3205

College of Nursing

University of Texas at Tyler

*(Use typeface 12-pt Times Roman*

*Do not use a compressed typeface or any settings that would decrease the spacing between letters or words)*

**YOUR NURSING PHILOSOPHY PAPER**

1. In no more than 2 pages (double spaced with one inch margins) discuss your personal philosophy of nursing regarding the metaparadigm concepts of patient, nursing, health and environment. (Please note you must discuss all 4 concepts. Each concept is worth 14 points).

2. This is to be six paragraphs from your own thoughts. (We discourage any quoting in this paper. If you choose to quote from other sources you will be expected to follow APA format for citing and referencing outside sources.) You should have an introduction, one paragraph per concept, and a conclusion. Consideration will be given to the quality and depth given to each concept.

**GRADING CRITERIA FOR PERSONAL NURSING PHILOSOPHY PAPER**

Name: \_\_\_\_\_

Fall 20\_\_ Spring 20\_\_

Criteria	Possible Points	Earned Points	Comments
Introduction	5 points		
Patient (14pts) Nursing (14pts) Health (14pts) Environment (14pts)	56 points		
Conclusion	5 points		
<b>APA Format</b> Title Page (4 pts) Margins (2pts) Spacing (2pts) Pagination (1pt) Indention (1pt) Subheadings (2 levels) (4 pts)	14 points		
<b>Grammar and Mechanics:</b> (Note: 1 point will be deducted for each error up to a total of 20 points.) Elements of general grammar Grammatical errors specific to the following areas: Agreement of subject and verb; subject and pronoun; verb tenses Complete sentences No run on sentences Spelling (1 pt. will be deducted for each misspelled word) Punctuation Capitalization Abbreviations	20 points		
<b>TOTAL</b>	100 points		
<b>Note 5 points will be deducted for each day the assignment is late</b> <b><u>Due Date: Nov 11, 2008. Please submit as RTF file to Assignment Link under Module 10.</u></b>			

**UNIT 1**  
**COURSE, BLACKBOARD, & LIBRARY ORIENTATION**

**OBJECTIVES:**

1. Review course objectives and requirements.
2. Review guidelines related to professional development, behavior, and progression in the College of Nursing and Health Sciences.
3. Identify the purpose and understand the importance of this course.
4. Describe methods for on-line library searches.
5. Document information retrieved on-line and through library searches.

**ASSIGNMENTS:**

1. Bring to class a copy of the syllabus
2. Review before class the College of Nursing and Health Sciences. (Current edition). *Guide for Baccalaureate Students*. The handbook can be reviewed online at <http://www.uttyler.edu/nursing/undergrad/documents/BaccalaureateStudentGuideF08.pdf>  
[You will be asked to read certain sections of the handbook during the semester.]
3. Sign Student Affirmation Form, the Audio/Video Recording Agreement as provided in the and the Affirmation form for the *Guide for Baccalaureate Students* (See #2 above) as found in the Appendix of syllabus and turn in to course faculty at Orientation or follow the instructions for submitting them electronically as provided in the Unit 1 Module.
4. Computer lab literature search activity to be prior to class. Print off the Library Orientation Exercise as provided in the Unit 1 Module and follow the instructions. Bring any questions or problems encountered in your search to orientation. {This activity is meant to help you find the scholarly journal article on which you will base your scholarly nursing paper. Please make note of the list of recommended articles posted under the Course Documents Tab}
5. Enroll into BlackBoard site for course by end of class orientation day.
6. Netiquette
  - A. If you have not reviewed *The Core Rules of Netiquette* for any other course, please take the time to do it now at <http://www.albion.com/netiquette/corerules.html>
  - B. Then you can take the Netiquette Quiz at <http://www.albion.com/netiquette/netiquiz.html> . There is no grade with this quiz but you will learn something new and is reflected in your group discussion board grades.

**LECTURE:**

1. Read lecture materials
2. View video streams

**GROUP DISCUSSION BOARD ASSIGNMENT**

There will be a discussion question related to Units 1/2 posted under Unit 2: Becoming a nurse.

**QUIZ:**

Unit 1 Quiz is a practice quiz so you can learn the process of taking quizzes on-line. It is worth only 1% of the grade. It is open book and not timed and you can take it as many times as you like between 9am on 09/02/08 until 5pm on 09/08/08.

**THE REQUIRED READINGS AND OBJECTIVES FOR THE REMAINING UNITS WILL BE POSTED TO THE BLACKBOARD SITE FOR THE COURSE UNDER THE RESPECTIVE MODULE**

**UNIT 2**  
**BECOMING A NURSE**  
**COLLEGE OF NURSING CONCEPTUAL FRAMEWORK**

**OBJECTIVES:**

1. Describe the benefits of defining nursing and begin to develop one's own definition.
2. Recognize the impact of historical, social, and political events on definitions of nursing.
3. Discuss the variety of roles nurses hold within the health care team.
4. Discuss how students' initial images of nursing are transformed through professional education and experiences.
5. Differentiate between formal and informal socialization and identify factors that influence an individual's professional socialization.
6. Describe two developmental models of professional socialization.
7. Differentiate between the elements of professional socialization that are the responsibility of nursing programs and those that are the individual's responsibility.
8. Describe strategies to ease the transition from student to professional nurse.
9. Recognize the important components of the Conceptual Framework at The University of Texas at Tyler College of Nursing and Health Sciences.

**ASSIGNMENTS:**

Read:

- a. Textbook: Chitty & Black (2007): Chapter 6 and pages 361-364
- b. *Guide for Baccalaureate Students*, Conceptual Foundations & Conceptual Framework, (p. 7-12) {Note page numbers may change with additions and deletions to the handbook. Look for the topics being discussed to confirm the appropriate page numbers} (The handbook can be reviewed online at <http://www.uttyler.edu/nursing/undergrad/documents/BaccalaureateStudentGuideF08.pdf>)
- c. Alu, D. (2005, September) Always a nurse. *News-Line for Nurses*, p. 4-7
- d. Review the Definition of Professional Nursing on page 14 of the 2007 Texas Nurse Practice Act. The Nurse Practice Act can be found at <http://www.bon.state.tx.us/about/pdfs/npa2007.pdf>

**LECTURE:**

1. Read lecture materials
2. View video streams

**Unit 1/2 Group Discussion Board (GDB) Assignment:**

Post a little something about yourself to your GDB and provide your definition of nursing. [Your posting due by 5pm on 09/13/08. Response to two peers by 5pm on 09/15/08.]

- A. When talking about yourself discuss
  1. Something about your family.
  2. Why you want to become a nurse.
  3. What concerns you about nursing school.
  4. What concerns you about this course.
  5. And, what you learned from *The Core Rules of Netiquette*
- B. Discuss your personal definition of nursing in 150 words or less.

**QUIZ**

Remember to take the Unit 2 Quiz

**UNIT 3**  
**PROFESSIONAL WRITING USING APA FORMAT**

**OBJECTIVES:**

1. Practices writing scholarly papers (papers of good quality and depth).
2. Apply current APA format to writing style.
3. Understand the legal and ethical aspects of citing sources.

**ASSIGNMENTS:**

1. Purchase and refer to with lecture:  
American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
2. Listen and review the APA Lecture as provided in the Lecture Folder.
3. Complete the APA Reference Exercise. Compare it to the provided answer page to see how you did.

**LECTURE:**

1. Read lecture materials
2. View video streams

**GROUP DISCUSSION BOARD (GDB) ASSIGNMENT**

There is no discussion board assignment with this unit.

**QUIZ**

**REQUIRED** APA (Unit 3) Quiz. Recommend you wait to take it until you have gone through the lecture and some of the optional assignments. You must achieve an 80% or five points will be deducted from your Scholarly Paper. This is the only quiz that you may take as many times as you want until the due date to improve your grade.

**SCHOLARLY NURSING PAPER**

**Realize your Scholarly Nursing Paper is due by 9am on 10/07/08**

**UNIT 4**  
**HISTORY & SOCIAL CONTEXT: EDUCATIONAL PATTERNS IN NURSING**

**OBJECTIVES:**

1. Identify the social, political, and economic factors that influenced the rise of professional nursing in the United States.
2. Identify nursing leaders.
3. Design a timeline to describe the development of nursing.
4. Identify the various modes of nursing education.

**ASSIGNMENTS:**

Read: Chitty & Black (2007) Chapter 2, pp. 29-70; Chapter 7, pp. 161-186; Chapter 14, p. 366.

**LECTURE:**

1. Read lecture materials
2. View video streams

**GROUP DISCUSSION BOARD (GDB) ASSIGNMENT**

There is no discussion board assignment with this unit.

**QUIZ**

Remember to take the Unit 4 Quiz.

**UNIT 5**  
**NURSING TODAY & PROFESSIONALIZATION**

**OBJECTIVES:**

1. Identify the ways nursing meets the criteria of being a profession.
2. Identify the arguments against nursing being a profession.
3. Describe what nursing must accomplish to be considered a profession by everyone.
4. List the reasons being considered a profession is important.
5. Apply the “Standards of Professional Performance”.

**ASSIGNMENTS:**

Read:

- a. Chitty & Black (2007): SUMMARY of Key Points, p. 83; Critical Thinking Questions, p.84; Chapter 3, pp. 69-85.
- b. American Nurses Association. (2004). *Nursing: Scopes and standards of practice*: pp. 33-45.
- c. .ANA: *Code of Ethics* WEB site. Read the brief description of the nine provisions and the Preface. This is a good source for handling ethical questions. Ethics will be covered more thoroughly in Unit 7 and in Level IV in the Issues of Professional Nursing (N4234) course.

**LECTURE:**

1. Read lecture materials
2. View video streams

**GROUP DISCUSSION BOARD (GDB) ASSIGNMENT**

There will be a discussion question related to Units 5/6 posted under Unit 6: Critical Thinking; Scope and Standards of Practice.

**QUIZ**

Remember to take the Unit 5 Quiz.

**UNIT 6**  
**CRITICAL THINKING, NURSING PROCESS & CLINICAL JUDGMENT**  
**SCOPE & STANDARDS OF PRACTICE**

**OBJECTIVES:**

1. Define critical thinking in nursing and review the UT Tyler College of Nursing's definition of critical thinking.
2. Identify characteristics of critical thinkers.
3. Contrasts the characteristics of "novice thinking" with those of "expert thinking".
4. Explain purpose and phases of nursing process
5. Differentiate between nursing orders and medical orders
6. Explain the differences between independent, interdependent and dependent nursing actions.
7. Define clinical judgment in nursing practice.
8. Discuss the ANA *Scope & Standards of Practice* and identify the relationship of the *Scope & Standards* to the nursing process and the importance of these standards to professional nursing practice.

**ASSIGNMENTS:**

1. Read
  - a. Alfaro-LeFevre, R. (2003). Improving your ability to thinking critically. *Healthcare Traveler*, 11(1), 72-76. (Included in Module)
  - b. Textbook: Chitty & Black, Chapter 8 (pp. 188-210)
  - c. The definition of "The Critical Thinking Process" on page 10 of *The Guide for Baccalaureate Students* (Link to Guide included in Module)
  - d. American Nurses Association. (2004). *Nursing: Scope and standards of practice*, p.21-32.
2. Complete the "Self-Assessment of Critical Thinking" on p. 192 in Chitty & Black (2007). Be prepared to discuss it in your group discussions.

**LECTURE:**

1. Read lecture materials
2. View video streams

**Unit 5/6 Group Discussion Board (GDB) Assignment**

Post your answers to the questions for the following questions under your GDB site. Your answers to the questions are due by **5pm on 10/11/08**. Respond to two of your peers by **5pm on 10/13/08**. This week there are 4 parts to the question.

- (1) First talk about your "Self Assessment of Critical Thinking" (Chitty & Black, 2007, p.192) and what you think you can do to improve your score.
- (2) Then briefly discuss one of the Standards of Practice **AND**
- (3) one of the Standards of Professional Performance as identified in the American Nurses Association (2004) *Nursing: Scope and Standards of Practice* (p. 21-45).
- (4) Pick one of the case studies on either page 193 or 206 in your Chitty and Black (2007) textbook and specifically discuss how you would apply the Standard of Practice and the Standard of Professional Performance you discussed in #2 & 3 in your chosen case.

**QUIZZES**

Remember to take the Unit 6 Quiz.

**UNIT 7**  
**ETHICAL ASPECTS OF NURSING**

**OBJECTIVES:**

1. Differentiate between ethics, values, and morals.
2. Discuss the relevance of a code of ethics for the profession of nursing.
3. Identify and define basic ethical principles.
4. Discuss the theoretical basis for ethical decision making central to resolving ethical dilemma and moral development.
5. Discuss the steps of the model for ethical decision-making.

**ASSIGNMENTS:**

Read:

- a. Textbook: Chitty & Black (2007) Chapter 5 p. 112-138
- b. Other required readings:
  1. Clinical Application Bioethical Decision-Making Model (Link Provided in Module)
  2. Code of Ethics for Nurses: An Independent Study Module. (Link Provided in Module)

**LECTURE:**

1. Read lecture materials
2. View video streams

**GROUP DISCUSSION BOARD (GDB) ASSIGNMENT**

There will be a discussion question related to Units 7/8 posted under Unit 8: Legal issues in Nursing.

**QUIZ**

Remember to take the Unit 7 Quiz.

## UNIT 8 LEGAL ISSUES IN NURSING

### OBJECTIVES:

1. Discuss the components of a model nursing practice act.
2. Discuss the authority of the Texas Board of Nursing
3. Explain the conditions that must be present for malpractice to occur.
4. Explain nursing concerns related to legal issues currently facing health care professionals specifically delegation, assault & battery, informed consent, confidentiality and Safe Harbor.
5. Describe strategies nurses can use to protect their patients, thereby protecting themselves from legal action.
6. Discuss the legal responsibility of nursing students and practicing nurses.
7. Understand the Six-Step Decision Making Model for Determining Nursing Practice
8. Have a foundational understanding of the Texas Board of Nursing (BON) Jurisprudence Exam.

### ASSIGNMENTS:

1. Read:
  - a) Textbook: Chitty & Black (2007): Chapter 4
  - b) Texas Nurse Practice Act. (Link provided). I encourage you to bookmark this as a favorite site on your browser. Pay attention to how it outlines the practice of nursing in the State of Texas which includes disciplinary action when a nurse violates the Practice Act.
  - c) Texas Board of Nursing (nd). *Standards of professional practice & Unprofessional conduct* (Link provided)).
  - d) Texas Board of Nursing (nd). Six-step decision making model for determining nursing scope of practice. (Link provided)
  - e) Texas Nurses Association (2008). *Conditions for safe harbor; Safe harbor process; Safe harbor protections.* (Links Provided.)
  - f) Texas Board of Nursing. (2008). *Texas nursing jurisprudence exam information* (Link provided)
2. Answer the questions on the Study Guide provided in the module

### LECTURE:

1. Read lecture materials
2. View video streams

### Unit 7/8 Group Discussion Board (GDB) Assignment:

Post your answers to the questions for the following questions under your GDB site. Your answers to the questions are due by **5pm on 10/25/08**. Respond to two of your peers by **5pm on 10/27/08**. For this discussion question we are recommending/requiring you use the American Nurses Association **Code of Ethics for Nurses**. Realize you have a shortened version of the **Code of Ethics** on the inside of the back cover of your Chitty & Black textbook. You can also access a "read only version" at

[http://nursingworld.org/ethics/code/protected\\_nwcoe813.htm](http://nursingworld.org/ethics/code/protected_nwcoe813.htm).

We also recommend that you use the *Standards of Professional Nursing Practice* and *Unprofessional Conduct* that can be found at

<http://www.bon.state.tx.us/nursinglaw/pdfs/217-11-12-old.pdf>

Nurse A is the charge nurse on duty. She observes Nurse B and detects signs of alcohol intoxication. As a matter of fact, one night Nurse A stopped Nurse B from making a serious medication error. Nurse B almost gave one of her patients 50 units of insulin that had been drawn up for another patient.

Use the ethical decision making model (Chitty & Black, 2007, pp. 132-134) to address the following questions:

- What ethical principles, if any, have been violated? What course of action should Nurse A follow?
- Is the ANA *Code of Ethics for Nurses* relevant in this dilemma?
- Are there legal implications inherent in this situation? Is Nurse B been guilty of malpractice? Why or why not?
- Which rules of *Unprofessional Conduct* apply to Nurse B?
- If Nurse A chooses to ignore Nurse A's behavior which rules of *Unprofessional Conduct* apply to Nurse A?

### **QUIZ**

Remember to take the Unit 8 Quiz. This quiz will consist of 24 questions. You will have two weeks in which to take it and will be able to use your textbook, notes and other reference materials. You are to take it until you achieve a grade of 90%. Failure to make 90% on the Legal/Jurisprudence Quiz will result in a grade of 0% for the quiz which will not be replaced.

## UNIT 9

### CONCEPTUAL AND PHILOSOPHICAL BASES OF NURSING

#### OBJECTIVES:

1. Define and give examples of beliefs and values as they pertain to a nurse's professional behavior and nursing care.
2. Explain the study of philosophy and cite general examples of nursing philosophies.
3. Explain why nurses and organizations educating and employing nurses need a philosophy of nursing.
4. Review the components and processes of systems.
5. Define the concepts of paradigm and metaparadigm.
6. Identify the concepts and beliefs as stated in the UTTyler College of Nursing philosophy.
7. Develop a beginning philosophy of nursing that incorporates the metaparadigm concepts and reflects personal beliefs and values.

#### ASSIGNMENTS:

1. Read:
  - a. Textbook: Chitty and Black (2007) : Chapter 12
  - b. *The Guide for Baccalaureate Students*, Conceptual Foundations pp. 7-13.  
A link to the Guide will be provided in the module.
2. Complete the Questionnaire on pages 299 -301 Chitty and Black (2007) and email it to Ms. Hakim
3. Develop Your Own Personal Philosophy of Nursing: You will be expected to write your own personal philosophy of nursing addressing the metaparadigm concepts of patient, nursing, health, and environment. (See p.14 of the syllabus for the grading criteria.)

The paper will include:

- a. A title page like the example on page 13 of the syllabus
- b. An introduction
- c. 4 headings identifying each concept
- d. A short paragraph identifying your own thoughts about each concept
- e. A conclusion
- f. Do not use a textbook. It might be helpful to review the UTT College of Nursing Conceptual Framework and "One Nurse's Philosophy" on page 320 of your Chitty & Black (2007) textbook.

**The assignment is due November 11 at 9 am. A link will be provided in the Unit 11 module for this assignment. The assignment is worth 10% of the total final grade for the course. I suggest that you go ahead and at least put together a rough draft of the paper after reviewing this module, while the information is still "fresh" on your mind.**

#### LECTURE:

1. Read lecture materials
2. View video streams

#### GROUP DISCUSSION BOARD(GDB) ASSIGNMENT

There is no discussion board assignment with this unit.

#### QUIZ

Remember to take the Unit 9 Quiz.

**UNIT 10**  
**CARING & THERAPEUTIC SELF**

**OBJECTIVES:**

1. Define concepts of interpersonal caring and Mayeroff's 8 essential ingredients of caring.
2. Describe the philosophical perspectives of caring as described by Buber and Marcel.
3. Discuss the meaning and experience of human caring within nursing from a theoretical framework.
4. Discuss the necessity of and strategies for self-care by nurses.

**ASSIGNMENTS:**

Read:

- a. Textbook: Chitty & Black (2007): Chapter 10. p. 263-266 Topic: Self-care (Take special notice of content presented in Box 10-14 of *Create a Balanced Life Care Plan for Yourself*)
- b. Chitty & Black (2007): Chapter 13, p. 333-336 Topic: Jean Watson's philosophy
- c. Required Attachments to be read:
  1. Revision of Watson's 10 Carative Factors
  2. Definition of Human Caring and Holism from the Conceptual Framework for the UTT College of Nursing p. 12 in the Handbook.
  3. Recommended Handout on *Caring and The Phenomenological Approach* by L. Klotz PhD and J. Lakomy PhD.

**LECTURE:**

1. Read lecture materials
2. View video streams

**GROUP DISCUSSION BOARD(GDB) ASSIGNMENT**

There will be a discussion question related to Units 10/11 posted under Unit 1: Illness and Culture.

**Quiz**

Remember to take the Unit 11 Quiz.

**UNIT 11**  
**ILLNESS AND CULTURE**

**OBJECTIVES:**

1. Describe acute and chronic illness and the stages of illness.
2. Describe the response to illness in different cultures.
3. Define cultural competence in nursing.
4. Identify the requirements to be a culturally competent nurse.

**ASSIGNMENTS:**

Read:

- a. Textbook: Chitty & Black (2007) pp. 237-263.
- b. Transcultural Nursing Web Site: “Provider Culture” and “Assessment” (Link Provided)
- c. The Provider’s Guide Website: “Cultural Competence Pointers” (Link Provided)

**LECTURE:**

1. Read lecture materials
2. View video streams

**Unit 10/11 GROUP DISCUSSION BOARD(GDB) ASSIGNMENT**

Post your answers to the questions for the following questions under your GDB site. Your answers to the questions are due by **5pm on 11/15/08**. Respond to two of your peers by **5pm on 11/17/08**

There are 2 parts to this Discussion Question:

1. Describe what cultural values, beliefs, and practices you need to know to give culturally competent care to a patient from one of the following: Ethnic background of Hispanic, Middle Eastern, Asian, or Afro-American (Black), or Deaf Community or Migrant Workers.

Hint: the following site may be helpful. <http://www.culturediversity.org/>

2. Why is this considered a part of what a caring nurse does?

**QUIZ**

Remember to take the Unit 11 Quiz.

## **UNIT 12** **NURSING THEORY**

### **OBJECTIVES**

1. Differentiate between a conceptual model/framework and theory.
2. Define terms basic to theory development and use.
3. Discuss nursing theory as related to borrowed or shared theories from other disciplines
4. Relate each nursing theorists to their philosophy or conceptual model.
5. Explore the relationship of nursing theory to nursing education, practice, and research.

### **ASSIGNMENTS:**

1. Read: Textbook: Chitty and Black (2007): Chapter 13 pp. 328-348
2. Review the: “College of Nursing Conceptual Model” in the *Guide for Baccalaureate Students* (p. 11-14). Found at:  
<http://www.uttyler.edu/nursing/undergrad/documents/BaccalaureateStudentGuideF08.pdf>.
3. Resources: for further information regarding nursing theory and nurse Theorists can be found at <http://www.sandiego.edu/academics/nursing/theory/>

### **LECTURE:**

1. Read lecture materials
2. View video streams

### **GROUP DISCUSSION BOARD(GDB) ASSIGNMENT**

There will be a discussion question related to Units 12/13 posted under Unit 13: Science of Nursing and Evidenced Based Practice.

### **QUIZ**

Remember to take the Unit 12 Quiz

**UNIT 13**  
**SCIENCE OF NURSING AND EVIDENCE BASED PRACTICE**

**OBJECTIVES:**

1. Compare and contrast two types of logic: inductive and deductive reasoning.
2. Discuss the limitations of the scientific method when applied to nursing.
3. List the steps in the research process.
4. Discuss the difference between quantitative and qualitative research design.
5. Describe the relationship of nursing research to nursing theory and nursing practice.
6. Define evidence-based practice.
7. Identify the five steps of evidenced-based practice.

**ASSIGNMENTS:**

Read:

- a. Textbook: Chitty and Black (2007) - Chapter 11 pp. 270- 290
- b. Other required reading:
  1. American Nurses Association. (2004). *Nursing: Scope and standards of practice*, Standard 13. Research p. 40-41.
  2. From the *Guide for Baccalaureate Students* - the definition of Evidence-based Practice from our conceptual framework. (printed below)

**EVIDENCE BASED PRACTICE:** Evidence based practice is defined as the incorporation of theory, clinical decision-making, judgment, and knowledge of research to evaluate scientific evidence followed by the application of the best, most effective and clinically meaningful evidence to nursing practice. Although research utilization is a component, EBP requires a larger and more complex skill set and knowledge base.

**LECTURE:**

1. Read lecture materials
2. View video streams

**Unit 12/13 GROUP DISCUSSION BOARD(GDB) ASSIGNMENT**

Post your answers to the questions for the following questions under your GDB site. Your answers to the questions are due by **5pm on 12/06/08**. Respond to two of your peers by **5pm on 12/08/08**

“Nursing research and nursing theory can significantly influence the quality of nursing education and the delivery of nursing care”. If someone asked you why this is true, how would you respond? What statements would you make that supports this quote?

**QUIZ:**

Take Unit 13 Quiz.

**UNIT 14**  
**POLITICAL ACTIVISM &**  
**FUTURE CHALLENGES**

**OBJECTIVES:**

1. Differentiate between politics and policy
2. Demonstrate an understanding of the complex role that professional associations play in the profession and in society
3. Recognize the opportunities that associations offer to increase the leadership capacity of nursing students and registered nurses.
4. Review societal influences on the nursing profession anticipated during the next decade.
5. Recognize the impact that changes in the healthcare system will have on the practice of nursing.
6. Explain trends in nursing education needed to meet society's future needs
7. Describe major challenges that the nursing profession must resolve to insure it remains in control of its destiny
8. Describe the major components of Nursing's Agenda for the Future

**ASSIGNMENTS:**

1. Read:
  - a. Textbook: Chitty& Black (2007): Chapter 15 & 16.
  - b. Following Articles Included in Module
    - Wiek, K.L., Oehler, T., Green, A., & Jordan, C. (2004). Safe nurse staffing: A win-win collaboration model for influencing health policy. *Policy, Politics, & Nursing Practice*, 5(3) 160-166
    - Nursing's Agenda for the Future Steering Committee: *Nursing's agenda for the future: The future vision for nursing*. Washington, DC: American Nurses Publishing, pp. 5-8

**LECTURE:**

1. Read lecture materials
2. View video streams

**GROUP DISCUSSION BOARD (GDB) ASSIGNMENT**

There is no required discussion board assignment with this unit. We do ask that you provide us feedback regarding the course on the optional GDB forum and through the evaluations that will be posted.

**QUIZZES**

Remember to take the Unit 14 Quiz.

**APPENDIX**

**AFFIRMATION FORM**

I have accessed the BSN/MSN Nursing Student Guide for the College of Nursing and have read the policies and procedures stated in this handbook. I understand that I am responsible for all information contained in this document. This form will be filed in the College of Nursing office.

Name (print) \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**Please sign this form and bring it with you to turn in at the in class orientation on September 2, 2008. If you are unable to do so then submit it to the assignment link provided in Module 1.**

### Student Affirmation Form

Please, place your initials next to the statement

\_\_\_\_\_ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

\_\_\_\_\_ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

\_\_\_\_\_ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

\_\_\_\_\_ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned working.

\_\_\_\_\_ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing.

\_\_\_\_\_ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

\_\_\_\_\_ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

\_\_\_\_\_ I will not allow any other student access to any of my paperwork for the purpose of copyright.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Printed Name

NURS 3205  
Course

**APPROVED:**  
**University of Texas System-Spring 1996**  
**Faculty Organization-Spring 1996**  
**Revised: May 2004, Summer 2005**

**Please sign this form and bring it with you to turn in at the in class orientation on September 2, 2008. If you are unable to do so then submit it to the assignment link under Module 1.**

### AUDIO/VIDEO-RECORDING AGREEMENT

The lectures for N3205 have been provided in a video stream format. I am allowed to listen to them and copy them for my own personal use.

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

I have erased all recordings made during this current semester in NURS 3205

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

Revised with permission from TCU

Approved FO: 10/06

**Please sign this form and bring it with you to turn in at the in class orientation on September 2, 2008. If you are unable to do so then submit it to the assignment link under Module 1.**