

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

NURS 3415.060: PROFESSIONAL TRANSITIONS

Spring 2009

Carol Price MN, RN

Clinical Instructor

Office: BRB 2280

Phone: (903) 566-7027

cprice@uttyler.edu

Kathy Deardorff, MSN, RN

Clinical Instructor

BRB 2145

903-566-7029

kdeardorff@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

N3415: PROFESSIONAL TRANSITIONS Spring 2009

All the weeks start on Tuesday and end on Wednesday

Date	Unit	Topic	Assignments	Quizzes
1/13 – 1/19	1	Introduction Beginning the Transition Library Orientation	Discussion Board question (DB) #1 –Intro Self – due by 5pm on 1/19/09 Respond to two of your peers next week Enroll in Blackboard (BB) Enroll in Patriot Email Submit forms Library Orientation	Unit 1 Quiz Available 9am today until 5pm on 1/19/09
1/20 – 1/26	2	Professionalism and Socialization of the Professional Nurse	Discussion Board #1 responses due by 5pm on 1/26/09	Unit 2 Quiz Available 9am today until 5pm on 1/26/09
1/27 – 2/2	3	Critical Thinking & Decision Making Professional & Therapeutic Communication		Unit 3 Quiz Available 9am today until 5pm on 2/2/09
2/3 – 2/9	4	Professional Writing Using APA Format 5 th Edition	Approval Form for BSN-Prepared RN Observation Experience – mail or fax to your assigned faculty. Due by 5pm on 2/9/09	Unit 4 Exam Counts as 5% of the course grade; can retake as often as needed until due date (2 weeks). Available 9am today until 5pm on 2/16.
2/10 – 2/16	5	Nursing Philosophy and Nursing Theory	Once you have faculty approval, do your BSN-RN Observation and begin writing APA paper on this experience. APA paper due by 5pm on 3/9/09	Unit 5 Quiz Available 9 am today until 5pm on 2/16/09 Unit 4 Exam due by 5pm on 2/16
2/17 – 2/23	6	Human Caring	Nursing Philosophy Paper due by 5pm on 2/23/09	Unit 6 Quiz Available 9 am today until 5pm on 2/23/09
2/24 – 3/2	7	Nursing Science and Evidenced-Based Practice (EBP)	Keep working on APA paper. Due next week!	Unit 7 Quiz Available 9am today until 5pm 3/2/09
3/3 – 3/9	8	Community as Client The Aging Population	Mail or fax Life Review consent forms to assigned faculty. APA Paper due by 5pm on 3/9/09	Unit 8 Quiz Available 9am today until 5pm on 3/9/09
			Spring Break March 9-13	
3/17 – 3/23	9	Political, Social, and Economic Issues in Health Care	Start Life Review	Unit 9 Quiz Available 9am today until 5pm on 3/23/09
3/24 – 3/30	10	Nursing in a Culture of Violence Cultural Diversity	Discussion Board #2 Assignment (Culture) due by 5pm on 3/30/08 Keep working on Life Review! Due by 5pm on 4/13/09	Unit 10 Quiz Available 9am today until 5pm on 3/30/09
3/25		Last Day to Drop with A	"W" Recorded on Your Transcript	
3/31 – 4/6	11	Ethical Issues in Health Care	Discussion Board #2 responses due by 5pm on 4/6/09	Unit 11 Quiz Available 9am today until 5pm on 4/6/09
4/7 – 4/13	12	Legal Issues in Health Care	Discussion Board #3t (legal & ethical issues in health care) – due by 5pm on 4/13/09 Life Review due by 5pm on 4/13/09	Unit 12 Legal/Jurisprudence Exam. Counts as 5% of the course grade; can retake as often as needed until due date (2 weeks). Available 9am today until 5pm 4/20/09
4/14 – 4/20	13	Advanced Nursing Education and Advanced Nursing Practice	Discussion Board #3 responses – due by 5pm on 4/20/09 Discussion Board #4 Assignment (Advanced Nursing Education & Practice) – due by 5pm on 4/20/09	Unit 13 Quiz Available 9am today until 5pm on 4/20/09
4/21 – 4/27	14	Health Promotion and Wellness	Discussion Board #4 responses due by 5pm on 4/27/09	Unit 14 Quiz Available 9am today until 5pm 4/27/09
4/28 – 5/4	15	Complete Faculty & Course Evaluations		

TITLE

NURS 3415.060: Professional Transitions (WEB based)

SEMESTER CREDIT HOURS

Four (4) hours didactic

PREREQUISITES

Admission to the Mobility In Nursing Education (MINE) option for RN-BSN and RN-MSN.

COURSE DESCRIPTION

This course is designed for the RN-BSN and the RN-MSN student to expand professional nursing roles, utilizing critical decision-making process, and theory-based nursing practice. Course content and activities focus on professional roles, values, and responsibilities for practice in the dynamic global health care system.

COURSE OBJECTIVES

Upon successful completion of NURS 3415, the student will have demonstrated the ability to:

1. Utilize the decision-making process as a framework for professional nursing practice with patients in a diverse society.
2. Analyze the roles of the professional nurse in a complex and changing healthcare environment.
3. Demonstrate professional verbal and written communication skills.
4. Discuss the relevance of theory and research to professional nursing practice.
5. Relate the philosophical components of interpersonal caring to the practice of professional nursing in diverse settings.
6. Describe the historical, moral, bioethical and legal aspects of professional nursing as they relate to the changing health needs of society.

REQUIRED TEXTBOOKS

NOTE: The first three (3) texts listed, written by the American Nurses Association (ANA) must be purchased online from ANA's website. <http://nursingworld.org/books> The three texts can be purchased as a package (ANA's Foundation of Nursing Package), which allows a slight discount on the prices.

American Nurses Association. (2004). *Code of ethics for nurses with interpretative statements*. Washington, DC: Author. **(Purchase online.)**

American Nurses Association. (2004). *Nursing's social policy statement*. Washington, DC: Author. **(Purchase online.)**

American Nurses Association. (2004). *Nursing: Scope & standards of practice*. Washington, DC: Author. **(Purchase online.)**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author. (ISBN: 1-55798-791-2) *This text is required for all nursing courses

Blais, K. K., Hayes, J. S., Kozier, B., & Erb, G. (2006). *Professional nursing practice: Concepts and perspectives* (5th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. (ISBN: 0-13-118819-4)

OTHER REQUIRED RESOURCES AVAILABLE ONLINE

1. Syllabus: NURS 3415: Sp09 – Professional Transitions (Available at: <http://www.blackboard.uttyler.edu>).
2. College of Nursing and Health Sciences. (2008). *Guide for baccalaureate students*. Tyler: The University of Texas at Tyler. Available at: <http://www.uttyler.edu/nursing/undergrad/documents/BaccalaureateStudentGuideF08.pdf>
3. Texas Nurse Practice Act. (Available at: <http://www.bne.state.tx.us/npatc.htm>).
4. Lecture notes and other information will be available at <http://www.blackboard.uttyler.edu>. Students are encouraged to seek, explore, and search for additional internet resources applicable for course content and to share their findings with all course participants.

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.

COURSE ASSIGNMENTS AND GRADING POLICY

Completion of NURS 3415 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. Students must have a grade average of 75 or higher in order to pass the course. 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:

30%---	Quiz Grades (12 quizzes 2.5% each)
5%	- APA Exam
5%	- Legal/Jurisprudence Exam
20%	- Discussion Board (DB) Participation (4 Discussion Board Answers & Responses – 5% per DB question)
20%	- Scholarly Nursing Paper (APA Paper)
10%	Philosophy
10%	<u>Life Review</u>
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 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; 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 *Guide to Baccalaureate Nursing* 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 3415

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 3415

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 3415) along with issue in subject line in any emails to faculty].**

3. Be available during posted office hours.

D. Unit Quizzes (30%)

1. Most units will have a quiz over the content covered in the respective unit. There are 12 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. Each quiz is worth 2.5% of the course grade.

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. This quiz will not be timed.

3. All other quizzes will consist of 10 questions. You will have a maximum of 20 minutes to complete. **Should you exceed the time limit, you will loose one (1) point for each additional minute that exceeds the 20 minutes.** These quizzes will be available from 9 am Tuesday until 5 pm on the following 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.

4. 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).

5. Instructors will post concept reviews of the items most missed as an announcement by the Thursday on the week following the respective quiz.

E. APA and Legal/Jurisprudence Exams (10%)

1. The **APA Exam (Unit 4)** 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 can take this exam as many times as you so choose during the two week period to achieve your desired grade. Realize when you do retake it, the previous grade is replaced.
2. The **Legal/Jurisprudence Exam (Unit 12)** 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 can take this exam as many times as you so choose during the two week period to achieve your desired grade. Realize when you do retake it, the previous grade is replaced.
3. Each of these exams is worth five percent (5%) of the course grade.

E. Course Assignments

DISCUSSION BOARD (DB) PARTICIPATION

You are required to participate in each discussion question posted on the 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 lectures/discussion.
3. You are expected to post your answer on the DB site by 5pm on the Monday of the first week when the Discussion Questions are assigned. You will read your group's answers and respond to at

least two of your group members by 5pm on the following **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. Please see the Discussion Board grading rubric.

Grading Criteria	Points	Scoring
Frequency of Contributions	3	2 x ___ =
Timeliness	2	1 x ___ =
Quality of Discussion	10	10 x ___ =
Collegiality	2	1 x ___ =
Professionalism	3	3 x ___ =
Total Score	20 pts X 5 = 100	

Grading Criteria for Discussion Board

Dimension	Quality			
	5- Outstanding	4- Satisfactory	2-Marginal	0-Unsatisfactory
Frequency of Contributions (3 points)	Two responses to other students' postings that include thoughtful comments with specific details and clearly described concrete examples.	Two responses to others' postings.	Less than two responses to others' postings.	No responses to others' postings.
Timeliness/ Punctuality (2 point)	Posts initial response within 5 days of discussion topic introduction. Responds to at least 2 other students within 5 days of the other students' postings.	Posts initial response within 7 days of discussion topic introduction. Responds to at least 2 other students within 7 days of other students' postings.	Posts initial response within 7 days, does not respond to 2 other student postings within 7 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
Collegiality in responses (2 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 (3 points)	No errors in grammar or spelling in the discussion and responses	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 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. Do the Library Orientation and Tutorial provided for you in the syllabus (must be accessed online) to help you learn how to access a scholarly research article through one of the UTT Library databases.
3. This is a different process than "googling". Search for a peer-reviewed journal implies that you will find information that is factual, backed by good clinical research, references are cited, and the journal has been reviewed and approved by peers from similar academic disciplines.

B. Overview

1. Focus of the paper is to describe your clinical observation of a BSN-prepared RN using correct APA format.
2. Review the standards of practice and standards of professional performance from the American Nurses' Association (ANA, 2004) publication. A copy of the standards is included in the syllabus.
3. This formal paper will be written in APA (5th ed.) format. References, including the ANA standards publication, will contain at least 2 scholarly articles to support your critique.

C. Preliminary Requirement

1. Select a nurse with a BSN working in the hospital. He or she can work in any clinical setting such as OB, Pedi, ICU, ED or general medical/surgical area. If you have difficulty identifying someone, please let us know so we can help you select someone in your geographical area.
2. You will need to submit a completed Approval Form for BSN-Prepared RN Observation Experience prior to beginning the observation. This form is found under Course Documents – Scholarly Paper Assignment

D. Content of the Scholarly Paper

1. *Introduction* includes a description of clinical site and setting, the BSN-Prepared RN's role, and a brief description of patients cared for during the observation period.
2. *Identification of at least 3 specific standards* which were demonstrated by the BSN nurse. You will need to choose from the Standards of Practice and/or Standards of Professional Performance (American Nurses Association – *Scope & Standards of Practice*). Describe the nature and quality of the activities and interactions performed by the RN.
3. *Critique* the RN's performance against the ANA's standards you have identified. Note how the nurse incorporates these standards in his/her practice. Discuss what activities and functions you observed that clearly reflect professional practice.
4. *Select one scholarly article* that supports the nursing care and decisions made by the BSN nurse during your observations. For example, you observe the RN measure hourly urine output on a patient in septic shock. You need to find a scholarly article on nursing care of patients in septic shock. Did the nurse follow current practice guidelines?
5. *Conclusion* covers two areas:
 - a. your impression of the RN's scope of practice on that particular day
 - b. your opinion about the value of the assignment in your transition from ADN- to BSN-prepared RN

D. Format of Paper

1. The paper must be computer generated, using APA style (APA 5th ed.).
2. Use typeface 12-pt Times New Roman. Do not use a compressed typeface or any settings that would decrease the spacing between letters or words.
3. Use 1 inch margins
4. An example of the cover page is found on p. 306 in APA Manual; example of the reference page is found on p. 313 in APA Manual.
3. Omit an abstract
4. The body of the paper should be 3-4 pages of text (not including cover page and

reference page).

5. The main discussion must include within the body of the text (review information from lecture) at least:

- one direct quote
- one block quote
- one paraphrased quote

6. A minimum of 2 scholarly references (not including textbooks or ANA publication) for the paper is required. References must not be more than 5 years old. Use the UTT library to obtain your references.

7. Be sure that you understand where to place the title of your paper (level 1) and how and where to type in level 3 for your subheadings (see p. 113 of APA Manual).

8. Review your notes and the presentation on Professional Writing using APA format. If you want more specifics, use the resource www.OWL.com

9. If you need further assistance, there is an example of a paper under Course Documents: Scholarly Paper Assignment. You can always ask for help from your instructor.

E. Helpful hints

1. Writing should be presented in an orderly and logical manner.

2. A well-written professional 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 spellcheck on your computer but remember that they don’t catch all mistakes so also proof-read your paper for errors
 - “When considering nursing as a hole.....”
 - Proofread, proofread, proofread

3. 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.

4. The UTT Writing Center is a resource. Be sure to make an appointment with the Writing Center – advanced appointment required.

5. 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.

6. Keep the Grading Criteria available as a guide when preparing your paper. This ensures that you include all areas required.

E. **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.

GRADING CRITERIA FOR PROFESSIONAL TRANSITIONS APA PAPER

Name: _____

Fall 20 _____ Spring 20 _____

Criteria	Pts.	Earned Pts	Comments
Introduction: includes a description of clinical site and setting, the BSN-prepared RN's role, and a brief description of patients cared for during the observation period.	5		
Discussion includes: 1) Identification of at least 3 specific standards which were demonstrated by the BSN nurse. Choose from the Standards of Practice and/or Standards of Professional Performance (ANA – <i>Scope & Standards of Practice</i>). Describe the nature and quality of the activities and interactions performed by the RN. 2) Critique of the RN's performance with ANA's standards you have identified. Note how the RN incorporates these standards in his/her practice. Discuss what activities and functions you observed that clearly reflect professional practice. 3) Select one scholarly article that supports the nursing care and decision made by the BSN nurse during your observation (see syllabus for example).	35		Expectations: Organization: information in logical, interesting sequence. Content: student demonstrates knowledge of information related to assignment.
Conclusion: a) Your impression of the RN's scope of practice on that particular day b) Your opinion about the value of the assignment in your transition from ADN- to BSN-prepared RN.	5		
APA Format: Cover page (3) Margins (2) Spacing (2) Pagination (2) Indentation (2) Quoting/Paraphrasing/in-text citations: 1 direct (3) 1 block quote (3) 1 paraphrase (3) Reference page – correct citations, minimum 2 scholarly nursing journal references [beyond textbook(s)] (7) Title & at least 2 Level Subheadings (3)	30		
Grammar and Mechanics: (Note 1 point will be deducted for each error for up to a total of 25 points. Please pay attention to elements of general grammar and specifically to the following areas). Agreement of subject and verb; subject and pronoun; verb tenses Complete sentences; sentences make sense Spelling Punctuation Capitalization Abbreviations Minimum 3, maximum 4 pages of text (excluding cover and reference pages)	25		
Please note even if you have gone to the Writing Center, you will be graded by the criteria as listed here.			
Note 5 points will be deducted for each day the assignment is late. Due date: October 27, 2008 by 5pm to assignment link under Module 8.			
TOTAL	100		

AMERICAN NURSES ASSOCIATION

*Scope and Standards of Practice
for the Registered Nurse***Standards of Practice**

Assessment	Collects comprehensive data pertinent to the patient's health or situation. The collection of data about the health of the patient is systematic and continuous. The data are accessible, communicated, and recorded.
Diagnosis	Analyzes the assessment data to determine the diagnoses or issues. The health status of the patient is the basis for determining the nursing care needs. The data are analyzed and compared to norms when possible.
Outcomes Identification	Identifies expected outcomes for a plan individualized to the patient to attain expected outcomes. The plan of nursing care includes goals derived from the nursing diagnoses.
Planning	Develops a plan that prescribes strategies and alternatives to attain expected outcomes. The plan of nursing care includes priorities and the prescribed nursing approaches or measures to achieve the goals derived from the nursing diagnoses.
Implementation	Implements the identified plan. Nursing actions provide the patient participation in health promotion, maintenance, and restoration.
Evaluation	Evaluates progress towards attainment of outcomes. Nursing actions assist the patient to maximize own health capabilities.

Standards of Professional Performance

Quality of Practice	Systematically enhances the quality and effectiveness of nursing practice.
Education	Attains knowledge and competency that reflects current practice.
Professional Practice Evaluation	Evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
Collegiality	Interacts with and contributes to the professional development of peers and colleagues.
Collaboration	Collaborates with patient, family, and others in the conduct of nursing practice.
Ethics	Integrates ethical provisions in all areas of practice.
Research	Integrates research findings into practice.
Resource Utilization	Considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing practice.
Leadership	Provides leadership in the professional practice setting and the profession.

Source: ANA (2004). *Nursing Scope & Standards of Practice*, Washington, DC: Author

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 (discussed in lecture notes). (Please note you must discuss all 4 concepts. Each concept is worth 14 points).

2. This is to be at least 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		
<u>APA Format</u> Title Page (4 pts) Margins (2pts) Spacing (2pts) Pagination (1pt) Indentation (1pt) Subheadings (2 levels) (4 pts)	14 points		
<u>Grammar and Mechanics:</u> (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		
TOTAL	100 points		
10 points will be deducted for each day the assignment is late <u>Due Date: by 5pm on 03/31/09. Please submit as RTF file to assignment link under Assignment Folder under Course Documents.</u>			

Life Review Summary

<http://www.storycorps.net/> An excellent more up-to-date site about the life review process. Browse around this website to learn more about the life review process.

Haight, B.K. (1988). The therapeutic role of a structured life review process in homebound elderly subjects. *Journal of Gerontology*, 43(2), 40-44.

Robert Butler (1974) saw successful aging as the ability to work through losses and maintain self-esteem. Life review, developed by Butler, provides older adults with an opportunity to come to grips with guilt and regrets and to emerge feeling good about themselves. Haight (1988) found life review to have a significant effect on both life satisfaction and psychological well-being.

Please read the following instructions carefully. Use the references above as a guide. Select a person to interview who is 65 years of age or older. Arrange to meet and interview the person you have selected. In order to interview your client, you must have the client read, sign, and date the *Client Interview Consent Form for Life Review* document. Use the *Life Review Interview Questionnaire* document as interview guide. Include all questions listed under each subheading in a narrative format. Do not write client comments unless it is necessary to support your narrative and then use quotation marks. The body of the paper, which includes criteria numbers I thru VIII, should **NOT** exceed eight (8) pages of the paper, double-spaced.

At the completion of the interview, you will analyze and synthesize the client's information, and, under the subheading of Erikson's Ego Integrity versus Despair, you will state your evaluation of the degree of ego integrity reached by the client after reading the handouts in the syllabus. Be sure to justify your conclusions.

Choosing a Client for Life Review

There is really not any specific criteria for choosing a client for the Life Review Assignment, however you may want to choose a client who is 65 years old or older (you may use a family member, but if you use a patient at a facility, i.e. nursing home, please check with the staff to obtain more information about the patient). For consideration: You want to ascertain that the client is able to communicate and is cognitively impaired to explain their experiences, that they are able to hear, that their pain level is tolerable to sit and talk with you and that they are willing to talk answer the questions. If there is any area that they are not comfortable with answering, please let them know that they do not have to answer any question that makes them feel uncomfortable (just indicate that in the write-up of your Life Review). Don't forget to obtain informed consent prior to conducting the Life Review, make a copy and retain the copy, and mail the original to me. Thanks and good luck!

Grading Criteria for the Life Review Assignment

- ✪ Student: _____
- ✪ Date _____
- ✪ Facility _____
- ✪ Initials of Elder _____
- ✪ Contact Person _____
- ✪ Time spent with elder _____

_____ (5) Client Interview Consent Form completed and mail to U.T. Tyler,*
Attention: Your Assigned Instructor

_____ (60) **Narrative account (paragraph form)** of information provided by elder

- Pertinent biographical sketch of elder (excluding name and identifying information)
- Answer questions as outlined in Life Review Interview Questionnaire - reflects questions per category of this guide
- Correct grammar and syntax
- Includes references as needed

_____ (35) Personal reflection on the experience

Specifics:

*Paper length from 5-8 pages

*Include a Coversheet

*Attach this Grading Criteria at the end of Life Review

Comments:

***The University of Texas at Tyler, College of Nursing**
Attention: Your Assigned Instructor
3900 University Blvd.
Tyler, TX 75799

AFFIRMATION FORM

I have accessed the Guide for Baccalaureate Students 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 _____

DIRECTIONS: Copy this as a Word document. Initial and sign (using computer), save onto your computer, then submit 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

DIRECTIONS: Copy this as a Word document. Initial and sign (using computer), save onto your computer, then submit to the assignment link provided in Module 1.

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

MODULE 1**Beginning the Transition:
Journey to Professionalism – Education of the Professional Nurse****Objectives:**

1. Examine the impetus in today's society that promotes nurses to return to school and further their education.
2. Assess the changing perception of the nursing profession and relate to your professional career.
3. Apply Spencer's and Adam's Model of Transition to nursing.
4. Review the American Association of Colleges of Nursing Position Statement regarding the baccalaureate degree in nursing and formulate a response.
5. Complete UTT Library Orientation/Tutorial; have a working knowledge of the Library website; be able to find a scholarly nursing journal article online using one of UTT Library's databases.

Required Reading and Assignments:

1. Chapter 1, pp. 1 –12 and Lecture Notes
2. Enroll in Blackboard (BB)
3. Enroll in Patriot email (go to UTT main webpage, follow instructions)
4. Submit required forms (Student Information, Affirmation Form, Student Affirmation Form)
5. Complete UTT Library orientation and tutorial
6. Discussion Board question (DB) #1 - Introduce yourself, respond to two of your peers next week
7. Unit 1 Quiz

MODULE 2**Professionalism and Socialization of the Professional Nurse****Module 2A: Professionalism/Socialization of the Professional Nurse****Objectives**

1. Examine nursing as a discipline and a profession.
2. Describe the American Nurses Association (ANA) Scope and Standards of Practice and Code of Ethics.
3. Evaluate the characteristics/criteria of a profession.
4. Analyze the barriers that slow professionalism of nursing.
5. Differentiate among accountability, autonomy, and shared governance as characteristics of professional practice.
6. Discuss the mission of the Board of Nurse Examiners and the purpose of the Nurse Practice Act.
7. Compare the Models of Professional Socialism and Resocialization as they relate to transition to professional nursing.
 - Dalton's Career Stages Model
 - Kramer's Postgraduate Re-socialization Model
 - Benner's Novice to Expert Model

Module 2B: Roles of the Professional Nurse**Objectives**

1. Discuss the relationship between professional socialization and participating in professional nursing associations.
2. Examine the elements of roles and role theory and apply the role transition to your current nursing career.
3. Discuss the impact of the multiple roles and responsibilities experienced by the professional nurse.
4. Analyze common role stressors and strains as they relate to the role of the nurse.
5. Describe selected roles commonly assumed by the professional nurse and the responsibilities associated with each.
6. Define advocacy and explore the role of the nurse advocate.

Required Readings and Assignments

1. Chapter 2, pp. 13-30, Chapter 11, pp. 199-214, & 66-71 (Advocacy) and Lecture Notes.
2. Nursing: Scope & Standards of Practice (ANA, 2004), pp. vi-viii & 1-44.
3. UTT Guide for Baccalaureate Students: Good Professional Character Policy, p. 15
4. Scope and Standards of Practice document - in N3415 Syllabus & Module 2 link
5. Unit 2 Quiz
6. Discussion Board #1 (DB #1) – respond to at least two of your peers this week

MODULE 3**Critical Thinking to Improve Nursing Practice****Objectives**

1. Define critical thinking and review the College of Nursing's definition of critical thinking.
2. List the characteristic traits of a critical thinker.
2. Compare the differences between problem-solving, decision-making and critical thinking.
3. Describes strategies that promote critical thinking
4. Discuss incorporating the critical thinking process in nursing practice
5. Explain the differences between independent, interdependent and dependent nursing actions

Required Reading

1. Textbook, p. 274 – 275 (group decision-making)
2. Read attached articles
 - a. Alfaro-LeFevre, R. (2003). Improving your ability to thinking critically. *Healthcare Traveler*, 11(1), 72-76.
 - b. ANA *Scope and Standards of Practice*, p.21-32.
 - c. Edwards, S. (2003). Critical thinking at the bedside: A practical perspective. *British Journal of Nursing*, 12(19), p. 1142-1149.
 - d. From the BSN Guide: A definition of Critical Thinking Process p.11

Critical thinking is defined as a process and cognitive skill used to identify problems and opportunities for improvement; to generate, examine and evaluate alternatives. Critical thinking is the basis for clinical judgment and ethical decision-making. The professional nurse must employ critical thinking to engage in creative problem solving, and in collaborative decision-making processes.

Professional and Therapeutic Communication and Interpersonal Relationships**Objectives**

1. Analyze the factors that influence the communication process among health care professionals.
2. Identify the types of communication and their characteristics.
3. Compare and contrast therapeutic and non-therapeutic communication.
4. Describe 3 situations, behavior and techniques that affect professional communication.
 - a. *Situations*: Cultural Diversity, Age-Related, Role-Related, Collaboration
 - b. *Behaviors*: Self-Concept(s), RN Objectivity, "Verbal Informality" (use RN/Patient Relationship, RN/Other Professionals – MD, Other RNs, and Colleagues)
 - c. *Techniques*: Listening, Applying Learned Communication Techniques; Professional Presentation to Self
5. Explore how professional nurses use effective therapeutic communication techniques to promote healing.
6. Compare and contrast the professional nurse's communication techniques used with patients to those used with colleagues.

Required Reading:

1. Textbook, p. 229-247
2. Read Lecture Notes
3. Summary of Therapeutic and Non-therapeutic Communication Techniques

Assignments for Module 3:

1. Unit 3 Quiz

MODULE 4

Professional Writing Using APA Format 5th Edition

Objectives:

1. Discuss the importance of written communication in nursing.
2. Apply the elements of writing.
3. Examine specific aspects of writing skills for formal papers.
4. Explain the legal and ethical aspects of citing sources.
5. Compare differences between scholarly journals and magazines.
6. Differentiate between types of library searches.
7. Use information resources on-line.
8. Apply current APA format to writing style in course assignments.
9. Write a block quote, paraphrase a direct quote and references according to current APA format.

Required Reading and Assignments

1. APA 5th Edition Manual and Lecture Notes
2. External Links - Module 4
3. Unit 4 APA Exam—may retake as often as needed until due date.
4. Mail or fax to your instructor: *Approval Form for BSN-Prepared Observation Experience*. Put in care of your faculty instructor's name. Fax: 903-565-5533. Mail: College of Nursing, Attn: faculty instructor's name, UT Tyler, 3900 University Blvd., Tyler, TX 75799.

MODULE 5

Nursing Philosophy and Nursing Theory

Module 5 A Nursing Philosophy

Objective:

1. Discuss the significance, the beliefs and values of a philosophy for nursing.
2. Explain the importance of a nursing philosophy in nursing education and practice
3. Define nursing's metaparadigm concepts as identified in UT Tyler College of Nursing's philosophy.
4. Apply individual beliefs and values of professional nursing by developing a personal philosophy of nursing by using the concepts of health, patient, environment, and nursing.

Required Reading:

1. Lecture Notes
2. Article on "How-to" Develop a Personal Philosophy of Nursing
3. Textbook: Chapter 6, p. 93-97
4. *BSN/MSN Guide for Nursing Students*, Conceptual Foundations p. 7-13. A link to the Guide is provided under Course Documents. However I am providing it here also for ease of use:
<http://www.uttyler.edu/nursing/documents/BSN-MSNSTUDENTGUIDE-F07.pdf>

Module 5 B 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. Explore elements of selected nursing philosophies, nursing conceptual models, and theories of nursing.
5. Consider how selected nursing theoretical works guide the practice of nursing.
6. Delineate the role of nursing theory for different levels of nursing education.
7. Describe the function of nursing theory in research and theory-based practice.
8. Relate the role of nursing theory in education, research, and practice to the development of the profession.

Required Reading:

1. Lecture Notes
2. See attached: *Theorists, definitions and descriptions of 4 major concepts*
3. Textbook: Chapter 6, p. 97-112 (see tables on p. 94, 95 and 96)

Assignments Module 5:

1. Unit 5 Quiz
2. APA paper due this week
3. Begin working on your Nursing Philosophy paper – due next week

HUMAN CARING**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. Define holistic nursing.
5. Describe the principles that guide holistic nursing.

Lecture:

View lecture notes

Assignments:

1. Textbook, Chapter p. 41-42, 53-54 (Ethic of Care), 105-109 (Caring Theorists), 168 (Strategies for Putting Humanistic and Caring Leadership into Action)
2. Required reading:

Turkel, M. C., and Ray, M. A. (2004). Creating a caring practice environment through self-renewal. *Nursing Administration Quarterly*, 28(4), 249-254.

Swanson, K. M., and Wojnar, D. M. (2004). Optimal healing environments in nursing. *The Journal of Alternative and Complementary Medicine*, 10(1), 43-48

3. Read the following descriptions from The American Association of Colleges of Nursing, a draft of Revision of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (December 18, 2007)

The Discipline of Nursing

The generalist nurse practices from a holistic base and incorporates bio-psycho-social and spiritual aspects of health. He/she must recognize the important distinction between disease and the individual's illness experience. Assisting patients understand this distinction is an important aspect of nursing. In addition, nurses recognize that determining the health status of the patient within the context of the patients' values is essential in providing a framework for planning, implementing, and evaluating outcomes of care

Essential VIII: Professionalism and Professional Values

Caring is a concept central to professional nursing practice. There are a variety of definitions and applications of caring; some are broad, others are specific and specialized. Caring, related to this Essential, encompasses the nurse's empathy for and connection with the patient, as well as the ability to translate these affective characteristics into compassionate, sensitive, and appropriate care.

4. Read the following definition from the BSN Guide.

Definition of HUMAN CARING PROCESS:

Caring is a foundation concept within the profession of nursing. Human caring reflects a Client centered, creative, responsive, honest and authentic sharing approach that facilitates holistic growth for both the nurse and the client. Caring encompasses both the nurse's empathy for and connection with the client, and the nurse's ability to translate these affective characteristics into compassionate, sensitive care. Professional values and behaviors are critical to performance as a caring nurse.

5. Continue working on your APA paper
6. Unit 6 Quiz

Web sites of interest:

<http://www2.uchsc.edu/son/caring/content> on Jean Watson's Theory
<http://www.ahna.org/> for the American Holistic Nurse's Association.

If you are interested in becoming a certified holistic nurse, the following article may be helpful. The UTT College of Nursing is endorsed by the Holistic Nurses Association. Students graduating from an endorsed school have certain criteria waived.

Sharoff, L. (2008). Holistic nursing and medical-surgical nursing: A natural integration. *MEDSURG Nursing*, 17(3), 206-208

MODULE 7

Science of Nursing and Evidenced 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.

Required Readings and Assignments:

1. Lecture Notes
2. Textbook, Chapter 10, p. 183-198
3. Review *Scope and Standards of Practice*, p. 40-41
4. Review from the BSN Guide: Definition of Evidence Based Practice (EBP)

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.

5. Read the following descriptions from The American Association of Colleges of Nursing, a draft of Revision of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (December 18, 2007)

Essential III: Beginning Scholarship and Analytical Methods for Evidence-Based Practice

Professional nursing practice is grounded in the analysis and application of current evidence for practice. Beginning scholarship for the graduate involves identification of practice issues; evaluation and application of evidence; and evaluation of outcomes. Dissemination is a critical element of scholarly practice. As practitioners at the point of care, baccalaureate nurses are uniquely positioned to monitor patient outcomes and identify practice issues. Evidence-based practice models provide a systematic process for the evaluation and application of scientific evidence surrounding practice issues (Institute of Medicine, 2003b).

Baccalaureate education provides a basic understanding of how evidence is developed, including the research process, clinical judgment, interprofessional perspectives, and patient preference, as applied to practice. This basic understanding serves as a foundation for more complex applications at the graduate level (AACN, 2006a). Baccalaureate nurses integrate reliable evidence to inform practice and make clinical judgments. In collaboration with others, graduates participate in documenting and interpreting evidence for improving patient outcomes (AACN, 2006b).

Ethical and legal precepts guide research conduct to protect the rights of patients eligible for or participating in investigations. Professional nurses safeguard patient rights in situations where an actual or potential conflict of interest, misconduct, or the potential for harm are identified.

6. Keep working on APA paper!
7. Unit 7 Quiz

WEB SITES OF INTEREST:

1. For Teaching/Learning Resources on EBP:

<http://evidencebasednursing.com>

2. For evidenced-based Medicine tutorial:

<http://med.ualberta.ca/ebm/ebm.htm>

3. A comprehensive database of evidence-based clinical practice guidelines sponsored by the Agency for Healthcare Research and Quality in partnership with the American Medical Association and the American Association of Health Plans:

www.guideline.gov

4. UTT Library: Cochran Database of Systematic Reviews or

<http://www.cochrane.org>

MODULE 8

Community as Client The Aging Population

Module86A: Concept of Community as Client

Objectives:

1. Analyze comprehensive health care.
2. Explore community resources to meet health promotions and health protection needs of the elderly/other vulnerable populations.
3. Identify the elements of community based nursing practice.
4. Describe societal influences on health and health promotion.
5. Apply the nursing process to the community as client.

Module 8B: The Aging Population: Health of the Older Adult

1. Synthesize knowledge of theories of aging.
2. Examine personal beliefs and values about aging and health care for older adults.
3. Use the decision making process in determining health care/nursing needs of older adults.
4. Apply critical thinking and communication skills in assessing and planning interventions for older adults.
5. Debate ethical issues related to aging.

Required Readings and Assignments:

1. Chapter 19, pp; Chapter 20 and Lecture Notes

4. Read Articles:

The Aging Population, Demographic and Epidemiologic Forces: When the golden rule does not apply.

Attitudes towards hospitalized older adults.

5. Unit 8 Quiz-- see course schedule for due date.
6. Mail or fax Life Review forms to assigned faculty this week.

MODULE 9

Political, Social and Economic Issues in Health Care

Module 9A: Political, Social, Economic Issues of Health Care

Objectives

1. Identify political, legislative and economic factors that have an impact on health care policy.
2. Examine the major forces influencing change in the health care delivery system.
3. Analyze the gaps between needs and services.
4. Identify the impact of federal and state politics on health care policy.
5. Discuss rationale for nurse's involvement in political processes.
6. Delineate strategies for nurses to influence health policy, implementation and regulation.

Module 9B: Health Care Economics, Managed Care and Service Collaboration

Objectives

1. Differentiate between Managed Care and Case Management.
2. Debate issues of Managed Care.
3. Assess the trends in the changing health care delivery system, from past to present.
4. Define collaboration and collaborative practice.
*Note that collaboration is part of the Standards of Clinical Nursing Practice
5. Discuss competencies basic to collaboration.

Module 9C: Future Perspectives in Health Care

Objectives

1. Examine the professional nurse's collaborative role in the evolving health care delivery system.
2. Identify forces that will affect changes in health care and in nursing.
3. Analyze the challenges and future events that will affect nursing.

Required Readings and Assignments

1. Chapter 11, pp. 199 – 214, Chapter 18, pp. 310 – 334, and Lecture Notes
2. Managed Care: pp. 176, 323, 438
3. Chapter 12, pp. 215 – 227 and Lecture Notes
4. Chapter 24, pp. 435 – 450 and Lecture Notes
5. Unit 9 Quiz – see course schedule for due date

MODULE 10

NURSING IN A CULTURE OF VIOLENCE AND CULTURAL DIVERSITY

Objectives:

1. Describe the health effects of violence
2. Discuss domestic violence as a threat to family integrity
3. Describe cultural competence in dealing with violence as a health care problem
5. Describe the response to illness in different cultures.
6. Identify the requirements to be a culturally competent nurse.
7. Discuss the components of Leininger's Sunrise Model.
8. Describe barriers to cultural competence
9. Assess clients from a cultural perspective.

Required Reading:

1. Lecture Notes
2. Textbook, Chapters 20 and 21

Assignments:

1. Discussion Board #2 Assignment (Culture) - see course schedule for due date
2. Keep working on Life Review
3. Unit 10 Quiz – see course schedule for due date

Web sites of interest:

- Administration on Aging Fact Sheet, <http://www.aoa.gov/factsheets/abuse.html>
- Child Abuse Prevention Network, <http://www.child-abuse.com>
- Family Violence Prevention Fund, <http://www.endabuse.org>
- Intimate Partner Violence (IPV) Fact Sheet, <http://www.cdc.gov/ncipc/factsheets/ipvfacts.htm>
- National Center on Elder Abuse, <http://www.elderabusecenter.org>
- National Domestic Violence Hotline, <http://www.ndvh.org>
- Nursing Network on Violence Against Women, <http://www.nnvawi.org>
- Sexual Assault Nurse Examiner (S.A.N.E.)/Sexual Assault Response Team (S.A.R.T.), <http://www.sane-sart.com>
- U.S. Department of Justice, Violence Against Women Office, <http://www.ojp.usdoj.gov/vawo>

MODULE 11**Ethical Issues in Health Care****Objectives:**

1. Differentiate between the concepts: values, ethics, and morals.
2. Identify cognitive development, values, moral frameworks, and code of ethics and how they affect moral decisions.
3. Identify potential bioethical issues in today's changing health care system.
4. Identify the moral principles involved in ethical decision making.
5. Discuss the meanings, challenges and rewards of advocacy.
6. Explain components of the advocate role.
7. Identify ethical, ethnic/ancestral, cultural, religious, legal, fiscal, and societal issues related to genetic and genomic information and technology.

Required Reading and Assignments:

1. Chapter 4, pp. 47-71 and Lecture Notes
2. Article on genetics
Online Ethical Tutorials
3. Read: Nurse Practice Act – NPA <http://www.bne.state.tx.us/nparr.htm>
7. Unit 11 Quiz - see course schedule for due date
8. Discussion Board #2 – reply to at least two of your peers this week

MODULE 12**LEGAL ISSUES IN NURSING****Objectives:**

1. Identify primary sources of law and types of legal action.
2. Determine how nurse practice acts (i.e. American Nurses Association: The Nurse Practice Act, Credentialing, and Licensing) directs nursing and safeguards the public.
3. Describe examples of legal issues that arise in nursing practice.

Required Reading:

1. Lecture
2. Textbook, Chapter 5, p. 73-91
3. Read the following descriptions from The American Association of Colleges of Nursing, a draft of Revision of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (December 18, 2007)

Essential VIII: Professionalism and Professional Values

Baccalaureate education for the nurse generalist includes the development of professional values and value-based behavior. Nurses must be prepared for the numerous dilemmas that will arise in practice and must be able to make and assist others in making ethical decisions within a professional ethical framework. Ethics is an integral part of nursing practice and has always involved respect and advocacy for the rights and needs of patients regardless of setting.

Honesty and acting ethically are two key elements of professional behavior that have a major impact on patient safety. Dishonest or unethical behavior, such as not reporting an error for fear of repercussions, or withholding information, can contribute to an unsafe healthcare system.

Assignments:

1. Discussion Board #3 (legal & ethical issues in health care) – see course schedule for due date
2. Life Review due this week
3. Unit 12 Legal Jurisprudence Exam – may retake as often as needed until due date – see course schedule for due date

Web site of interest:

<http://www.bon.state.tx.us/nursinglaw/>

Explore the site. The Nurse Practice Act (NPA) will be under Nursing Laws and Rules. Follow the link until you find the PDF of the Current Nurse Practice Act. Take a look at the Topical Items such as Board Membership, License Renewal, and Duty to Report. Finally read how the NPA defines professional nursing under Sec. 301.002. Definitions.

MODULE 13

Advanced Nursing Education and Advanced Nursing Practice

Objectives:

1. Discuss education for advanced nursing roles.
2. Differentiate among functional advanced nursing roles, including clinical nurse specialist, nurse practitioner, nurse-educator, and nurse administrator.
3. Discuss certification and regulation of advanced practice roles.
4. Compare graduate education programs in advanced practice nursing.
5. Discuss: What is a Nurse Practitioner?
6. Compare and contrast scope and standards of practice for Advanced Practice Nurses (APNs) with scope and standards of practice for Registered Nurses (RNs).

Required Readings and Assignments:

1. Chapter 23, pp. 415-434
2. Nursing: Scope & Standards of Practice (ANA, 2004), pp. 14-16 & pp. 21-45. Read sections on Advanced Practice Registered Nurses. Compare and contrast standards of nursing for Registered Nurses and Advanced Practice Nurses
3. Read material in external links in this module (required).
4. Unit 13 Quiz
5. Discussion Board #3 responses to at least two of your peers – see course schedule for due date
6. Discussion Board #4 – see course schedule for due date

MODULE 14

Health Promotion and Wellness

Module 14A: Health Promotion and Wellness; Disease Prevention; Health Restoration, and Health Maintenance

Objectives:

1. Differentiate between traditional and complementary/alternative modalities of care.
2. Examine the health-illness continuum and beliefs models.
3. Describe variables influencing health beliefs and practices that influence illness behavior.
4. Discuss the nursing's role in health promotion, disease prevention, and health

maintenance as it impacts global health.

Module 14B: Complementary and Alternative Practices for Care throughout the Life-Span Objectives:

1. Compare and contrast research studies of alternative therapies and studies of traditional Western health care.
2. Identify complementary/alternative therapy as a part of the health care system of the 21st century.
3. Question and be able to discuss selected alternative/complimentary therapies, i.e., Nutrition/ Herbal/Homeopathic Therapies; Imagery/ Visualization/ Meditation/Healing Words; Sound/ Music/Color/Light Therapies; Iridology; Therapeutic Touch/ Therapeutic Massage/ Reiki/ Acupressure/ Acupuncture; Aromatherapy; Art/Dance/Tai Chi; Humor; Other.
4. Discuss nursing implications in assessment, teaching, and intervention for patients using alternative/complementary therapies.

Required Reading

1. Chapter 7, pp. 115 – 133; Chapter 17, pp. 301-318 and Lecture Notes
2. Lecture Notes
3. Article: Complementary and Alternative Practices and Products: Components of Holistic Health Care

Assignments

1. Discussion Board #4 responses to at least two of your peers – see course schedule for due date
2. Unit 14 Quiz