

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

**NURS 3415.060 WEB COURSE  
PROFESSIONAL DEVELOPMENT FOR THE RN  
Fall 2015**

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

**NURS 3415 (WEB) – PROFESSIONAL DEVELOPMENT FOR THE RN  
CLASS SCHEDULE  
FALL 2015**

<i>Week Of:</i>	<i>MODULE</i>	<i>TOPIC</i>
8/24 – 8/30		Introduction to the Course
8/31- 9/6	Module 1	Transitioning Roles
9/7- 9/13	Module 2	Professional Communication
<b>9/4</b>		<b>OFFICIAL CENSUS- class attendance verified</b>
<b>9/7</b>		<b>LABOR DAY HOLIDAY-campus closed</b>
9/14- 9/20	Module 3	Socialization to Roles and Philosophy of Nursing
9/21- 9/27	Module 4	Ethical Foundations of Practice
9/28- 10/4	Module 5	Legal and Regulatory Standards of Practice
10/5- 10/11	Module 6	Nursing Theories
10/12- 10/18	Module 7	Evidence Based Health Care
10/19- 10/25	Module 8	Technology and Informatics
10/26- 11/1	Module 9	Global Health
<b>10/26</b>		<b>LAST DAY WITHDRAW WITH “W” GRADE</b>
11/2- 11/8	Module 10	Holistic Health Care
11/9- 11/15	Module 11	Cultural and Spirituality Diversity
11/16- 11/22	Module 12	Workplace Violence and Incivility
<b>11/23-11/28</b>		<b>THANKSGIVING HOLIDAY</b>
11/23 -12/4	Module 13	The Future of the BSN Prepared Nurse
<b>12/12/15</b>		<b>END OF FALL SEMESTER</b>

**NURS 3415.060 WEB Course – Professional Development for the RN****SEMESTER CREDIT HOURS**

Four (4) didactic hours

**PREREQUISITES**

Admission to the RN-BSN track.

**COURSE DESCRIPTION**

This WEB based course for registered nurses broadens existing knowledge of the discipline of nursing based on a liberal education in the arts and sciences. Emphasis is on professional role expansion through exploration of contemporary nursing issues.

**COURSE STUDENT LEARNING OUTCOMES**

Upon successful completion of the course, students will have demonstrated the ability to:

- a) Integrate a foundation from the arts and sciences into professional nursing knowledge.
- b) Analyze the roles of the professional nurse in a complex and changing healthcare environment.
- c) Explain the use of evidence based research for best practices.
- d) Utilize information from available databases for professional writing that addresses nursing practice.
- e) Demonstrate knowledge of healthcare policy, finance, and regulatory environments.
- f) Analyze the role of nurse related to interpersonal caring through inter- and intra-professional collaboration.
- g) Relate the concepts of health promotion maintenance, restoration, and disease prevention to professional practice.
- h) Explain how historical, ethical, and legal foundations of nursing as well as the core values of nursing enhance professionalism.
- i) Integrate skills, knowledge and attitudes into holistic, evidence based professional nursing care.

**REQUIRED TEXTS**

Blais, K. K., & Hayes, J. S (2015). *Professional nursing practice: Concepts and perspectives* (7th ed.). Upper Saddle River, NJ: Pearson Prentice Hall. (ISBN-13: 978-0-13-380131)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN: 978-1-4338-0561-5)

**Recommended:**

American Nurses Association. (2015). *Guide to the Code of Ethics for nurses with interpretive statements..* D. M. Fowler, (Ed.). Silver Spring, MD: Author. Can purchase in bookstore or through ANA: <http://www.nursingworld.org/MainMenuCategories/EthicsStandards>

American Nurses Association. (2010). *Nursing: Scope and standards of practice* (2nd ed.). Silver Spring, MD: Author. Can be purchased in bookstore or through ANA <http://www.nursesbooks.org/Main-Menu/Standards/Nursing-Scope-and-Standards-of-Practice.aspx>

**UNIVERSITY POLICIES**

University policies regarding students' rights and responsibilities, absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state mandated course drop policy, social security and privacy, and emergency evacuation may be found at <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf> and University Student Handbook: <http://www2.uttyler.edu/mopp/>

**EXAMINATIONS/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 and/or meet graduation requirements.

1. **Course Grade Calculation:** The course grade is calculated based on the weighted calculation of quizzes and other required course work. The weighted calculation must be 75% or above to pass the course.
2. **Assignments:** See Blackboard for specific information, due date, and requirements for assignment. **Assignments must be submitted on time to avoid late points.**
3. **Evidence of plagiarism on any submitted assignment may result in failure of the course and/or removal from the nursing program.** See Scholastic Conduct and Discipline Policy in the current School of Nursing (SON) [Guide for Baccalaureate Students](#)
4. Final course grades will be assigned according to the following scale: (an average of 74.5 - 74.9 will not be rounded to 75):

The following assignments will determine the final course grade:

Module 1: Writing Assignment- 20% of total grade

Module 2: APA quiz- 10% of total grade

Module 3: Written Assignment: Philosophy Paper- 10% of total grade

Module 4: Ethics Quiz- 10% of total grade

Module 5: Legal/regulatory Quiz- 10% of total grade

Module 7: Evidence Based Quiz- 10% of total grade

Module 11: Cultural & Spiritual Quiz- 10% of total grade

Module 13: Written Assignment: Professional Role Development Plan- 20% of total grade

- A 90 -100
- B 80-89
- C 75-79
- D 60-74
- F 59 and below

*Approved FO: Fall 1999*

**PAPER/ASSIGNMENT RE-GRADING POLICY:** Student assignments will not be re-graded.

**EXAMINATION AND EXAMINATION REVIEW POLICY**

1. Completion of exams and assignments are mandatory to ensure compliance with course expectations.
2. Quizzes will be administered online through ExamSoft. Requires that students download SofTest

3. Quizzes must be taken within the announced timeframe. Make-up time for a quiz will be given at the discretion of faculty. If a student cannot complete a quiz during the scheduled timeframe, the student must notify faculty in advance with an acceptable reason. **Failure to notify faculty of the need to take an exam on an alternate date or time will result in a grade of 0 for that quiz.**

### **ACADEMIC INTEGRITY**

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as assignments and examinations.
2. Students are advised to review the Scholastic Conduct and Discipline Policy in the current CON [Guide for Baccalaureate Students](#) and [UT Tyler Student Conduct and Discipline Policy](#). These policies are fully endorsed and enforced by all faculty members within the School of Nursing.
3. Plagiarism, cheating and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (see *Guide for Baccalaureate Students* for definitions).
4. The SON has 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*.

### **EXPECTATIONS OF STUDENTS IN NURS 3415**

1. Students are responsible for all course assignments and content, including announcements, posted to Blackboard.
2. Weekly content, including virtual classroom lectures, are posted on Blackboard. To succeed in the course it is imperative that all materials are reviewed.
3. Specific information and requirements for the course assignments are posted to Blackboard.
4. **Late assignments** will only be accepted at the discretion of faculty:  
**There will be a 5 point penalty for assignments submitted after the due time unless special permission obtained from faculty.**  
**There will be a 10 point penalty each day for assignments submitted after the due date unless special permission obtained from faculty.**
5. All submitted written material (papers, assignments, examinations, etc.) are the property of the School of Nursing.
6. Communication with faculty will be via phone, email or scheduled appointment. Students are required to use their student Patriot email accounts for all correspondence.
7. **Email communication should include NURS 3415 in the subject line. Students are expected to check their university email at least every two business days.** Faculty will respond to email correspondence within two business days.

### **Netiquette Guide**

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided. <http://www.learnthenet.com/learn-about/netiquette/index.php>

## LEARNING MODULES

### Introduction to Course

#### Student Learning Outcomes

1. Review the course syllabus
2. Watch the UTT Library Orientation- Link available in Getting Started on Blackboard

### MODULE 1: Transitioning Roles

#### Student Learning Outcomes

1. Examine the role of the baccalaureate prepared nurse to exercise clinical judgment, compared to the associate degree nurse.
2. Assess the changing perception of the nursing profession and relate to your professional career.
3. Identify the Essentials of Baccalaureate Education as identified by the American Association of Colleges of Nursing (AACN) and the Differentiated Essential Competencies (DECs)
4. Prepare a response to a case study comparing the Texas DECs and the AACN Essentials of Baccalaureate Education.

#### Required Assignments:

Blais & Hayes (2015): Chapter 1

Differentiated Essential Competencies (2010)

[https://www.bon.state.tx.us/pdfs/publication\\_pdfs/delc-2010.pdf](https://www.bon.state.tx.us/pdfs/publication_pdfs/delc-2010.pdf)

The Essentials of Baccalaureate Education for Nursing Professional Nursing Practice

<http://www.aacn.nche.edu/education-resources/baccessentials08.pdf>

Assessment: Written Assignment

### MODULE 2: Professional Communication

#### Student Learning Outcomes:

1. Define communication.
2. Differentiate between therapeutic and nontherapeutic communication patterns.
3. Discuss communication patterns and barriers.
4. Complete activities to reinforce application of APA format to formal papers

#### Reading Assignment:

Blais & Hayes (2015): Chapter 14

APA Manual (6<sup>th</sup> ed.)- Will use as the resource for all required papers in the RN-BSN track- Chapters 3 & 4

Assessment: APA quiz

### **MODULE 3: Socialization to Roles and Philosophy of Nursing**

#### **Student Learning Outcomes:**

1. Examine nursing as a discipline and profession.
2. Understand how the ANA *Nursing Scope and Standards of Practice* guide practice.
3. Compare the socialization models.
4. Discuss boundaries of nursing roles.
5. Write a personal philosophy of nursing addressing: Person, Environment, Health, Nursing

#### **Reading Assignments:**

Blais & Hayes (2015): Chapter 2

ANA website for the revised *Scope and Standards of Practice*:

<http://www.nursesbooks.org/Main-Menu/Standards/Professional-Development.aspx>

(article on philosophy or an attached chapter)

Assessment: Philosophy Paper

### **MODULE 4: Ethical Foundations of Practice**

#### **Student Learning Outcomes:**

1. Discuss how cognitive development, values, moral frameworks, and code of ethics affect decision making.
2. Identify the moral principles that guide nursing practice.
3. Discuss how the *Code of Ethics for Nurses* evolves from the original ethical principles.
4. Compare ethical theories and approaches to nursing practice.
5. Discuss common bioethical issues currently facing healthcare professionals.
6. Analyze ways in which nurses can enhance their ethical decision-making abilities.

#### **Reading Assignments:**

Blais & Hayes (2015): Chapter 4

*Code of Ethics for Nurses* (2015): <http://www.nursingworld.org/MainMenuCategories/EthicsStandards>

Assessment: Ethics quiz

## **MODULE 5: Legal and Regulatory Standards of Practice**

### **Student Learning Outcomes:**

1. Describe why an understanding of the legal profession is important to nurses.
2. Describe examples of legal issues that arise in nursing practice.
3. Review how nurse practice acts provide guidance and boundaries in the practice of nursing.

### **Reading Assignments:**

Blais & Hayes (2015): Chapter 5

Texas Board of Nursing (BON) Nurse Practice Act:

[https://www.bon.state.tx.us/pdfs/law\\_rules\\_pdfs/nursing\\_practice\\_act\\_pdfs/npa2013.pdf](https://www.bon.state.tx.us/pdfs/law_rules_pdfs/nursing_practice_act_pdfs/npa2013.pdf)

Texas Board of Nursing Rules and Regulations

[https://www.bon.state.tx.us/laws\\_and\\_rules\\_rules\\_and\\_regulations.asp](https://www.bon.state.tx.us/laws_and_rules_rules_and_regulations.asp)

Assessment: Legal/Regulatory Quiz

## **MODULE 6: Nursing Theories**

### **Student Learning Outcomes:**

1. Differentiate between a conceptual model/framework and theory.
2. Consider how selected nursing theoretical works guide the practice of nursing.
3. Describe the caring theories and their application in nursing education and practice.
4. Explore elements of selected nursing philosophies, nursing conceptual models, and theories of nursing.

### **Reading Assignments:**

Blais & Hayes (2015): Chapter 6

Caring Handout on BB site

The Phenomological Approach on BB site

## **MODULE 7: Evidence Based Health Care**

### **Student Learning Outcomes:**

1. Discuss the importance of evidence based research and application to practice.
2. Review the methodologies of research in nursing.
3. Discuss the difference between quantitative and qualitative research design.

### **Reading Assignments:**

Blais & Hayes (2015): Chapter 10

Assessment: Evidence Based Quiz



### **MODULE 8: Technology and Informatics**

#### **Student Learning Outcomes:**

1. Describe how technology can support decision-making for patient care.
2. Discuss barriers/issues related to the use of technology in patient care delivery.
3. Identify how nurses can use informatics to improve patient care.

#### **Reading Assignments:**

Blais & Hayes (2015): Chapter 16

### **MODULE 9: Global Health**

#### **Student Learning Outcomes:**

1. Examine the nurse's role of being part of the larger global health community
2. Determine the impact of global health on all areas of health care.
3. Examine global health concerns.

#### **Reading Assignments:**

Blais & Hayes (2015): Chapter 19

### **MODULE 10: Holistic Health Care**

#### **Student Learning Outcomes:**

1. Differentiate between holistic health and holistic nursing.
2. Differentiate between traditional and complementary/alternative modalities of care.
3. Discuss integrative health in the context of nursing.
4. Discuss nursing implications in assessment, teaching, and intervention for client's using alternative/complementary therapies.

#### **Reading Assignments:**

Blais & Hayes (2015): Chapter 20

### **MODULE 11: Cultural and Spiritual Diversity**

#### **Student Learning Outcomes:**

1. Analyze the concepts related to cultural competence.
2. Describe barriers to cultural competence.
3. Assess cultural differences from the client's perspective.
4. Analyze concepts related to spirituality and religion in nursing and health care.
5. Describe the influence of spirituality and religious beliefs on the client's decisions regarding health care.

#### **Reading Assignments:**

Blais & Hayes (2015): Chapters 21 & 22

Assessment: Cultural/spiritual quiz

### **MODULE 12: Workplace Violence and Incivility**

#### **Student Learning Outcomes:**

1. Discuss the impact of violence in the workplace on the caregiver and client safety.
2. Analyze incivility and how these behaviors impact poor patient outcomes.
3. Discuss methods to stop uncivil behaviors within the workplace.

#### **Reading Assignments:**

Blais & Hayes (2015): Chapter 23, pages 448-449

Supplementary Readings

### **MODULE 13: The Future of the BSN Prepared Nurse**

#### **Student Learning Outcomes:**

1. Articulate a vision for the future as a baccalaureate prepared nurse.
2. Discuss the impact on health care with higher levels of education.
3. Identify graduate level nursing roles
4. Discuss the role of the BSN nurse as healthcare changes and advances
5. Develop a professional role development plan.

#### **Reading Assignments:**

Blais & Hayes (2015): Chapters 24 & 25

Assessment: Professional role development plan