

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

**RNBS 3415.060 WEB COURSE
PROFESSIONAL DEVELOPMENT FOR THE RN
SPRING 2019**

Dr. Kara Jones
Office: PMH 108
(903) 727-2303
kara_jones@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

RNBS 3415 (WEB) – PROFESSIONAL DEVELOPMENT FOR THE RN

CLASS SCHEDULE

Weeks begin on Mondays at 8 am and end the following Sunday at 11:59 pm, Assignments and quizzes open on Tuesday at 8 am and close the following Tuesday at 5pm

Week Of:	MODULE	TOPIC
1/14/18	Intro Module 1 Chap 1	Getting Started Affirmation Forms Beginning the Journey Discussion Board: Intro & Reasons for obtaining BSN: Strengths Assessment
1/21/19	Module 2 Chap 13 Chap 14 Chap 2	Communicating Effectively The Nurse as Colleague & Collaborator APA assignment Socialization to Professional Nursing Roles Quiz: Socialization:
1/28/19	Module 3 Chap 4 Chap 5	Ethical Foundations of Professional Nursing Assignment: Legal Foundations of Professional Nursing Legal terms assignment:
2/4/19	Module 4 Chap 10 Chap 11 Chap 12	The Nurse's Role in Evidence-Based Health Care The Nurse's Role in Quality and Safety The Nurse's Role as Political Advocate Quiz
2/11/19	Module 5 Chap 16 Chap 21 & 22	Technology and Informatics Quiz: Technology & Informatics Cultural and Spirituality Diversity Quiz: Cultural/Spiritual;
2/18/19	Module 6 Chap 24 & 25 Chap 23	The Future of the BSN Prepared Nurse Assignment Nursing in a Culture of Violence\Incivility Discussion Board: Workplace Violence
2/25/19	Module 7 Chap 21 & 22	Global Health and Holistic Health Care Discussion Board: global health Course Evaluations Philosophy Statement due

RNBS 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)

Provided:

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. (2015). *Nursing: Scope and standards of practice* (3rd ed.). Silver Spring, MD: Author. Can be purchased in UT Tyler bookstore or through [ANA](#) by clicking on the link.

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/files/syllabuspolicy.pdf> and University Student Handbook: <https://www.uttyler.edu/mopp/>

Disability/Accessibility Services: In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The **Student Accessibility and Resources (SAR)** office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079. **(current UT Tyler policy effective 2017)**

EXAMINATIONS/ASSIGNMENTS AND GRADING POLICY:

Completion of RNBS 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 total points of quizzes and other required course work. Students must get a minimum of 75 points to pass the course.
2. Assignments: See Canvas 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. The following assignments will determine the final course grade (**74.5-74.9 will NOT be rounded to 75**):

- Ethics assignment: 10 points**
- Legal terms assignment: 6 points**
- APA assignment: 8 points**
- Future of BSN Nurse assignment: 10 points**
- Strengths Assessment: 5 points**
- Philosophy assignment: 10 points**
- 4 Quizzes: 9 points each**
- 3 Discussion boards**
 - Introduction & Reasons for obtaining BSN: **5 points**
 - Workplace Violence & Incivility: **5 points**
 - Global health: **5 points**

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.

ASSIGNMENTS

1. Completion of quizzes and assignments are mandatory to ensure compliance with course expectations.
2. Quizzes will be administered online through the Canvas site.
3. Written assignment will be submitted by the assigned date.

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. Assignments are to be completed by individual students unless otherwise directed as a group project.
3. Students are advised to review the Scholastic Conduct and Discipline Policy in the current SON [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.
4. 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).
5. 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 RNBS 3415

1. Students are responsible for all course assignments and content, including announcements, posted to Canvas.
2. Weekly module content, including virtual classroom lectures, and interactive learning material are posted on Canvas. Students are responsible for viewing the lecture video and any other required videos then completing the Check for Understanding activities. 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 Canvas.
Late assignments will only be accepted at the discretion of faculty. There will be a penalty for assignments submitted after the due time unless special permission obtained from faculty.
4. All submitted written material (papers, assignments, examinations, etc.) are the property of the School of Nursing.
5. Communication with faculty will be via phone, email or scheduled appointment. Students are required to use their student Patriot email accounts for all correspondence.
6. **Email communication should include RNBS 3415 in the subject line. Students will their university email at least every 2-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.

Module 1 Introduction to Course

Student Learning Outcomes

1. Go to the link **Getting Started** in Canvas and read all information
2. Watch the introductory video
3. Scroll through each page in the module to complete all requirements.

Required Assignments:

Submit course affirmation forms via Canvas (are not included in course grade)

Beginning the Journey

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 expectations of the BSN as found in the *Essentials of Baccalaureate Education as identified by the American Association of Colleges of Nursing (AACN)* and the *Differentiated Essential Competencies (DECs)* for the State of Texas.

Required Assignments:

Blais & Hayes (2015): Chapter 1

Differentiated Essential Competencies (2010)- also posted in Canvas

https://www.bon.state.tx.us/pdfs/publication_pdfs/delc-2010.pdf

The Essentials of Baccalaureate Education for Nursing Professional Nursing Practice- Also posted in Canvas

<http://www.aacn.nche.edu/education-resources/baccessential08.pdf>

Assessment- **Discussion board, Strengths Assessment**

Module 2 Communicating Effectively

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 for all nursing papers

Reading Assignment:

Blais & Hayes (2015): Chapter 14

APA Manual (6th ed.)- Will use as the resource for all required papers in the RN-BSN track-

Chapters 3 & 4

UT Tyler Writing Center: <http://www.uttyler.edu/writingcenter/onlineresourcesforwriting.php>

Assessment: **APA assignment**

Socialization to Professional Nursing Roles

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. Discuss the importance of understanding how a philosophy of nursing guides professional nurse decision making.

Reading Assignments:

Blais & Hayes (2015): Chapter 2

Article on Nursing Philosophy

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

<http://nursesbooks.org/Main-Menu/Standards/Nursing-Scope-and-Standards-3rd-Ed>

Assessment: **QUIZ**

Module 3 Ethical Foundations of Professional Nursing

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/codeofethics>

Assessment: **written assignment**

Legal Foundations of Professional Nursing

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

Texas Board of Nursing Rules and Regulations

https://www.bon.state.tx.us/laws_and_rules_rules_and_regulations.asp

Assessment: **Legal terms assignment**

Module 4

The Nurse's Role In 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: **QUIZ**

The Nurse's Role in Quality and Safety

Student Learning Outcomes:

1. Discuss regulatory and professional standards that guide patient safety and quality of care
2. Explain system and personal factors that affect safety and quality of care
3. Describe barriers and facilitators to quality improvement in healthcare
4. Discuss the leadership role of nurses in improving outcomes related to safety and quality of care

Reading assignments:

Blais & Hayes (2015): Chapter 11

Assessment: **Quiz**

The Nurse's role as Political Advocate

Student Learning Outcomes:

1. Discuss the role of power in nursing practice
2. Discuss the relevance of political action to nursing

3. Identify ways in which nurses can participate in the political arena

Reading Assignments:

Blais & Hayes (2015): Chapter 12

Assessment: **QUIZ**

**Module 5
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

Assessment: **QUIZ**

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: **QUIZ**

**Module 6
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

Reading Assignments:

Blais & Hayes (2015): Chapters 24 & 25

Assessment: **written assignment**

Nursing in a Culture of Violence/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

Assessment: **discussion**

**Module 7
Global Health and Holistic Health Care**

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

Reading Assignments:

Blais & Hayes (2015): Chapter 19 & 20

Assessment: **Discussion, Philosophy statement**