

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

**NURS 3415.060 WEB COURSE
PROFESSIONAL DEVELOPMENT FOR THE RN
SPRING 2017**

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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
SPRING 2017**

Week Of:	MODULE	TOPIC
1/17/17		Getting Started Syllabus Quiz: open 1/17; closes 1/22 at 12pm Padlet: Introduction: open 1/17; closes 1/22 at 12pm
1/22/17	Module 1	Transitioning Roles Padlet: Why gaining BSN: opens 1/22 closes 1/29 at 12pm
1/29/17	Module 1	Professional Communication Quiz: APA: open 1/29; closes 2/11 at 12pm APA written assignment: Due 2/18 at 12mn
January 30, 2017		OFFICIAL CENSUS DAY- class attendance verified
2/5/17	Module 2	Socialization to Roles and Philosophy of Nursing
2/5/17	Module 2	Ethical Foundations of Practice Quiz: Ethics: open 2/5; closes 2/18 at 12mn
2/19/17	Module 3	Legal and Regulatory Standards of Practice Quiz: Legal; open 2/19 at 12am; closes 3/4 at 12mn
2/19/17	Module 3	Nursing Theories
3/5/17	Module 4	Evidence Based Health Care Quiz: EBP; opens 3/5; closes 3/18 at 12mn
3/5/17	Module 4	Technology and Informatics
3/13-3/17		SPRING BREAK
3/19/17	Module 5	Cultural and Spirituality Diversity Quiz: Cultural/Spiritual; opens 3/19 at 12am; closes 4/1 at 12mn
3/19/17	Module 5	The Future of the BSN Prepared Nurse Paper: Professional Plan: due 4/8/17 at 12mn
March 27, 2017 by 5pm		LAST DAY WITHDRAW WITH "W" GRADE Must notify faculty and academic advisor if considering
4/2/17	Module 6	Workplace Violence and Incivility
4/2/17	Module 6	Global Health Health and Holistic Health Care
May 5, 2017		OFFICIAL END OF SEMESTER GRADUATION 3/5/17

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. (2015). *Nursing: Scope and standards of practice* (3rd ed.). Silver Spring, MD: Author. Can be purchased in bookstore or through ANA
<http://www.nursesbooks.org/Homepage/Hot-off-the-Press/Nursing-Scope-and-Standards-3rd-Ed.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.utt Tyler.edu/academicaffairs/files/syllabuspolicy.pdf> and University Student Handbook: <https://www.utt Tyler.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:

Written Assignment: APA Formatting Paper: 10%

Written Assignment: Professional Role Development Plan- 20%

Quizzes: 60%: each quiz is worth 10% or 10 points of total grade

Quiz may be taken two (2) times attain the highest grade within the time frame each quiz is open. Quizzes are open Sunday to Sunday during the of the content availability.

Syllabus

APA format

Ethics

Legal

Evidence Based Practice

Cultural/Spiritual

2 Padlets- 10% of total grade (5 points apiece of total grade)

Self-introduction

Reason to continue education

- 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 Blackboard site.
3. Written assignments 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. 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.
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 module content, including virtual classroom lectures, and interactive learning material are posted on Blackboard. 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 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. Go to the link **Getting Started** in Blackboard and read all information
2. Watch the introductory video
2. Watch the UTT Library Orientation

Required Assignments:

Complete the **Syllabus Quiz**: Open 1/17 at 12am and closes on 1/22 at 12pm.

Submit documentation for nursing forms via Blackboard (are not graded)

Submit Padlet to introduce self to class- Opens 1/17 at 12am and closes on 1/22 at 12pm

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 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 Blackboard

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 Blackboard

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

Assessment: Padlet input of why opted to seek BSN

MODULE 1: 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 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:

QUIZ: APA content

Written assignment to learn correct APA formatting; **Due Date 2/18 at 12mn**

MODULE 2: 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. 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://www.nursesbooks.org/Main-Menu/Standards/Professional-Development.aspx>

MODULE 2: 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: QUIZ: Ethics content

MODULE 3: 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

Texas Board of Nursing Rules and Regulations

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

Assessment: QUIZ: Legal content

MODULE 3: 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 Phenomenological Approach on BB site

MODULE 4: 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: EBP content

MODULE 4: 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 5: 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: Cultural/spiritual content

MODULE 5: 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 Plan Paper: Due 4/18/17 at 12mn

MODULE 6: 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 6: 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 6: 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