



NURS 3313, GLB/THERAPEUTIC COMMUNICATION

COURSE SYLLABUS: Fall 2022

INSTRUCTOR INFORMATION

Instructor: Monica Ruff, MSN-Ed, RN – Course Coordinator

Office Location: Office 238, Nursing Health Sciences Building, 2nd Floor

Office Hours: By appointment

Office Phone: 903-886-3306

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Preferred Form of Communication: Email

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Balzer Riley, J. (2020). *Communication in nursing* (9th ed.). Elsevier.

Textbook(s) Recommended:

Assessment Technologies Institute (ATI), LLC. (2019). *Content mastery series review*

module: Fundamentals for nursing (10th ed.). **Note:** Do not purchase-this text is

included in your ATI subscription.

Silvestri, L. A. (2020). *Saunders comprehensive review for the NCLEX-RN examination*

(8th ed.). Elsevier.

Software Required:

American Psychological Association (APA) Formatting and Style Guide (7th ed.):

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

The syllabus/schedule are subject to change.

<https://www.atitesting.com/> (Assessment Technologies Institute, LLC) online account with access to products and resources. For example:

The Communicator

Engage Fundamentals RN

Nurse's Touch

Optional Texts and/or Materials:

Free grammar checker such as <https://www.grammarly.com/>, <https://languagetool.org/>, or <https://www.gingersoftware.com/>

Course Description

Student Learning Outcomes

By the end of the course, the student will be able to:

1. Identify the purpose of therapeutic communication between the nurse and client. **AACN Essentials I-II, VI & VIII**
2. Apply concepts of group dynamics and communication principles to work groups. **AACN Essentials I-III, VI & VIII-IX**
3. Discuss methods for communicating effectively in organization settings. **AACN Essentials II-III & VI-IX**
4. Describe methods to handle conflict through interpersonal negotiation when it occurs. **AACN Essentials I-II, VI & IX**
5. Identify communication barriers in professional relationships, including disruptive behaviors. **AACN Essentials I-II, IV-VI & IX**
6. Use written, verbal, non-verbal, and emerging technology methods to communicate effectively. **AACN Essentials II, VI & XIII-IX**
7. Demonstrate therapeutic communication skills and processes to affect positive changes in individuals from rural and other diverse populations. **AACN Essentials I-II & VI**
8. Identify culturally appropriate communication strategies in selected cultures. **AACN Essentials III**
9. Demonstrate caring communication responses to common emotional behaviors. **AACN Essentials II-III, VI & VIII-IX**
10. Demonstrate responsibility for own learning. **AACN Essentials X**
11. Demonstrate the acquisition of effective reading abilities essential for therapeutic communication. **AACN Essentials X**
12. Identify the appropriate use of social media in the practice of professional nursing. **AACN Essentials V & VIII**
13. Identify and utilize medical terminology essential for communication with health care professionals. **AACN Essentials IV, VI & VIII**

The syllabus/schedule are subject to change.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word, Microsoft Excel and PowerPoint.

Instructional Methods

This is a blended course requiring students to complete reading assignments, online activities and independent study to be successful. Students meet course objectives through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include lecture, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation, and demonstration of course objectives.

Student Responsibilities or Tips for Success in the Course

- Logging into the course website and email regularly for faculty communication (especially the night before class/clinical)
- Updating semester calendar with communicated changes
- Regular study (recommend a minimum 2-3 hours study/course credit hour per week). For example 3-credit course = 6 to 9 hours study time/week.
- Attendance at all scheduled/assigned classes, meetings, etc.
- Review and remediation of examinations.

Advising Statement

Before being accepted and entering the nursing program, undergraduate students may have been advised by a pre-nursing advisor. However, once admitted into nursing, the nursing faculty become the student's advisor. The nursing department subscribes firmly to the chain of command because, as nurses, that is how most employers will require you to resolve issues. If you have a problem with a course, you should contact your instructor, then the course coordinator, then the department head for nursing. Therefore, any advisement questions or any other concerns you have should first be discussed with your course instructor. She/he is your advisor for that semester.

The syllabus/schedule are subject to change.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = Below 60%

You must complete/submit all coursework to complete the course.

ASSESSMENTS

Assignments	Weight
ATI Assignments	25% (Equally divided over 9 weeks)
Weekly Class Journals (9)	10% (Equally divided over 9 weeks)
TEAMSteps Participation/Activities	10% (3 class days)
Quizzes (4)	25% (6.25% each)
Group Culture Presentation	10%
Evaluation of Group's Dynamics Paper	15% (5% Part I/10% Part II)
Cumulative Final Exam	5%
Total	100%

A minimum grade of 75 is required to pass the course.

Successful completion of the quizzes, final examination, and other required assignments will enable the student to meet the student learning outcomes.

For Standardized Exams:

This course contains no proctored ATI standardized exams.

Late Submissions:

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date/time and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility. Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of the course.

Paper Submissions:

The syllabus/schedule are subject to change.

All documents submitted online are to be in .docx, .rtf, or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Group Work:

All members of the group will receive the same grade on any group work. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

Drop date:

If a student is interested in dropping a course for any reason the final **drop date deadline will be November 4th, 2022.**

Assessments/Class

View course content for each upcoming week in the Course Outline/Calendar and D2L.

Assessment Technologies Inc. (ATI) Assignments (25% of course grade):

To facilitate your learning, faculty have assigned ATI learning modules in nine of the weeks of this course. Refer to the Course Outline/Calendar for computer-based ATI learning activity due dates, instructions, and approximate required completion times as available.

You cannot adequately participate in application-level learning during class without prior independent study. The faculty have purposely planned these computer-based, pre-work assignments to facilitate your preparation for class. If you earn less than 80% on a posttest, remediate the lesson's content and repeat the test until you achieve a minimum of 80%. **NOTE:** you will **NOT** receive points for a week's assignments if you do not complete them (i.e., "all or none") by their due date/time and achieve a score at or above 80%. **Learning Outcomes 1-10**

Culture Presentation (10% of course grade)

Evaluation of Group's Dynamics Paper (Part I = 5% and Part II = 10% of course grade):

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The purpose of this two-fold assignment is to apply and evaluate principles of team dynamics, including team roles, to facilitate effective team functioning. Nursing is a “team sport,” so performing on and leading teams effectively is an essential job skill.

The faculty has randomly assigned you to a small group with a specified culture. Your group will prepare an oral presentation to present to the class as assigned on **Course Calendar on Nov 21st & Nov 28th (see specific group directions)**. Part of the presentation requires that each group locate/select a client from their designated culture, who is 1st or 2nd generation in the United States, and willing for the group to interview them to complete a detailed cultural assessment (See attached Cultural Assessment Tool). **All group members must actively participate in the client’s cultural assessment/interview and face-to-face or web-based (e.g., Zoom) group meetings.**

Like any work team, your group must first determine who will perform the essential roles of formal leader and recorder/secretary to facilitate the completion of the assignment. Group meetings should be organized (i.e., have an agenda), and behavior should be professional. Record minutes (official record) for each meeting. Your group’s Cultural Assessment Tool and meeting minutes are due in the designated D2L Assignments submission folder by **scheduled due date listed on course outline**.

Required Content for Meetings’ Minutes include:

- First paragraph: Type of meeting (planned, impromptu, etc.); the date, time, and place of the meeting; the name of the presiding officer (leader) and recorder/secretary; names of members present; names of members absent; and length of the session (hours, minutes).
- Minutes are a record of what members do during a meeting (e.g., discussion of, voted on, agreed upon, etc.), not a script of what members said.

Note: Each group’s presentation is limited to 20-30 minutes, so be concise and carefully plan and monitor your time to avoid unnecessary loss of points. **In the interest of limited class time, faculty will stop your presentation at 30 minutes, regardless of what you have left to present.** Each group will receive a group grade on their presentation (See attached Culture Presentation Rubric).

Culture presentations should be fun; in the past, some students have dressed in the culture’s traditional dress and or prepared/shared typical foods. **All students must participate to the fullest in both product preparation and presentation.** If a student is not participating, the group must attempt to correct the problem. If the group cannot resolve the issue, the group’s formal leader must notify the course coordinator. Any student who fails to participate actively in the preparation or presentation will be required to prepare and present a culture individually.

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After the culture presentations, post a completed Group Member Participation Evaluation form by set due date in course outline in the designated D2L Assignments submission folder as instructed (See Course Outline/Calendar).

It is your group's dynamics (i.e., how you work together to accomplish your client interview and presentation) that you will describe in a two-part paper (See attached Evaluation of Assigned Group's Dynamics Paper Rubrics Part I and Part II). Submit each part of your paper in its designated D2L Assignments folder by set due date outlined in course calendar. **Learning Outcomes 2, 4-8 & 10**

Quizzes (Four at 6.25% each = 25% of course grade):

There are five computer-based quizzes in this course; refer to the Course Outline/Calendar for each quiz's due date and content information. Quizzes will contain questions in multiple formats (e.g., multiple-choice, fill-in-the-blank, etc.). You will have one attempt to complete each time-limited quiz as scheduled on the Course Outline/Calendar. **There are no retakes for course quizzes (i.e., grades are final).** **Learning Outcomes 1-5 & 7-13**

Cumulative Final Exam (5% of course grade):

There is a cumulative final exam during Finals Week in this course Faculty will post an announcement in D2L indicating the exam's date and time when the University's final exam schedule is available. **There are no retakes for course exams (i.e., grades are final).** The test will include content from weeks 1-15. **Learning Outcomes 1-5 & 7-13**

TEAMSteps 3 part teaching (10% of course grade):

The TEAMSteps put on by The Agency for Healthcare Research and Quality's (AHRQ) mission is to produce evidence to make healthcare safer, higher quality, more accessible, equitable, and affordable, and to work within the U.S. Department of Health and Human Services and with other partners to make sure that the evidence is understood. They focus on three core areas (Health systems research, practice improvement, and data & analytics). These modules will familiarize you with these core concepts.

Weekly Class Journals(9 Total) (10% of course grade):

Each week in class students will be required to complete a self-discovery journal entry each week based off the content covered for that week. The students will download their entry into D2L each week for a grade.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

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LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

It is expected that you will check your D2L course and email regularly for communication from the instructor(s). Be sure to check the night before class/clinical. A response to any email or message will occur within two (2) business days.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via cell-phone. If a phone call is not answered, please leave a message and send an e-mail using the

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direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

Faculty will make every effort to return class assignments within two weeks of submission and feedback on clinical work before subsequent work is due.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Nursing Student Guide

Specific information regarding the nursing program and current policies and procedures can be found in the current BSN Student Guide located at <http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/BSNstudentguidebook/default.aspx>

It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor(s) to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

Class

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course coordinator in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course coordinator must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the BSN Student Guide for the exam absence process.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material would be covered in class. Students are expected to come to class prepared.

The syllabus/schedule are subject to change.

University Specific Procedures

COVID-19 Management and Guidance Plans

Considering rising national infection rates and recent Centers for Disease Control and Prevention guidelines, the University asks the campus community to do its part to keep our campus and off-campus sites healthy and safe.

Students, faculty, and staff are **strongly encouraged** to get vaccinated, wear a mask in public indoor settings, and wash hands frequently. These actions can reduce the spread of COVID-19.

The following requirements will be in place:

- Students, faculty and staff must participate in the mandatory COVID-19 testing program at intervals designated by the university.
- Students, faculty and staff who test positive or have been identified as a close contact may be required to quarantine/isolate consistent with current CDC guidance.
- Students, faculty and staff who test positive for COVID-19 are required to isolate. Those with COVID-19 symptoms or who have had close contact with someone (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24- hour period) who received a positive test result for COVID-19 are required to email the A&M-Commerce Emergency Operations Center at eoc@tamuc.edu for additional guidance on how to proceed.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03 Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

The syllabus/schedule are subject to change.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Department or Accrediting Agency Required Content

The Board of Nursing requires applicants, students throughout the program, graduates and licensure renewals to answer questions as to their ability to be admitted to a nursing program, sit for the NCLEX-RN exam or be re-licensed. You are responsible for checking those questions to be sure you remain in compliance. Keep in mind that your fingerprints are on file with the BON so if you should ever be arrested, they would be notified. You should notify them proactively. The link is as follows:

https://www.bon.texas.gov/licensure_eligibility.asp

The syllabus/schedule are subject to change.

COURSE OUTLINE / CALENDAR
NURS 3313 – Therapeutic Communication
Fall 2022

Guidelines:

Black = class (theory) related information

Green = assignments (I will specify below when you must post work in D2L) and approximate completion time.

ATI Learning Modules: **NOTE: If you earn less than 80% on a posttest, remediate the lesson's content and repeat the test until you achieve a minimum of 80%. You will NOT receive points for a week's assignments if you do not complete all of them by their due date/time and achieve a score at or above 80%.**

Week 1

Pre-Class Assignment: Review syllabus/Orient to Course

Monday, 8/29 1420-1610

Class (Prof. Ruff):

Orientation to course

Video – “A Nurse I Am” (**NOTE: Reflective essay due in D2L Assignments folder Sunday, September 4th by 2359**)

Week 2

Monday, 9/5, Labor Day Holiday (No Class)

Week 3

Pre-Class Assignments: (Due by Sunday, 9/11 at 2359)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 1, 2 and 7

ATI Nurse's Touch: Professional Communication >

- Types of Communication > Complete the entire lesson/module and take the test (Approx. 50 min)

Monday, 9/12 1420-1610

Class:

Responsible, Assertive, Caring Communication in Nursing

The Client-Nurse Relationship: A Helping Relationship

Showing Respect

Week 4

The syllabus/schedule are subject to change.

Pre-Class Assignments: (Due by Sunday, 9/18 at 2359)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 3, 4 and 5

ATI The Communicator > Video Interaction: Role as Interprofessional Team Member (Approx 30 min)

Monday, 9/19 1420-1610**Class:**

Starting with YOU: Understanding yourself to build a foundation for learning

Solving Problems Together

Understanding Each Other: Communication and Culture

Week 5**Pre-Class Assignments:** (Due by Sunday, 9/25 at 2359)

Brightspace (D2L) content

ATI Engage Fundamentals RN > Psychosocial Concepts for Nursing Practice >

- Inclusion, Equity, and Diversity > Complete the lesson and test. (Approx. 1 hr/15 min)

Monday, 9/26 1420-1610 Quiz 1 @ beginning of class (Covers Chapters 1-5, 7)**Class (Prof. Harris): TEAMSteps #1****Week 6****Pre-Class Assignments:** (Due by Sunday, 10/2 at 2359)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 8, 9, 22 and 28

ATI Nurse's Touch: Professional Communication > Factors that Affect Communication with Individuals and Groups > Complete the module and test. (Approx. 1 hr/20 min)

Monday, 10/3 1420-1610**Class:**

Being genuine

Being empathetic

Working in groups

Managing team conflict

Week 7**Pre-Class Assignments:** (Due by Sunday, 10/9 at 2359)**Evaluation of Assigned Group's Dynamics Paper (Part I)** (Post in D2L Assignments folder)*The syllabus/schedule are subject to change.*

Brightspace (D2L) content

Balzer Riley textbook: Chapter 24, 25 and 26

ATI Engage Fundamentals RN > Professional Nursing >

- Communication > Complete the entire module and test (Approx. 1 hr/20 min)

Monday, 10/10 1420-1610

Class:

Learning Confrontation Skills

Refusing Unreasonable Requests

Communicating with Distressed client

Week 8

Pre-Class Assignments: (Due by Sunday, 10/16 at 2359)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 8 and 9

ATI Engage Fundamentals RN > Foundational Concepts of Nursing Practice >

- Collaboration and Teamwork > Complete the module and test (Approx. 1hr/15 min)

Monday, 10/17 1420-1610 Quiz 2 @ beginning of class (Covers chapters 8-9, 22, 24-26)

Class (Prof. Harris): TEAMSteps #2

Week 9

Pre-Class Assignments: (Due by Sunday, 10/23 at 2359)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 11, 12 and 27

ATI Nurse's Touch: Professional Communication >

- Client Education > Complete the lesson and test. (Approx. 1 hr/20 min)

Monday, 10/24 1420-1610

Class:

Being Specific

Asking Questions

Communicating with the Difficult client

Week 10

Pre-Class Assignments: (Due by Sunday, 10/30 at 2359)

Brightspace (D2L) content

The syllabus/schedule are subject to change.

Balzer Riley textbook: Chapter 14 and 23

ATI Nurse's Touch: Professional Communication >

- Organizational Communication > Complete the lesson and test. (Approx. 1 hr/20 min)

Monday, 10/31 1420-1610

Class:

Using Humor

Navigating the Expanding World of Digital Communication

Week 11

Pre-Class Assignments: (Due by Sunday, 11/6 at 2359)

Brightspace (D2L) content

ATI The Communicator > Video Interaction: End-of-Life-Care (Approx. 1hr/15min)

Monday, 11/7 1420-1610 Quiz 3 @ beginning of class (Covers Chapters 11-12, 14, 23, 27 & 28)

Class (Prof. Harris): TEAMSteps #3

Week 12

Pre-Class Assignments: (Due by Sunday, 11/13 at 2359)

Evaluation of Assigned Group's Dynamics Paper (Part II) (Post in D2L Assignments folder)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 18, 19, 21 and 29

Monday, 11/14 1420-1610

Class:

Working with Feedback

Using Relaxation Techniques to Become More Mindful

Positive Self Talk

End of Life

Week 13

Pre-Class Assignments: (Due by Sunday, 11/20 at 2359)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 15 and 20

ATI Engage Fundamentals RN > Psychosocial Concepts for Nursing Practice >

- Self-Concept > Complete the lesson, then the test (Approx. 1 hr/10 min)

The syllabus/schedule are subject to change.

Monday, 11/21 1420-1610

Class:

Spiritual Journey
Incorporating Imagery in Professional Practice and Self Care

Week 14

Pre-Class Assignments: (Due by Sunday, 11/27 at 2359)

Brightspace (D2L) content

ATI The Communicator > Video Interaction: Family in a Stressful Situation (Approx 1 hr)

ATI The Communicator > Video Interaction: Aggressive Behavior (Approx 30 min)

Monday, 11/28 1420-1610

**Class: Quiz 4 @ beginning of class (Covers Chapters 15, 18-21 & 29)
Culture Presentations (Group 1, 2)**

Week 15

Pre-Class Assignments: (Due by Sunday, 12/4 at 2359)

Cultural Assessment Tool and meeting minutes (Post in D2L Assignments folder)

ATI The Communicator > Technique Identifier: Respecting Clients' Cultures (Approx. 30min)

Monday, 12/5 1420-1610

Class (Prof. Ruff):

Culture Presentations (Groups 3, 4 & 5)

Week 16

Monday, 12/12 1500-1650 Cumulative Final Exam (40 questions)

Course Evaluation: Evaluate the course (D2L)

Evaluation of Assigned Group's Dynamics Paper (Part I) Rubric

Criteria	Level of Achievement				
	Excellent	Good	Fair	Poor	Not Demonstrated
Discuss the formal leader and how and why they assumed the role.	16-20 Points Addresses criteria in detail, is concise and demonstrates evidence of quality writing.	11-15 Points Moderately addresses criteria, is concise, and primarily well written.	6-10 Points Somewhat addresses criteria; is not concise (too wordy) but is mostly well written.	1-5 Points Poorly addresses the criteria but is wordy (not concise). Narrative lacks evidence of quality writing.	0 Points Does not address the required criteria
Describe the type(s) of leadership styles(s) demonstrated by the formal leader and supportive evidence (examples) for your impressions.	16-20 Points Addresses criteria in detail, is concise and demonstrates evidence of quality writing.	11-15 Points Moderately addresses criteria, is concise, and primarily well written.	6-10 Points Somewhat addresses criteria; is not concise (too wordy) but is mostly well written.	1-5 Points Poorly addresses the criteria but is wordy (not concise). Narrative lacks evidence of quality writing.	0 Points Does not address the required criteria
Discuss the scribe (secretary) and how and why they assumed the role.	16-20 Points Addresses criteria in detail, is concise and demonstrates evidence of quality writing.	11-15 Points Moderately addresses criteria, is concise, and primarily well written.	6-10 Points Somewhat addresses criteria; is not concise (too wordy) but is mostly well written.	1-5 Points Poorly addresses the criteria but is wordy (not concise). Narrative lacks evidence of quality writing.	0 Points Does not address the required criteria
References	16-20 Points Greater than 3 valid/reliable references utilized (e.g., textbooks, journals). No discrepancies between in-text references and the reference list.	11-15 Points Three valid/reliable references utilized (e.g., textbooks, journals). No more than 1 discrepancy between in-text references and the reference list.	6-10 Points Two valid/reliable references utilized (e.g., textbooks, journals). No more than 2 discrepancies between in-text references and reference list.	1-5 Points Only 1 valid/reliable reference utilized (e.g., textbooks, journals)—greater than 2 discrepancies between in-text references and reference list.	0 Points No valid/reliable references used, and or greater than 2 discrepancies between in-text references cited and reference list.
Mechanics and APA citations and references	16-20 Points Paper is 1.5 to 2 double-spaced pages in length. No spelling, grammar, or punctuation errors. No errors in APA citations and references.	11-15 Points Paper is 1.5 to 2 double-spaced pages in length. One to 3 spelling, grammar, or punctuation errors, and or 1-3 APA citation/reference errors.	6-10 Points Paper is 2 to 3 double-spaced pages in length. Four to 5 spelling, grammar, or punctuation errors, and or 4-5 APA citation/reference errors.	1-5 Points Paper is greater than 3 double-spaced pages in length. Greater than 6 spelling, grammar, or punctuation errors, and or greater than 6 APA citation/reference errors.	0 Points Paper not completed and or contains 7 or more APA citation/reference, spelling, grammar, or punctuation errors, making it unreadable.
Total					

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Evaluation of Assigned Group's Dynamics Paper (Part II) Rubric

Criteria	Excellent	Good	Fair	Poor	Not Demonstrated
Describe the informal leader(s) exhibited within the group and give evidence for your impressions.	16-20 Points Addresses criteria in detail, is concise and demonstrates evidence of quality writing.	11-15 Points Moderately addresses criteria, is concise, and primarily well written.	6-10 Points Somewhat addresses criteria; is not concise (too wordy) but is mostly well written.	1-5 Points Poorly addresses the criteria but is wordy (not concise). Narrative lacks evidence of quality writing.	0 Points Does not address the required criteria
Describe your group's cohesiveness and supportive evidence for impressions.	16-20 Points Addresses criteria in detail, is concise and demonstrates evidence of quality writing.	11-15 Points Moderately addresses criteria, is concise, and primarily well written.	6-10 Points Somewhat addresses criteria; is not concise (too wordy) but is mostly well written.	1-5 Points Poorly addresses the criteria but is wordy (not concise). Narrative lacks evidence of quality writing.	0 Points Does not address the required criteria
Differentiate the roles (i.e., task, maintenance, and hindering roles) that each member played within your group, and provide evidence for your impressions.	16-20 Points Addresses criteria in detail, is concise and demonstrates evidence of quality writing.	11-15 Points Moderately addresses criteria, is concise, and primarily well written.	6-10 Points Somewhat addresses criteria; is not concise (too wordy) but is mostly well written.	1-5 Points Poorly addresses the criteria but is wordy (not concise). Narrative lacks evidence of quality writing.	0 Points Does not address the required criteria
Describe conflict(s) that arose within your group and how your group addressed conflict.	16-20 Points Addresses criteria in detail, is concise and demonstrates evidence of quality writing.	11-15 Points Moderately addresses criteria, is concise, and primarily well written.	6-10 Points Somewhat addresses criteria; is not concise (too wordy) but is mostly well written.	1-5 Points Poorly addresses the criteria but is wordy (not concise). Narrative lacks evidence of quality writing.	0 Points Does not address the required criteria
References	9-10 Points Greater than 3 valid/reliable references utilized (e.g., textbooks, journals). No discrepancies between in-text references and the reference list.	6-8 Points Three valid/reliable references utilized. No more than 1 discrepancy between in-text references and the reference list.	3-5 Points Two valid/reliable references utilized. No more than 2 discrepancies between in-text references and reference list.	1-2 Points Only 1 valid/reliable reference utilized—greater than 2 discrepancies between in-text references and reference list.	0 Points No valid/reliable references used, and or greater than 2 discrepancies between in-text references cited and reference list.
Mechanics and APA citations and references	9-10 Points 4 to 4.5 double-spaced pages. No spelling, grammar, or punctuation errors. No APA errors	6-8 Points 4 to 4.5 double-spaced. One to 3 spelling, grammar, or punctuation errors, and or 1-3 APA errors.	3-5 Points 3 to 3.5 double-spaced pages. 4 to 5 spelling, grammar, or punctuation errors, and or 4-5 APA errors.	1-2 Points less than 3 double-spaced pages. > than 6 spelling, grammar, or punctuation errors, and or greater than 6 APA errors.	0 Points Paper not completed and or contains 7 or more APA, spelling, grammar, or punctuation errors.
Total					

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Culture Presentation Rubric

Criteria	Excellent	Good	Fair	Poor	Not Demonstrated
Submit Cultural Assessment Tool and meeting minutes by due date/time	9-10 Points Submit detailed Cultural Assessment Tool and meeting minutes by due date and time.	6-8 Points Submit moderately detailed Cultural Assessment Tool and meeting minutes by due date and time.	3-5 Points Submit somewhat detailed Cultural Assessment Tool and meeting minutes by due date/time.	1-2 Points Submit past due and or incomplete Cultural Assessment Tool or meeting minutes.	0 Points Cultural Assessment Tool and or meeting minutes not submitted before presentation.
Dress professionally for presentation (i.e., no denim, caps, flip flops, etc.) and limit group's presentation time to 20 minutes	9-10 Points Entire group dresses in business casual attire; kempt, professional appearance. Time limited to 20 min.	6-8 Points Group dresses in business casual, but some members appear unkempt. Time limited to 20 min.	3-5 Points Group dresses in mixture of business casual and casual attire, but kempt in appearance. Time limited to 20 min.	1-2 Points Group dresses in mixture of business casual and casual dress, but some members disheveled (e.g., wrinkled) in appearance. Time limited to 20 min.	0 Points Entire group dresses in casual attire (e.g., denim, caps, flip flops, etc.) and or time exceeded 20 min.
Use clear and coherent speech, good eye contact with audience, do not read directly from notes, and provide audience opportunity to ask questions.	9-10 Points Presenters speak clearly and have good eye contact with audience; glance minimally at notes, and provide opportunities to ask questions throughout.	6-8 Points Presenters speak clearly and have fair eye contact with audience. Moderate reliance on speaker notes by some. Adequate question session at end of presentation.	3-5 Points Some presenters somewhat difficult to hear and or understand; moderate to heavy reliance on speaker notes by some. Minimal time planned for audience questions.	1-2 Points Difficult to hear and or understand majority of presenters and heavy reliance on speaker notes by most group members.	0 Points Audience not given the opportunity to ask questions.
Include use of audio-visual aids (e.g., handout, PowerPoint, trifold construction board, clothing) to enhance presentation	9-10 Points Use of audio-visual aids, easy to hear/see and helped engage audience.	6-8 Points Use of audio-visual aids to enhance presentation of oral content. Aids were easy to hear/see.	3-5 Points Used fair quality audio-visual aids that were easy to hear/see.	1-2 Points Used poor quality and or difficult to hear/see audio-visual aids.	0 Points Used no audio-visual aids.
Reference informational sources including your interviewee during the presentation	9-10 Points Complete and accurately formatted APA reference information included in presentation materials and discussed throughout.	6-8 Points Moderate mention of informational reference sources during presentation; included interviewee.	3-5 Points Minimal mention of informational reference sources during presentation; no mention of interviewee as source.	1-2 Points No mention of informational reference sources except interviewee.	0 Points No informational reference sources included in presentation.

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Introduce group members at start of presentation	9-10 Points Professional introduction of group members by one member at presentation's onset and by each speaker at start of their section.	6-8 Points Professional introduction of group members by one member at presentation's onset.	3-5 Points Self-introduction of group members at onset of their portion of presentation.	1-2 Points Haphazard (disorganized) introduction of group members; some missed introductions.	0 Points No introduction of group members.
Describe information about your assigned culture's location, geography, government, socioeconomic status, education, and spirituality/ predominant religions and their effect on its population's health	9-10 Points Demonstrates high quality analysis and interpretation of criteria.	6-8 Points Demonstrates moderate quality analysis and interpretation of criteria.	3-5 Points Somewhat addresses criteria, but weak connection made between information presented and effect on population's health.	1-2 Points Response poorly addresses the criteria; no connection made between information presented and effect on population's health.	0 Points Does not address the required criteria.
Describe information about your assigned culture's food (preparation and nutrition) and traditions/holidays and their influence on its population's health	9-10 Points Demonstrates high quality analysis and interpretation of criteria.	6-8 Points Demonstrates moderate quality analysis and interpretation of criteria.	3-5 Points Somewhat addresses criteria, but weak connection made between information presented and effect on population's health.	1-2 Points Response poorly addresses the criteria; no connection made between information presented and effect on population's health.	0 Points Does not address the required criteria.
Discuss significant verbal and nonverbal communication considerations for clients from your assigned culture experiencing hospitalization in the U.S.	9-10 Points Demonstrates high quality analysis and interpretation of criteria.	6-8 Points Demonstrates moderate quality analysis and interpretation of criteria.	3-5 Points Demonstrates fair quality analysis and interpretation of criteria.	1-2 Points Demonstrates poor quality analysis and interpretation of criteria.	0 Points Does not address the required criteria.
Differentiate nursing care necessary to provide culturally sensitive care to clients of your assigned culture experiencing hospitalization in the U.S.	5 Points Demonstrates high quality analysis and interpretation of criteria.	3-5 Points Demonstrates moderate quality analysis and interpretation of criteria.	2 Points Demonstrates fair quality analysis and interpretation of criteria.	1 Points Demonstrates poor quality analysis and interpretation of criteria.	0 Points Does not address the required criteria.
Describe your interviewee and how they	5 Points Describes interviewee	3-5 Points Describes interviewee and	2 Points Minimally describes interviewee and	1 Points Poorly describes interviewee and	0 Points Does not address the

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compare/contrast with others of their culture who are traditionally grounded	and clearly differentiate their retained traditional cultural practices from those not practiced. Discuss why nurses should or should not generalize individuals within a culture.	clearly differentiates their retained traditional cultural practices from those not practiced.	compares/contrasts their cultural practices with tradition-based others of their culture.	or compares/contrasts their cultural practices with tradition-based others of their culture.	required criteria.
Total					