



## **NURS 3310 – Professional Role Development and Practice Issues**

### **Course Syllabus Fall 2023**

**Faculty:** Carole A. McKenzie, PhD, NM, RN

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**Preferred Form of Communication:** Email

**Communication Response Time:** 2 business days

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

##### **Textbook(s) Required:**

American Nurses' Association. (2021). *Nursing: Scope and standards of practice* (4th ed.).

Silver Spring, MD: American Nurses' Association.

Black, B.P. (2022). *Professional nursing concepts and challenges* (10th ed.). St. Louis: Elsevier.

ISBN: 9780323776653

Fowler, M.D.M. (Ed.). (2015a). *Guide to the code of ethics for nurses with interpretative Statements Development, interpretation, and application* (2nd ed.). Silver Spring, MD: American Nurses Association.

Fowler, M.D.M. (Ed.). (2015b). *Guide to nursing's social policy statement: Understanding the profession from social contract to social covenant*. Silver Spring, MD: American Nurses Association.

### **Textbook Recommended:**

American Psychological Association (2020). *Publication manual of American Psychological*

*Association* (7<sup>th</sup> ed.). American Psychological Association.  
<https://doi.org/10.1037/0000165-000>

### **Other Learning Materials Required:**

Purdue OWL (Online Writing Lab):

<http://owl.english.purdue.edu/owl/resource/560/01/>

### **Additional Helpful Resources:**

DiGregorio, R. (2023). *Taking care: the story of nursing and its power to change our world*.

New York: Harper Collins.

ISBN: 978-0-06-307128-5

Duphily, N. (2014). *Transitioning from LPN/LVN to BSN*. (2014). New York: Springer

Publishing Company.

ISBN: 978-0-826102181-3

Harrington, N. and Terry, C.L. (2019). *LPN to RN transitions: achieving success in your new*

*role*. (5<sup>th</sup> ed.). Philadelphia: Wolters Kluwer.

ISBN: 9781496382733.

### **Course Description (3 credit hours)**

This course focuses on transitioning from associate and diploma degrees to baccalaureate practice and exploration of the baccalaureate essentials as a foundation for professional practice. Roles of the nurse, historical and

theoretical foundations, and nursing philosophy and standards that define professional nursing are explored.

### **Student Learning Outcomes**

1. Describe and analyze the rationale for the BSN role as the basis for professional nursing practice (AACN *Essentials Domain 1,2,4, 9, and 10*)
2. Compare and contrast professional nursing roles and responsibilities to those of other disciplines (AACN *Essentials Domain 6*)
3. Apply concepts of a nursing theory to professional nursing practice (AACN *Essentials Domain 1*)
4. Examine the Texas Board of Nursing Nurse Practice Act, AACN Differentiated Essential Competencies (DECs) and the ANA Scope and Standards of Practice as they relate to professional nursing practice (AACN *Essentials Domains 1, 9, and 10*).

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

### **Instructional Methods / Activities / Assessments**

#### **Formative/Summative Assessments:**

This course includes both formative activities and assignments (practice) and summative (graded) assessments. The formative activities and assignments are designed to guide your learning and are not included in the course grade. Formative activities and assignments are recommended but not required for course completion. Formative activities and assignments provide practice and the opportunity for instructor feedback prior to completing the graded summative assessments. The summative assessments allow you to demonstrate competency and are required as part of the course grade.

#### **Learning Experiences and Teaching Methods:**

*The syllabus/schedule are subject to change.*

This is an online course requiring students to complete online activities, and individual study to be successful. Teaching methods include lecture, computer-assisted instruction, audio-visual aids, independent study of texts, independent practice of skills, and individualized assessment of competency. While the professor will provide guidance, the student is responsible for identification of learning needs and self-direction, seeking consultation when necessary.

### **Tips for Success in the Course (Student Responsibilities):**

- Logging into the course website and email regularly for faculty communication (especially the night posted due dates)
- Updating semester calendar with communicated changes
- Regular study
- Read all assigned texts, articles and other information provided in D2L modules
- Completion of all formative assignments
- Completion of all summative assessments, including exams/quizzes with a score of meets expectations (specific rubrics provided for assessments)

## **GRADING**

The pacing guide dates for all course (class) assignments are noted on the Course Calendar. Assignments are to be submitted in D2L unless otherwise noted. Calendar dates are a guide to keep the student moving through the course and are noted as pacing dates in the modules. All work must be submitted with satisfactory score by the end of course date

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

A = 90-100 (Exceeds Expectations)

B = 80-89 (Meets Expectations)

F = Below 80 (Needs Improvement and will retake the course)

**Note: A minimum grade of 80 is required to pass the course.**

<b>Formative Evaluation Methods</b>	<b>Non-Graded</b>
Discussion Responses (5 responses)	Formative
Nursing Philosophy—Personal Black Chapter 8, Box 8.6	Formative
Self-Assessment of Critical Thinking Black Chapter 11, Box 11.9	Formative
Values Clarification Exercise Black Chapter 8, Box 8.5	Formative
PICOT Question	Formative
Review the Texas Nurse Practice Act <a href="https://www.bon.texas.gov">Texas Board of Nursing</a> <a href="https://www.bon.texas.gov">https://www.bon.texas.gov</a>	Formative
<b>Summative Evaluation Methods</b>	<b>Percent of Grade</b>
Nursing Philosophy—Paper relating Philosophy to Theorist	Summative 30%
Nursing Theory Presentation	Summative 30%
ANA Standards/AACN Essentials Assignment	Summative 20%
Disciplinary Action Paper	Summative 20%
<b>TOTAL:</b>	<b>100%</b>

### **Late Submissions:**

It is expected that you will submit all class and clinical 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%. Discussion Forums will follow the pattern described below regarding late Discussion Forum post submissions. Communication on these matters is the student's responsibility. Multiple instances of late assignments will result in

receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of course.

**Paper Submissions:**

All documents submitted online are to be in .docx format. No other formats will be accepted (JPEG, GIF, PDF, etc.). Assignments need to be submitted in a maximum of one document per assignment.

**Assignments:**

Assignments are due on Mondays @2359 CST during the course unless otherwise noted on the course calendar and under the description of the assessments. Check dates carefully and make note of them in your personal calendar.

**Assessments**

The due dates for all course assignments are noted on the Course Calendar.

**I. PHILOSOPHY ASSIGNMENTS 30%**

**A. Philosophy (Personal) Formative Assessment**

**Pacing due date 09/11/2023@2359**

**B. Paper Comparing Personal Philosophy To Chosen  
Theorist (Summative Assessment)**

**Pacing due date 10/20/2023@2359\*\***

**Note Friday Due Date\*\***

Students will write a personal philosophy using questions from the philosophy rubric to discuss their beliefs, attitudes and values regarding nursing, the nursing profession (goals, roles, functions), persons (patients), environment, health and health outcomes, health care. excellence and lifelong learning. Black, Chapter 8, Box 8.6 will assist you with this assignment. This paper will be submitted at the beginning of the semester and reassessed at the end of the semester. Students will evaluate where

they stand with their philosophy at the end of the semester and compare it to a chosen nursing theorist. References are only required for the second paper. This assignment is intended to be the start of a life-long, professional review of attitudes, beliefs and values regarding key components of nursing practice and patient care. This activity addresses Student Learning Outcome #1 and #3.

## **II. Discussion Responses (5): Formative Assessment Formative Pacing Dates in Course Outline/Calendar**

The purpose of these responses is for students to critically examine various content provided in course assigned readings. Students will be expected to make submit a 250-350 word response to the topic and assigned reading. The responses are expected to be analytic and substantive indicating in depth critical thinking regarding the topic.

While this is a formative evaluation and is non-graded, there is a rubric to assist you in being sure you are on the right track. Criteria is posted in the syllabus and feedback from faculty will be based on those criteria. These activities address Student Learning Outcomes #1-3.

Before writing responses, read the assigned works and complete learning assignments for the week. Your responses should indicate that you have read the material. Omitting this is a serious step. You should document content according to APA as non-documentation of another's ideas/thoughts is considered plagiarism. When in doubt, document!!

Responses are due to be posted by Mondays at 23:59 CST of the week they are posted, with the exception of Discussion Response 5 which is due a day later due to submission presentation due date. They should be between 250 - 300 words and should include citations note in a separate reference page.

## **III. Critical Thinking Self-Assessment Formative Assessment Pacing due date 09/10/2023**

Critical thinking is an essential skill that professional nurses must develop and continue utilizing to provide the highest level of patient care. As professional nurses, we have to constantly develop our clinical judgment and critical thinking is a foundation for that. This is the process that

moves us from novice nurses to expert nurses—and we must develop that every time we change positions and acquire new skills and knowledge.

Students will complete and submit a critical thinking self-assessment from Black, Chapter 11, Box 11.9. as a formative assessment. Students will develop a plan to improve critical thinking skills throughout the course

#### **IV. Values Clarification Formative Assessment**

**Pacing due date 09/24/2023**

Values Clarification is necessary to clearly understand what **comprises your** personal and professional values. You have discussed your values in the personal philosophy/paradigm you wrote and submitted in Module 1. This activity will assist you in analyzing your philosophy in the final paper due at the end of the term.

Students will complete and submit a values clarification assessment in Black, Chapter 8, Box 8.5 as a formative assessment. This will assist in writing the personal philosophy and the final philosophy analysis paper.

#### **V. PICOT Question Formative Assessment**

**Pacing due date 09/24/2023**

Evidence-based practice (EBP) is the conscientious, explicit, and judicious use of current best evidence in making decisions about the care of individual patients. The goal of EBP is to eliminate unsound or outdated practices in favor of more-effective ones by shifting the basis for decision making from tradition, intuition, and unsystematic experience to firmly grounded scientific research. EBP helps individuals make better, more effective decisions by choosing reliable, trustworthy solutions and being less reliant on outdated received wisdom, fads or superficial quick fixes.

Clinical questions often arise when clinicians are in the practice setting. PICOT questions are a mechanism to allow nurses to find the answer to a question and search for best practices without doing a formal research study. It is a great tool for the BSN nurse to get answers. This efficient process includes the following components:

- Population—population involved P



- Intervention—practice one wishes to implement I
- Comparison—compare current practice with new C
- Outcome—the goal desired/expected with new O
- Time—time frame relevant to this problem T

Students will write and submit a PICOT question including the following components as a formative assessment, pacing due date 09/24/2023

- Write a PICOT question to examine the problem—note the PICOT elements beside them in the question.
- Search the evidence-based articles found in the literature.
- What is the level of evidence for each article?
- What is the quality of the article? Is it from a peer-reviewed journal?
- What is the relevance of the article to the problem at hand? Are the settings and samples similar to what I need to do? 6. Is the article current?
- What is the feasibility of incorporating the findings and recommendations of the article in clinical practice?
- Overall, is the article valuable for my purpose?

**VI. Nurse Practice Act Formative Assessment**  
**Pacing due date 10/01/2023**

Students will submit a review of the Texas Nurse Practice Act and the Texas Board of Nursing website <https://www.bon.texas.gov>

This review should include what the practice act covers and what you did or didn't know about it prior to this review. You should also review the accessibility of the board website and the depth of information contained in it. Pick your BSN nurse subject for the Disciplinary Action Paper described below from the website—include whether that was easy to do and if you got all the information you needed to write the disciplinary action paper.

**VII. Disciplinary Action Paper: Summative Assessment 20%**  
**Pacing due date 10/2/02023 @2359**

The purpose of this activity is for the student to acquire an understanding of the Texas Nursing Practice Act and the impact, ramifications and consequences of individual nurse violations of the Act. Students will complete a paper on the disciplinary action taken by the Texas Board of Nursing on an assigned Registered Nurse. Students are to analyze the inappropriate action according to ethical theory and note the ethical principles (Black, Chapter 7, pp. 156-161). Each student will select a BSN nurse case from the Texas Board of Nursing Website as an appropriate resource for this assignment. The paper should be no more than five (5) pages in length, plus a cover page and the reference page. The paper will be submitted via the D2L Assignment due date on the course calendar. The rubric for evaluation of this paper is provided within this syllabus. This activity addresses Student Learning Outcomes #2.

**VIII. Nursing Theorist Presentation: Summative Evaluation 30%**  
**Pacing due date 10/16/2023 @2359**

Students will choose a nursing theorist and present history of the theorist; the nursing theory components; the relationship and relevance to professional nursing practice today and the implications of this theory on patient care and on health care outcomes and health care policy. In discussing relevance, the group will discuss its applicability in the current health care environment. Include the theorist's theory regarding each of the components you discussed in your philosophy. Students are expected to be creative in their approach. **The chosen theorist must be submitted in writing to Dr. McKenzie by 2359 on Monday, 09/25/2023. Dr. McKenzie will notify the students within two business days of the due date of her approval of the theorist chosen or if there are duplications and they must choose another.**

Presentations will be posted in two places: (1) under the appropriate Assignment for grading, and (2) to the Nursing Theory Presentation Discussion Forum available on D2L. The rubric for the Nursing Theory Presentation is located within this Course Syllabus. This activity addresses Student Learning Outcome #2. This activity addresses Student Learning Outcomes #3 and #3.

The purpose of this assignment is for students to demonstrate competency in the thorough exploration and evaluation of a nursing theory through the presentation of meaningful content to peers. Students will develop a 20 minute (minimum) to 30 minute (maximum) online Power point presentation with audio on the nursing theory of their choice. The selection of the nursing theory must be approved by the instructor and will be done on a first come, first serve basis so as to prevent duplication of theories for presentation. **The chosen theorist must be submitted in writing to Dr. McKenzie no later than 2359 on Monday, 09/25/2023. Dr. McKenzie will notify the students within two business days of the due date of her approval of the theorist chosen or if there are duplications and they must choose another.**

Remediation:

In the event that the Presentation is failed (i.e., an overall score of less than 75% is earned) remediation will be prescribed to improve the student's skills in areas which were not competently performed or documented. After remediation, the Presentation can be repeated, with 75% being the highest earned grade possible. Remediation of a failed Presentation must be completed **before** the last week of class. Remediation may be undertaken **only** if the presentation is failed, **not** to improve a passing Competency grade.

#### **IX. ANA Standards/AACN Essentials Summative Assessment 20%**

**Pacing due date 10/09/2023 @2359**

The purpose of this assignment is for students to critically examine and reflect upon both the *American Nurses' Association (ANA) Scope and Standards of Practice (2021)* and the *American Association of Colleges of Nursing Essentials: Core Competencies for Professional Nursing Education (2021)*. Students will provide examples from their professional practice that demonstrate past or current achievement or planned future achievement of the both the standards and competencies. The grading rubric for this assignment is posted in this syllabus. This activity addresses Student Learning Outcome #3.

## Course Specific Procedures/Policies

### **Syllabus Change Policy:**

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

### **Nursing Student Guide:**

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found here:

<http://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/Current%20Students/BSNstudentguidebook/default.aspx>

Students must adhere to standards of professional and academic conduct. Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others (Nursing Student Conduct Code--See the BSN Student Guide).

### **AI Use in Course:**

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

### **Interaction with Instructor Statement:**

Communication between faculty and students is important and taken seriously. Preferred communication methods are through email through the Texas A&M University-Commerce email system, accessible within the D2L course. All students will be treated with collegial respect and are expected to communicate likewise in a professional manner. Students should check their university email accounts daily for course updates and communication with the instructor. It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

### **Class Involvement:**

As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to due dates and for being prepared to participate in discussion forums over the assigned material.

If students have difficulty accessing formats or other content in the course, please contact course faculty who will work with students individually address their needs.

“...with the growth of online education, it is now largely the **obligation of the instructors** themselves to proactively design courses that are equally **accessible** to all students.” L. Scott Lissner

<https://www.insidehighered.com/news/2013/06/24/faculty-responsible-making-online-materials-accessible-disabled-students>

## 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

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

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

### 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](mailto: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**

# **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

## **Course Specific Procedures/Policies**

### **Syllabus Change Policy**

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

## **University Specific Procedures**

### **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>

### **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

*The syllabus/schedule are subject to change.*



Velma K. Waters Library Rm 162

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

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

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

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

If students have difficulty accessing formats or other content in the course, please contact course faculty who will work with students individually address their needs.

### **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.

### **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](http://www.tamuc.edu/counsel)

### N3310 Course Outline/Calendar (9/5-10/20/2023)

Module	Course Content	Resources	Assignments (Formative/No Grade)	Assessments (Summative/Graded)	Competency Addressed
<b>Start Here</b>	<ul style="list-style-type: none"> <li>• <b>Welcome</b></li> <li>• <b>Syllabus</b></li> <li>• <b>Course orientation powerpoint</b></li> <li>• <b>Competency statement</b></li> </ul>	Syllabus Competencies <b>ANA (2021) p. 1-26</b> Black (2022 Chapters 1, 2, 11	<b><i>Review all course materials and D2L</i></b>		
<b>1</b> <b>09/05/2023</b> <b>** (Tuesday)</b>  <b>The Evolution Of Professional Nursing in Today's Evolving Healthcare Environment</b>	Demographic Profile of Nursing in the United States Nursing Settings and Roles History and Social Context of Nursing Nursing in the Media Nursing Philosophy Introduction to Nursing Theory/Theorists Importance and Development of Critical Thinking Patricia Benner, From Novice to Expert	Texts <b>ANA (2021) p. 1-26</b> Black (2022 Chapters 1, 2, 5, 8, 11 PowerPoint Slides/Module articles	<b><i>Nursing Philosophy— rubric attached-- posted Personal Philosophy Due at 2359 CST September 11, 2023 (Black, Chapter 8, Box 8.6)</i></b>		<b>1.1</b> <b>1.2</b> <b>2.1</b> <b>4.2</b> <b>9.1</b> <b>9.5</b> <b>10.2</b>

*The syllabus/schedule are subject to change.*

Module	Course Content	Resources	Assignments (Formative/No Grade)	Assessments (Summative/Graded)	Competency Addressed
	Nursing Paradigm—Nursing and Your Personal Paradigm/Philosophy		<b><i>Unit #1 Discussion Forum: Nursing and the Media</i></b>		
<b>2</b> <b>09/11/2023</b>  <b>Pathway to Professionalism/ Nursing Transitions/ Philosophical Foundations Of Nursing Practice</b>	Characteristics of a Profession Pathway to Professionalism Barriers to Professionalism Nursing Education/Levels Importance and Development of Critical Thinking Nursing Process Health Care in the United States Political Activism and Nursing Essential Competencies/ ANA Scope and Standards	Texts <b>ANA (2021) p. 51-54</b> Black (2022) Chapters 3, 4, 5, 11 14,15 Texas Board of Nursing Disseminated Essential Competencies (2021) Fowler Guide to Nursing’s Social Policy. . . . .	  <i>Self-assessment of critical thinking in Black Chapter 11, Box 11.9</i>  <b><i>Unit #2 Discussion Forum: BSN Role/Advocacy</i></b>		<b>1.1</b> <b>1.2</b> <b>2.1</b> <b>6.1</b> <b>9.4</b> <b>9.5</b> <b>10.2</b>

Module	Course Content	Resources	Assignments (Formative/No Grade)	Assessments (Summative/Graded)	Competency Addressed
		PowerPoint Slides/Module Articles			
<b>3</b> <b>09/18/2023</b>  <b>Theoretical Foundations of Nursing/Evidence Based Practice</b>	Open and Closed Systems Nursing Paradigm Person Environment Health Nursing Values Clarification Nursing Theory/Theorists Evidence Based Practice PICOT Questions Research Process	Texts <b>ANA (2021) p. 42-43</b> Black (2022) Chapters 8-11 Sigma Website Sigmanursing.org <a href="https://sigmanursing.org">https://sigmanursing.org</a>  PowerPoint Slides/Module Articles	<b>Approval Deadline for Nursing Theory Presentation topic September 25, 2023 at 2359 CST</b>  <b>Values Clarification Exercise in Black, Chapter 8, Box 8.5</b>  <b>Write a PICOT question</b>		<b>1.1</b> <b>1.2</b> <b>2.1</b> <b>2.2</b> <b>4.1</b> <b>4.3</b> <b>9.1</b> <b>9.2</b> <b>9.5</b> <b>9.6</b> <b>10.1</b> <b>10.2</b>
<b>4</b> <b>09/25/2023</b>	Nursing Theorists Nightingale Henderson	Texts <b>ANA (2021) p. 26-32</b>	<b>Unit #4 Discussion Forum: Philosophy of Nursing</b>	<b>Disciplinary Action Paper Due at 2359</b>	<b>1.1</b> <b>1.2</b> <b>2.1</b> <b>2.2</b>

The syllabus/schedule are subject to change.

Module	Course Content	Resources	Assignments (Formative/No Grade)	Assessments (Summative/Graded)	Competency Addressed
<b>Theoretical Foundations and the Science of Nursing/ Caring Theory</b>	Caring Theory/Caritas Processes/Watson Orem King Roy Peplau Orlando Leininger Middle Range Theories Using Theory in Nursing Education, Practice and Research	Black (2017) Chapters 9 and 10  PowerPoint Slides/Module Articles	<b>Review the Texas Nursing Practice Act</b>  <a href="https://www.bon.texas.gov">Texas Board of Nursing https://www.bon.texas.gov</a>	<b>CST on October 2, 2023</b>	<b>2.3 4.2 9.1 9.2 9.3 9.4 9.5 10.2</b>
<b>5 10/02/2023  Legal Influences on the Nursing Professional Role/Ethical Issues in Nursing/Medical Errors</b>	Nursing as a Regulated Practice Legal Issues State Boards of Nursing/Nurse Practice Acts HIPAA Protecting Yourself Ethical Concepts/Theories Moral Reasoning Codes of Ethics Ethical Dilemmas	Texts ANA (2021) p. 38-42; 73-107 Black (2023) Chapter 6, 7 Ferguson Guide to the Code of Ethics for Nurses  PowerPoint Slides/Module Article	<b>Unit #5 Discussion Forum: Legal Issues and Nursing Theory -</b>	<b>Unit 5 Assignment: ANA Standards/AACN Essentials due October 9, 2023</b>	<b>1.1 1.2 9.1 9.3 9.4 9.5 9.6</b>

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Module	Course Content	Resources	Assignments (Formative/No Grade)	Assessments (Summative/Graded)	Competency Addressed
	Medical Errors—Current Issues				
<b>6</b> <b>10/09/2023</b>  <b>Baccalaureate</b> <b>Nursing</b> <b>Roles/Communication,</b> <b>Collaboration,</b> <b>and</b> <b>Caregiving</b>	Therapeutic Use of Self Social and Professional Relationships Reflective Practice Communication Theory Criteria for Successful Communication Developing Effective Communication Skills Interprofessional Collaboration Nurses, Patients and Families Nursing Staffing Impacts of Professional Caregiving on Nurses Compassion Fatigue Burnout Incivility Bullying Lateral Violence Resilience Life-Work Balance	Texts Black (2022) Chapters 12 and 13  PowerPoint Slides/Module Articles	<b><i>Unit #6</i></b> <b><i>Discussion Forum: on the Impact of Professional caregiving--posting deadlines extended x one day due to the presentation submission date</i></b>	<b><i>Nursing Theorist Presentation Due at 2359 CST on October 16, 2023</i></b>	<b><i>1.1</i></b> <b><i>1.2</i></b> <b><i>2.1</i></b> <b><i>2.2</i></b> <b><i>4.2</i></b> <b><i>6.1</i></b> <b><i>9.2</i></b> <b><i>10.1</i></b> <b><i>10.2</i></b> <b><i>10.3</i></b>

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Module	Course Content	Resources	Assignments (Formative/No Grade)	Assessments (Summative/Graded)	Competency Addressed
	Reflective Practice				
<b>7</b> <b>10/16/2023</b>  <b>Contemporary</b> <b>Issues</b> <b>Course Wrap-up</b> <b>and Evaluations</b>	Current Issues Patients Environment Health Care Nursing Back to Paradigm	Texts Black (2022) Chapters 13-16 ANA (2021) p. 56-72 Course Wrap-Up and Evaluations  PowerPoint Slides/Module Articles		<b>Final</b> <b>Philosophy</b> <b>Paper due</b> <b>2359 CST,</b> <b>Friday,</b> <b>October 20,</b> <b>2023</b>	<b>1.1</b> <b>1.3</b> <b>2.1</b> <b>2.2</b> <b>4.2</b> <b>9.1</b> <b>9.2</b> <b>9.3</b> <b>9.5</b> <b>10.2</b> <b>10.3</b>

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## RUBRICS

### NURSING PHILOSOPHY PAPER

30%

#### Formative/Summative Evaluation Graded

Criteria			Points Possible	Points Earned
<b>Values, Beliefs Attitudes re:</b>				
Nursing			10	
Person			10	
Environment			10	
Health			10	
Excellence			10	
Lifelong Learning			10	
Relationship to Theorist			10 at end	
Practical, Personal Use			10	
Use of correct APA format including font, spacing, cover page, running head, page numbers, body of			10	

paper, reference page, and reference citations				
Use of correct grammar, spelling, and punctuation			<b>10</b>	
<b>Total</b>				<b>100</b>

**Discussion Responses (5 total) Grading Criteria—Feedback only  
Formative Assessment**

<b>Levels of Achievement</b>					
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not Demonstrated</b>
<b>Response</b>	<p><b>50 Points</b> *Response matches prompt. *Response is concise. *Response is evidence of quality writing. *Two or more reputable sources used (at least one of which is from a course text).</p>	<p><b>40 Points</b> * Response matches prompt. * Response is concise. * Response is mostly well-written. *Two reputable sources used, but the course textbook or course assigned readings are not used as at least one source.</p>	<p><b>30 Points</b> * Response does not match prompt. * Response is not very concise; too wordy. * Response is mostly well-written. *Only 1 reputable source used.</p>	<p><b>20 Points</b> * Response does not match the prompt. * Response is too wordy and not concise. * Response is not evidence of quality writing. *Sources used, but not reputable or reliable</p>	<p><b>0 Points</b> * Response was not provided or does not address the initial prompt. * No sources provided.</p>

Levels of Achievement					
Criteria	Excellent	Good	Fair	Poor	Not Demonstrated
	<p><b>30 Points</b></p> <ul style="list-style-type: none"> <li>*The discussion response is well written in clear language and is concise.</li> <li>* The response is meaningful with respect to the discussion topic.</li> <li>*Two or more reputable sources used (at least one of which is from a course text).</li> </ul>	<p><b>20 Points</b></p> <ul style="list-style-type: none"> <li>* The language is mostly clear and is concise.</li> <li>* The response is meaningful with respect to the discussion topic.</li> <li>*Two or more reputable sources used, but a course textbook is not used at least one source.</li> </ul>	<p><b>10 Points</b></p> <ul style="list-style-type: none"> <li>* The language is mostly clear, but the response is not concise.</li> <li>* The response lacks some meaning with respect to the discussion topic.</li> <li>*Only 1 reputable source used.</li> </ul>	<p><b>5.0 Points</b></p> <ul style="list-style-type: none"> <li>*The language is unclear.</li> <li>*The writing is not concise.</li> <li>* The response is not meaningful.</li> <li>*Sources used, but not reputable or reliable</li> </ul>	<p><b>0 Points</b></p> <ul style="list-style-type: none"> <li>* No attempt is made to use clear, concise language .</li> <li>* The response is not completed.</li> <li>* No sources provided.</li> </ul>

<b>Levels of Achievement</b>					
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not Demonstrated</b>
<b>Etiquette</b>	<b>10 Points</b> * Discussion responses are written using full sentences, professional language, and a respectful tone. * Constructive criticism is offered in response to others' posts.	<b>8 Points</b> * Sentence errors or instances using unprofessional language are minimal in the discussion posts. * Tone is respectful. * Constructive criticism is offered to other respondents.	<b>6 Points</b> * Sentence errors, unprofessional language, disrespectful tone, or non-constructive criticism in the discussion posts.	<b>3 Points</b> * Many sentence errors, unprofessional language, disrespectful tone, or harsh criticism in the discussion posts.	<b>0 Points</b> * The responses were not completed. * The responses demonstrate no attempt to use professional language. * The responses contain errors, disrespectful language directed toward others.
<b>Writing Mechanics</b>	<b>10 Points</b> * No spelling, grammar	<b>8 Points</b> * Spelling, grammar, or punctuation	<b>6 Points</b> * A few spelling, grammar, or	<b>3 Points</b> * Many spelling, grammar, or	<b>0 Points</b> * The assignment was not

<b>Levels of Achievement</b>					
<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	<b>Not Demonstrated</b>
	<p>r, or punctuation errors. *No errors in APA citations and references.</p>	<p>on are mostly error-free. *APA citations and references mostly error free.</p>	<p>punctuation errors. *A few APA citation and reference errors.</p>	<p>punctuation errors. *Many APA citation and reference errors.</p>	<p>completed. *The assignment is full of spelling, grammar, punctuation, and/or APA citation and reference errors.</p>

**Nursing Theory Presentation Grading Rubric      30%**  
**Summative Evaluation**

Criteria	Points Possible	Points Earned	Comments
<p><b>Nursing Theorist</b></p> <p>Provide a brief overview of the nursing theorist, including how the theorist came to develop the theory.</p>	<b>10</b>		
<p><b>Significance of the Theory</b></p> <p>Identify and describe the nursing theorist's metaparadigm concepts of persons (patients), environment, health, and nursing.            In addition, discuss if each of the four concepts is clearly explained within the theory.</p>	<b>20</b>		
<p><b>Use of the Theory in Practice</b></p> <p>Evaluate the strengths <u>and</u> weaknesses of the theory for use in nursing practice.</p> <p>Describe the feasibility of applying all or parts of this theory in practice. Explain.</p> <p>Discuss how this theory might be applied to the care of a patient you have cared for in the past.</p> <p>Compare and contrast the components of your nursing</p>	<b>30</b>		

philosophy to the chosen nursing theorist.			
Provide at least examples from the literature as to how this theory has been applied in the real world nursing practice? Elaborate.	<b>10</b>		
<b>Presentation</b> <ul style="list-style-type: none"> <li>• Style/manner of presentation</li> <li>• Creativity, presentation appeal</li> <li>• PowerPoint: Format, readability, neatness, spelling, punctuation, grammar</li> <li>• References in APA format</li> </ul>	<b>20</b>		
<b>Content</b> <ul style="list-style-type: none"> <li>• Is accurate and thorough</li> <li>• Is organized, coherent, tied together and fluent.</li> </ul>	<b>10</b>		
<b>TOTAL</b>	<b>100</b>		



**DISCIPLINARY ACTION PAPER GRADING RUBRIC    20%**  
**Summative Evaluation**

**\*This paper should be no more than five (5) pages in length, plus the cover page and the reference page.**

<b>Content</b>	<b>Points Possible</b>	<b>Points Earned</b>
Identify the Registered Nurse involved in the disciplinary action by gender, age, educational level, area of practice, and location	10	
Describe the specific findings of fact and charges against the Registered Nurse	20	
Identify the section(s) of the Texas Nursing Practice Act violated by the Registered Nurse by specific number. Summarize the information in the section(s) in at least one to two paragraphs.	15	
Describe any and all ethical principles violated by the actions of the Registered Nurse	20	
Discuss any defense offered in evidence by the Registered Nurse as applicable	5	
Describe what Disciplinary Action was taken by the Board of Nursing	5	
Evaluate the adequacy, fairness, and appropriateness of the outcome	15	
Use of correct APA format including font, spacing, cover page, running head, page numbers, body of paper, reference page, and reference citations	8	

Use of correct grammar, spelling, and punctuation	2	
<b>Total Points</b>	<b>100</b>	

**ANA Scope and Standards/AACN Essentials Assignment Rubric  
Summative Assessment  
Pacing due date: October 09, 2023**

<b>Criteria</b>	<b>Points Possible</b>	<b>Points Earned</b>	<b>Comments</b>
<b>ANA Scope and Standards: (included)</b>	<b>10</b>		
<b>AACN Essentials: (included)</b>	<b>10</b>		
<b>Critical Analysis ANA and AACN</b>	<b>20</b>		
<b>Achievement of Standards: Specific Examples of how met</b>	<b>20</b>		
<b>Achievement of Essentials: Examples of how met</b>	<b>20</b>		
<b>Future Plans to Achieve</b>	<b>15</b>		
<b>APA; Grammar and Spelling</b>	<b>5</b>		

**Total: 100**

