



NURS 3313, GLB/THERAPEUTIC COMMUNICATION

COURSE SYLLABUS: Spring 2024

INSTRUCTOR INFORMATION

Instructor: Crystal Brakefield, RNC-OB, MSN-Ed

Office Location: Nursing Health Sciences Building, 233

Office Hours: Thursdays 1000-1500 & by appointment

Department Phone: 903-886-5315

Email: Crystal.Brakefield@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Two businesses days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Balzer-Riley, J. (2020). *Communication in nursing* (10th 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. Apply concepts of group dynamics and communication principles to work groups. **AACN Essentials I-III, VI & VIII-IX**
2. Discuss methods for communicating effectively in organization settings. **AACN Essentials II-III & VI-IX**
3. Describe methods to handle conflict through interpersonal negotiation when it occurs. **AACN Essentials I-II, VI & IX**
4. Identify communication barriers in professional relationships, including disruptive behaviors. **AACN Essentials I-II, IV-VI & IX**
5. Demonstrate therapeutic communication skills and processes to affect positive changes in individuals from rural and other diverse populations. **AACN Essentials I-II & VI**
6. Identify culturally appropriate communication strategies in selected cultures. **AACN Essentials III**
7. Demonstrate caring communication responses to common emotional behaviors. **AACN Essentials II-III, VI & VIII-IX**
8. Identify the appropriate use of social media in the practice of professional nursing. **AACN Essentials V & VIII**
9. Identify and utilize medical terminology essential for communication with health care professionals. **AACN Essentials IV, VI & VIII**

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

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assignments, online activities and independent study to be successful. Course objectives may be met 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, seminar, 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 class meetings, seminars & simulations.
- 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.

GRADING

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

A = 90%-100%

B = 80%-89%

C = 75%-79%

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D = 60%-74%

F = Below 60%

ASSESSMENTS

Assignments	Weight
ATI Assignments	25% (Equally divided over 12 weeks)
Class Journals (9)	10% (Equally divided over 9 weeks)
TEAMStepps Participation/Activities	10% (3 class days)
Quizzes (3)	15% (5% each)
Group Culture Presentation	10%
Evaluation of Group's Dynamics Paper	15% (5% Part I/10% Part II)
Cumulative Final Exam	15%
Total	100%

The average of the exams (quizzes 1-3 and final) MUST be 75% or greater before ANY other course grades are averaged to compose the final grade. If the exam average is below 75%, the student will receive the grade of "F" for the course regardless of any other grade(s).

All students with an exam grade of less than 75 must review their exam. It is the student's responsibility to contact their clinical instructor or course coordinator by email to set up an appointment to review the exam. The current exam must be reviewed before the next scheduled exam. Only the most current exam may be reviewed. Do not wait until the last minute to request a review. Of course, all students are welcome to review their exams but should follow the same procedure.

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 assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of the course.

Paper Submissions:

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

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“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.

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 2-7 & 9.**

Culture Presentation (10% of course grade)

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

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 (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-**

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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.

As part of 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 1-7.**

Quizzes (Three at 5% each = 15% of course grade):

There are three computer-based quizzes in this course; refer to the Course Outline/Calendar for each quiz 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

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Outline/Calendar. **There are no retakes for course quizzes (i.e., grades are final). Learning Outcomes 1-9.**

Cumulative Final Exam (15% 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 1-9.**

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. **Learning Outcomes 1, 2, 4 & 9.**

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

Most weeks 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. **Learning Outcomes 1-9.**

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

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

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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 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 in Project Concert.

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

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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.

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>

Artificial Intelligence in the Classroom

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

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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 instructor's 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.

Undergraduate Academic Dishonesty 13.99.99.R0.03 (*link on following page*)

Undergraduate Student Academic Dishonesty Form (*link on following page*)

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

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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.

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

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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

COURSE OUTLINE / CALENDAR
NURS 3313 – Therapeutic Communication
Spring 2024

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

Thursday 1/11/2024 1500-1650 Class:

Orientation to course

Video – “A Nurse I Am”

Journal #1 due by 1/11/2024 at 2359 (Reflection of “A Nurse I am” video)

Week 2

Pre-Class Assignments: (Due by Wednesday 1/17/24 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)

Thursday, 1/18/2024 1500-1650 Class:

Responsible, Assertive, Caring Communication in Nursing

The Client-Nurse Relationship: A Helping Relationship

Showing Respect

Journal #2 due 1/18/24 at 2359 (Chapters 1, 2 & 7)

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Week 3

Pre-Class Assignments: (Due by Wednesday 1/24/24 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)

Thursday, January 25, 1500-1650 Class:

Starting with YOU: Understanding yourself to build a foundation for learning
Solving Problems Together
Understanding Each Other: Communication and Culture

Journal #3 due by 1/25/24 at 2359 (Chapters 3, 4 & 5)

Week 4

Pre-Class Assignments: (Due by Wednesday 1/31/24 at 2359)

Balzer Riley textbook: Chapter 8, 9

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)

Thursday, February 1, 1500-1650

Class:

Being genuine
Being empathetic

Week 5

Pre-Class Assignments: (Due by Wednesday, 2/7/24 at 2359)

Brightspace (D2L) content

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

Thursday, February 8, 1500-1650 Class:

Journal #4 due by 2/8/24 at 2359 (Chapters 8, 9)

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Week 6**Pre-Class Assignments:** (Due by Wednesday 2/14/24 by 2359)**Evaluation of Assigned Group's Dynamics Paper (Part I)** (Post in D2L Assignments folder)

Brightspace (D2L) content

ATI Engage Fundamentals RN > Professional Nursing >

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

Thursday, February 14, 1500-1650

Quiz 1 @ beginning of class (Covers Chapters 1-5, 7-9)**Class: TEAMSteps #2****Week 7****Pre-Class Assignments:** (Due by Wednesday 2/21/24 at 2359)

Balzer Riley textbook: Chapter 22, 28, and 24

Brightspace (D2L) content:

ATI Engage Fundamentals RN > Foundational Concepts of Nursing Practice >

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

Thursday, 2/22/24, 1500-1650

Working in groups

Managing team conflict

Learning Confrontation Skills

Journal #5 due by 2/14 at 2359 (Chapters 22, 28 & 24)

Week 8**Pre-Class Assignments:** (Due by Wednesday 2/28/24 at 2359)

Brightspace (D2L) content

Balzer Riley textbook: Chapter 25, 26, and 11

ATI Nurse's Touch: Professional Communication >

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

Thursday, 2/29/24, 1500-1650**Class:**

Refusing Unreasonable Requests

Communicating with Distressed client

Being Specific

Journal #6 due by 2/29/24 at 2359 (Chapters 25, 26 & 11)

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Week 9

Pre-Class Assignments: (Due by Wednesday 3/6/24 at 2359)

Balzer Riley textbook: Chapter 12 & 27

Brightspace (D2L) content

ATI Nurse's Touch: Professional Communication >

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

Thursday, 3/7/24, 1500-1650 Class:

Asking Questions

Confronting Bullying

Journal #7 due by 3/7/24 at 2359 (Chapters 12 & 27)

Week 10



Week 11

Pre-Class Assignments: (Due by Wednesday 3/20/24 at 2359)

Brightspace (D2L) content

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

Thursday, 3/21/24 1500-1650

Quiz 2 @ beginning of class (Covers Chapters 11, 12, 14, 23, 27 & 28)

Class: TEAMSteps #2

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Week 12

Pre-Class Assignments: (Due by Wednesday 3/27/24 at 2359)

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

Brightspace (D2L) content

Balzer Riley textbook: Chapter 14, 23, 18, & 19

Thursday, 3/28/24 1500-1650 Class:

Using Humor

Navigating the Expanding World of Digital Communication

Working with Feedback

Using Relaxation Techniques to Become More Mindful

Journal #8 due by 3/28/24 at 2359 (Chapters 14, 23 & 18)

Week 13

Pre-Class Assignments: (Due by Wednesday 4/3/24 at 2359)

Brightspace (D2L) content

ATI Engage Fundamentals RN > Psychosocial Concepts for Nursing Practice > Self-Concept > Complete the lesson, then the test (Approx. 1 hr/10 min)

Balzer Riley textbook: Chapter 21, 29, 15 and 20

Thursday, 4/4/24 1500-1650 Class:

Incorporating Positivity Into Life and Work

End of Life

Spiritual Journey

Incorporating Imagery in Professional Practice and Self Care

Journal #9 due by 4/4/24 at 2359 (Chapters 15 & 20)

Week 14

Pre-Class Assignments: (Due by Wednesday 4/10/24 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)

Thursday, 4/11/24 1500-1650

Quiz 3 @beginning of class (covers chapters 14, 23, 15, 18-21 & 29)

Class:

Team STEPPs Day 3

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<p style="text-align: center;">Week 15</p> <p>Thursday 4/11/24 1500-1650</p> <p>Class: Culture Presentations (Groups 1, 2, 3 & 4)</p>
<p style="text-align: center;">Week 16</p> <p>Pre-Class Assignments: (Due by Wednesday 4/17/24 at 2359)</p> <p>Cultural Assessment Tool and meeting minutes (Post in D2L Assignments folder) Post to D2L ATI The Communicator > Technique Identifier: Respecting Clients' Cultures (Approx. 30min)</p> <p>Thursday 4/25/24</p> <p>Class: Cultural Presentations (Groups 5, 6, 7 & 8)</p>
<p style="text-align: center;">Week 17</p> <p style="text-align: center;">STUDY DAY! NO CLASS!</p>
<p style="text-align: center;">Week 18</p> <p>May 6-10 FINALS WEEK Cumulative Final Exam 5/9/24 at 1500</p> <p>Course Evaluation: Evaluate the course (D2L)</p>

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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					