NURS 3350-001IN
Transition to Baccalaureate Nursing
Summer 2024
Internet Course

Instructor Information:
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Student hours and location: Virtual, by appointment

Required Textbooks/Materials:
Black, B. (2024). *Professional Nursing, (10thed).* St. Louis: Elsevier, Inc.

Respondus Lockdown Browser with Web Cam (quizzes)

For the entire program:
American Psychological Association. (2020). *Concise Guide to APA Style (7th ed.).*
        https//doi.org10.1037/0000173-00

Course Description:
Synthesis of previous knowledge and skills provide the foundation for development of the baccalaureate prepared nursing roles as a provider of patient centered care, patient safety advocate, member of the interdisciplinary team, and member of the profession. Discussion includes examination of historical aspects of healthcare and nursing as a profession, analysis of nursing theory, application of clinical judgment, legal and ethical standards, professionalism, teamwork, and collaboration. **(Credit 3: Lecture 3, Lab 0) (8-week course, 48 contact hours)**

Course Requirements: This is an online course. Students are expected to complete independent work each week. Announcements will communicate important information. You will acquire the skills outlined in the course outcomes through the following:

Discussion Board: Assess ability to synthesize information when collaborating on a topic with peers.
Nursing Theorist Presentation: Apply concepts of the theoretical foundations of nursing and their application in clinical settings.
Professional Online Interview: Analyze the diverse responsibilities and skills required in nursing, fostering a comprehensive view of the profession.
Weekly Quiz: Assess understanding of key concepts covered each week.
Reflection Paper: Analyze personal learning experiences, insights gained from course materials, and how these learnings can be applied to their nursing practice.

Determination of Course Grade/Detailed Grading Formula
        A = 90 -100.00
        B = 80 -89.99
        C = 70 -79.99

D = 60 -69.99
F = < 60

Nursing Theorist Presentation (1)	30%
Discussion Board Assignments (4)	20%
Quizzes (5) Respondus Lockdown Browser with Web Cam	15%
Reflection Paper (1)	15%
Professional Online Interview (1)	20%
Syllabus Acknowledgement (1)	0%
Plagiarism Acknowledgement (1)	0%
Grade Total	100%
A grade average of at least 70% is required to pass the course.	

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook. There is no extra credit in this course.

Late work is not accepted and will incur a penalty of zero.

Attendance Policy:

Students are expected to log into the D2L LMS a minimum of three times weekly. See student handbook.

Withdrawal:

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

Communicating With Your Instructor:

ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Integrate knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses in the program of study.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Discussion Board, Quiz,
2. Investigate the history of healthcare and the development of nursing as a profession.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Power Point Presentation
3. Analyze the roles of the baccalaureate prepared nurse: Provider of patient-centered care	Provide comprehensive patient-centered care utilizing an organized framework to make individual,	Discussion Board, Quiz
4. Patient safety advocate Member of the interdisciplinary team Member of the profession	community, and population-based decisions grounded in evidence-based practice.	Discussion Board,

5. Examine nursing theory as a foundation for developing a personal nursing perspective and practice model.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Power Point Presentation
6. Examine the decision-making processes required to provide nursing care for the individual, family, and community.	Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes.	Discussion Board
7. Investigate theories and strategies of effective communication and collaboration	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system. Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes.	Professional Online Interview
8. Demonstrate communication skills in professional presentations and written formats.	Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes.	Discussion Board
9. Analyze factors that create a culture of safety and patient-centered care.	Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Discussion Board,
10. Integrate professionalism, teamwork, and collaboration into a baccalaureate practice model.	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system. Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes.	Discussion Board, Quiz
11. Explore the future of nursing as a profession.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an	Reflection Paper
	advocate of social justice.	

12. Develop the pursuit of practice excellence through integration of professional values of lifelong learning, professional engagement, and professional growth & development.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Reflection Paper

Academic Dishonesty:
Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns:
If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Plagiarism:
Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 5-week session is July 1. The last date to withdraw from the 10-week session is July 30. The last date to withdraw for the 2nd 5-week session is August 2.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you

will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here

https://www.com.edu/community-resource-center/. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Course Content

Unit 1: Nursing in Today's Evolving Health Care Environment

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the demographic profile of registered nurses today.
2. Recognize the wide range of settings and roles in which today's registered nurses practice.
3. Identify evolving practice opportunities for nurses.
4. Consider nursing roles in various practice settings.
5. Explain the roles and education of advanced practice nurses.

Learning Content:
I. Nursing in the United States Today
   A. Nursing in the Workforce
   B. Gender/Age
   C. Race and Ethnicity
   D. Education
   E. Practice Settings for Professional Nurses
II. Nursing Opportunities Requiring Advanced Degrees
   A. Nurse Educators
   B. Clinical Nurse Leaders
   C. Advanced Practice Nursing
   D. Issues in Advanced Practice Nursing
III. Employment Outlook in Nursing
   A. Concepts and Challenges

Learning Activities:
Read:
Black (2020): Chapter 1.

Unit 2: The History and Social Context of Nursing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Identify the social, political, and economic factors and trends that influenced the development of professional nursing in the United States.
2. Identify nursing leaders and explain their significance to nursing.
3. Describe the development of schools of nursing.
4. Explain the role that military and wars have had on the development of the nursing profession.
5. Describe the struggles and contributions of minorities and men in nursing.
6. Describe nursing's efforts to manage and improve its image in the media.
7. Evaluate the implications for nursing in a technologically driven era.
8. Describe how nursing has reacted to nursing shortages.
9. Explain how nursing shortage affect patient outcomes.

Learning Content:
Historical Context of Nursing
A. Mid-19th-Century Nursing in England
B. 1861-1873: The American Civil War—An Impetus for Training in Nursing
C. After the Civil War: Moving toward Education and Licensure under the Challenges of Segregation.
D. Professionalization and Standardization of Nursing through Licensure
E. 1917-1935: The Challenges of World War I, the 1918 Influenza Epidemic, and the 1930s Depression Era
F. 1931-1945: Challenges of the Great Depression and World War II
    1. Word War II: Challenges and Opportunities in Nursing
G. 1945-1960: The Rise of Hospitals—Bureaucracy, Science, and Shortages
H. 1961-1982: The Great Society, Vietnam, and the Change in Women's Roles
I. 1983-2000: Challenges for Nursing—HIV/AIDS and Life Support Technologies
J. 2001-2018: The Post-9/11 Era, Natural Disasters, and Health Care Reforem
II. Social Context of Nursing
    A. Gender
    B. Image of Nursing
    C. National Population Trends
    D. Technological Developments
    E. Nursing Shortages
    F. Initiatives to Provide a Stable Workforce for Registered Nurses
    G. Initiatives to Provide a Stable Workforce of Registered Nurses
  III. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 2

Unit 3: Nursing's Pathway to Professionalism

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Identify the characteristics of a profession.
2. Distinguish between the characteristics of professions and occupations.
3. Describe how professions evolve.
4. Identify barriers to nursing's development as a profession.
5. Explain the elements of nursing's contract with society.
6. Recognize characteristic behaviors that exemplify professional nurses.
7. Assess themselves in the development of professional conduct.

Learning Content:

Characteristics of a Profession
II. From Occupation to Profession
  A. Professional Preparation
  B. Professional Commitment
III. Nursing's Pathway to Professionalism
  A. Kelly's Criteria
  B. Miller's Wheel of Professionalism in Nursing
  C. Standards Established by the Profession Itself
  D. Nursing's Social Policy Statement: The Essence of the Profession
  E. Contract With Society
  F. Nursing: Scope and Standards of Practice
  G. The Code of Ethics for Nurses
IV. Collegiality in Professional Nursing
V. Barriers to Professionalism in Nursing
  A. Varying Levels of Education for Entry into Practice
  B. Gender Issues
  C. Historical Influences
  D. External Conflicts
  E. Internal Conflicts
  F. Nursing Image and Professionalism: Are These Related?
VI. Final Comments
VII. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 3

Unit 4: Nursing Education in an Evolving HealthCare Environment

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Trace the development of basic and graduate education in nursing.
2. Discuss the influence of early nursing studies on nursing education.
3. Describe traditional and alternative ways of becoming a registered nurse.
4. Differentiate between licensed practical/vocational nurses and registered nurses.
5. Differentiate between associate degree and bachelor's degree curriculum.
6. Explain the difference between licensure and certification.
7. Define accreditation, and analyze its influence on the quality and effectiveness of nursing education programs.
8. Discuss recommendations of the Institute of Medicine and major nursing organizations regarding transforming nursing education.
9. List Quality and Safety Education in Nursing (QSEN) competencies.
10. Define Interprofessional Education (IPE), and describe its importance in health care today.

Learning Content:

Development of Nursing Education in the United States
A. Early Studies of the Quality of Nursing Education
II. Educational Paths to Become a Registered Nurse
   A. Diploma Programs
   B. Baccalaureate Programs
   C. Associate Degree Programs
   D. External Degree Programs
   E. Articulated Programs
III. RN-to-BSN, Accelerated BSN, Distance Learning: Alternate Paths in Nursing Education
   A. Baccalaureate Programs for Registered Nurses
   B. Programs for Second-Degree Students
   C. Online and Distance Learning Programs
IV. Accreditation: Ensuring Quality Education
   A. Master's Education
   B. Doctoral Education
V. Becoming Certified: Validating Knowledge and Proficiency
VI. Maintaining Expertise and Staying Current Through Education
VII. Challenges: Faculty Shortages and Quality and Safety Education in Today's Complex Health Care Environment
   A. Faculty and Other Resource Shortages Resulting in Lack of Nurses
   B. Continuing the Evolution of Nursing Education: Quality and Safety Education for Nurses
VIII. Collaboration in Health Care Education: Interprofessional Education
IX. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 4.

Unit 5: Becoming a Professional Nurse

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the benefits of defining nursing and how this is related to professional socialization.
2. Compare early definitions in nursing with contemporary ones.
3. Recognize the impact of historical, social, economic, and political events on evolving definitions of nursing.
4. Identify commonalities in existing definitions of nursing.
5. Understand how students' initial images of nursing are transformed through professional education and experiences.
6. Differentiate between formal and informal socialization.
7. Identify factors that influence an individual's professional socialization.
8. Describe two development models of professional socialization, and explain how they are used.
9. Describe strategies to ease the transition from student to professional nurse.

Learning Content:
I. Defining Nursing: Harder than it seems
  A. Why Define Nursing?
  B. Evolution of Definitions of Nursing
  C. Definitions Developed by State Legislatures
II. Becoming a Nurse: Shaping Your Professional Identity
III. From Student to Nurse: Facilitating the Transition
  A. Factors Influencing Socialization
IV. "Just Going Through A Stage" Models of Socialization
  A. Cohen's Model of Basic Student Socialization
  B. Benner's Stages of Nursing Proficiency (Basic Student Socialization)
  C. Actively Participating in One's Own Professional Socialization
V. From Student to Employed Nurse: Socialization Specific to the Work Setting
  A. "Reality Shock": When Ideals and Reality Collide
VI. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 5.

Unit 6: Nursing as a Regulated Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the components of a model nursing practice act.
2. Discuss the authority of state boards of nursing.
3. Explain the conditions that must be present for malpractice to occur.
4. Identify nursing responsibilities related to delegation, informed consent and confidentiality.
5. Explain the legal responsibilities of nurses to enforce professional boundaries, including the use of social media.
6. Describe strategies nurses can use to protect their patients, thereby protecting themselves from legal actions.

Learning Content:
I. American Legal System
II. State Boards of Nursing, Nursing Practice Acts, and Licensure
  A. Statutory Authority of State Nursing Practice Acts
  B. Executive Authority of State Boards of Nursing
  C. Licensing Powers
  D. Licensure Examinations
  E. Mobility of nurses: Licensure by Endorsement
  F. Nurse Licensure Compact
III. Legal Risks in Professional Nursing Practice
  A. Malpractice
  B. Delegation
  C. Informed Consent
IV. Confidentiality: The Challenge to Protect Privacy
  A. The Health Insurance Portability and Accountability Act of 1996
  B. Social Media: Maintaining Confidentiality and HIPAA Standards
  C. Assault and Battery
V. Evolving Legal Issues Affecting Nursing
  A. Role Changes in Health Care
  B. Patient Self-Determination Act
VI. Protecting Yourself from Legal Problems
  A. Practice in a Safe Setting
  B. Communicate with Other Health Professionals, Patients, and Families
  C. Meet the Standard of Care
  D. Carry and Understand Professional Liability Insurance
  E. Promote Positive Interpersonal Relationships
VII. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 6.

Unit 7: Ethics: Basic Concepts for Professional Nursing Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Discuss the relevance of a code of ethics for the profession of nursing.
2. Understand how professional ethics override personal ethics in professional settings.
3. Describe the relevance of a code of ethics for the profession of nursing.
4. Describe ethical dilemmas resulting from conflicts between patients, health care professionals, family members, and institutions.
5. Recognize sociocultural challenges to professional ethical behavior, including social media and substance abuse.
6. Understand the important ethical issues related to immigration, migration, and health care.
7. Recognize moral distress, and describe the individual and organizational issues resulting from unaddressed moral distress.
8. Describe the process of using moral courage with the CODE Moral Courage Model.

Learning Content:
I. Codes of Ethics for Nursing
  A. American Nurses Association's Code of Ethics for Nurses
  B. International Council of Nurses Code of Ethics for Nurses
VI. Navigating The Gray Areas: Ethical Decision Making
  A. Ethical Decision-Making Model
VII. Exploring Ethical Dilemmas in Nursing
  A. Dilemmas Resulting From Personal Value Systems
  B. Dilemmas Involving Peers' and Other Professional Behavior
  C. Dilemmas Regarding Patients' Rights
  D. Dilemmas Created by Institutional Social Issues
  E. Dilemmas Created by Patient Data Access Issues
VIII. The Practice of Moral Courage
 IX. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 7.

Unit 8: Conceptual and Philosophical Foundations of Professional Nursing Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the components and processes of systems.
2. Explain Maslow's hierarchy of human needs and its relationship to motivation.
3. Recognize how environmental factors such as family, culture, social support, social media and the Internet, and community influence health.
4. Explain the significance of a holistic approach to nursing care.
5. Apply Rosenstock's health belief model and Bandura's theory of perceived self-efficacy to personal health behaviors and health behaviors of others.
6. Devise a personal plan for achieving high-level wellness.
7. Define and given examples of beliefs.
8. Define and give examples of values.
9. Cite examples of nursing philosophies.
10. Discuss the impact of beliefs and values on nurses' professional behaviors.
11. Explain how nurses and organizations education and employing nurses can use a philosophy of nursing.
12. Identify personal beliefs, values, and philosophies as they relate to nursing.

Learning Content:
I. Understanding Systems: Connections and Interactions
  A. Components of Systems
  B. Examples of Systems
  C. Dynamic Nature of Systems
  D. Application of the Systems Model to Nursing
II. Person: An Open System With Human Needs
  A. Human Needs
  B. Homoeostasis
III. Environment: The Supra systems in Which Persons Live
  A. Family Systems
  B. Cultural Systems
  C. Social Systems
  D. Community, National, and World Systems
IV. Health: A Continuum
  A. Defining Health
  B. A National Health Initiative: Healthy People
  C. Health Beliefs and Health Behaviors
  D. Health Beliefs Model
V. Nursing: Forming the Meaningful Whole
  A. Holistic Nursing
VI. Beliefs: Guiding Nursing Behaviors
  A. Three Categories of Beliefs
VII. Values
  A. Nature of Human Values

B. Process of Valuing
  C. Values Undergirding Nursing's Social Policy Statement
VIII. Philosophies and Their Relationships to Nursing Care
  A. Branches of Philosophy
  B. Philosophies of Nursing
IX. Developing Personal Philosophy of Nursing
X. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 8.

Unit 9: Nursing Theory: The Basis for Professional Nursing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Define philosophy, conceptual frameworks, theory, and middle-range theory.
2. Consider how selected nursing theoretical works guide the practice of nursing.
3. Understand how nursing philosophy or theory shapes the curriculum in schools of nursing.
4. Delineate the role of nursing theory for different levels of education.
5. Describe the function of nursing theory in research and practice.

Learning Content:
I. Philosophies in Nursing
  A. Nightingale's Philosophy
  B. Henderson's Philosophy
  C. Watson's Philosophy
II. Conceptual Models of Nursing
  A. Orem's Self-Care Model
  B. Roy's Adaptation Model
III. Theories of Nursing: from Grand to Middle Range
  A. Peplau's Theory of Interpersonal Relations in Nursing
  B. Orlando's Nursing Process Theory
  C. Leininger's Theory of Culture Care Diversity and Universality
  D. Middle-Range Theories of Nursing
..E. Kolcaba's Theory of Comfort
IV. Using Theory for Nursing Education, Practice, and Research
  A. Theory-Based Education
  B. Theory-Based Practice
  C. Theory-Based Research
V. Concepts and Challenges

Learning Activities:
Read:
Black (2020): Chapter 9.
https://nursing-theory.org/theories-and-models/kolcaba-theory-of-comfort.php
Kolcaba, K., Tilton, C., Drouin, C. (2006). Comfort theory: A unifying framework
to
    enhance the practice environment. The Journal of Nursing Administration, 36(11), 538-
    544.

Unit 10: The Science of Nursing and Evidence-Based Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Differentiate among bench, clinical, and translational science.
2. Describe the historical development of the scientific method.
3. Give examples of inductive and deductive reasoning.
4. Discuss the limitations of the scientific method when applied to nursing.
5. Differentiate between problem solving and research.
6. List the steps in the research process.
7. Discuss contributions nursing research has made to nursing practice and to health care.
8. Describe the relationship of nursing research to nursing theory and practice.
9. Identify sources of support for nursing research.
10. Discuss the roles of nurses in research at various levels of education.
11. Define evidence-based practice.

Learning Content:
I. Science and the Scientific Method
  A. Basic, Clinical, and Translational Science
  B. Inductive and Deductive Reasoning
  C. Limitations of the Strict Definition of Scientific Method in Nursing
II. Nursing Research: Improving Care of Patients
III. Evidence-Based Practice: Evidence, Expertise, Patient Preference
IV. The Research Process
  A. Identification of a Research Problem
  B. Review of Literature
  C. Formulation of the Research Question or Hypothesis
  D. Design of the Study
  E. Data Analysis Plan
  F. Participant Selection
V. The Relationship of Research to Theory and Practice
VI. Financial Support for Nursing Research
VII. Advancing the Profession Through the use of Research
VIII. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 10.

Unit 11: Developing Nursing Judgment through Critical Thinking

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Define critical thinking, and describe its importance in nursing.
2. Contrast the characteristics of "novice thinking" with those of "expert thinking".
3. Explain the purpose and phases of the nursing process.
4. Explain the differences between independent, interdependent (collaborative), and dependent nursing actions.
5. Describe evaluation and its importance in the nursing process.
6. Define clinical judgment in nursing practice, and explain how it is developed.
7. Devise a personal plan to use in developing sound clinical judgment.

Learning Content:

I. Critical Thinking: Cultivating Intellectual Standards
II. Critical Thinking in Nursing
III. The Nursing Process: A Universal Intellectual Standard
IV. Steps of the Nursing Process
  A. Phase 1: Assessment
  B. Phase 2: Analysis and Identification of the Problem
  C. Phase 3: Planning
  D. Phase 4: Implementation of Planned Interventions
  E. Phase 4: Evaluation
V. The Dynamic Nature of the Nursing Process
VI. Developing Clinical Judgment in Nursing
VII. Concepts and Challenges

Learning Activities:
Read: Black (2020): Chapter 11.

Unit 12: Developing Nursing Judgment through Critical Thinking

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe therapeutic use of self.
2. Identify and describe the phases of the traditional nurse-patient relationship.
3. Differentiate between social and professional relationships.
4. Explore the role self-awareness plays in the ability to use nonjudgmental acceptance as a helping technique.
5. Explain the concept of professional boundaries.
5. Discuss factors creating successful or unsuccessful communication.
6. Evaluate helpful and unhelpful communication techniques.
7. Identify strategies in providing care to patients who do not speak English.
8. Understand the roles of professional interpreters and translators.
9. Identify their own communication strengths and challenges.
10. Demonstrate components of active listening.
11. Identify key aspects of collaboration.
12. Explain the effects of gender, cultural, and generational diversity on nurse-patient and nurse-colleague relationships.

Learning Content:

I. The Therapeutic Self
  A. The Therapeutic Nurse-Patient Relationship: A Traditional Model
  B. Developing Self-Awareness
  C. Avoiding Stereotypes
  D. Becoming Nonjudgmental
  E. Thinking Differently About Nurses and Patients; Caring and Human Relatedness
  F. Patient-Centered Care
II. Communication Theory
  A. Levels of Communication
  B. Elements of the Communication Process
  C. Operations in the Communication Process
III. The Development of Human Communication
IV. Criteria for Successful Communication
  A. Feedback
  B. Appropriateness
  C. Efficiency
  D. Flexibility
V. Developing Effective Communication Skills
  A. Listening
  B. Using Helpful Responding Techniques
  C. Communication Across Differing Languages
  D. Avoiding Common Causes of Communication Breakdown
  E. Practicing Helpful Responses

VI. Effective Communication with other Providers
  A. SBAR: Structured Communication across the Health Care Team
  B. SBAR/I-SBAR-R: Standardizing Communication in Health Care
  C. Effective Use of Electronic Communication Devices
  D. Communication in Today's Multicultural Workplace
VII. Interprofessional Collaboration: Prescription for Improved Patient Outcomes
VIII. Concepts and Challenges

Learning Activity:
Read: Black (2020): Chapter 12.

Unit 13: Nurses, Patients, and Families

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Differentiate between acute and chronic illness.
2. Describe the stages of illness and how patients move among the stages.
3. Explain behavioral responses to illness and what influences these behaviors.
4. Discuss the influence of culture on illness behaviors.
5. Describe the characteristics of the culturally competent nurse.
6. Explain the physical, emotional, and cognitive effects of stress.
7. Discuss how family functioning is altered during stress.
8. Explain the necessity of and strategies for self-care by nurses.

Learning Content:
I. Acute and Chronic Illness
  A. Acute Illness
  B. Chronic Illness
II. Adjusting to Illness
  A. Disbelief and Denial
  B. Irritability and Anger
  C. Attempting to Gain Control
  D. Depression and Grief
  E. Acceptance and Participation
III. Illness Behaviors
  A. Internal Influences on Illness Behaviors
  B. External Influences on Illness Behaviors
IV. The Impact of Illness on Patients and Families
  A. Impact of Illness on Patients
  B. Impact of Illness on Families
V. The Impact of Caregiving on Nurses
  A. Caring for Self While Caring for Others
  B. Magnet Recognition Program
  C. Developing and Maintaining a Life-Work Balance
VI. Concepts and Challenges

Learning Activity:
Read: Black (2020): Chapter 13.

Unit 14: Health Care in the United States

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the four basic categories of services provided by the health care delivery system.
1. Describe the shared governance model and explain its use in nursing.
2. Relate two major mechanisms used to maintain quality in health care agencies.
3. Explain how disparities in health care disproportionately affect minority and poor populations.
4. Identify the key members of the interprofessional health care team, and explain what each contributes.
5. Explain the economic principles of supply and demand, free-market economies, and price sensitivity, and discuss their relevance to health care costs.
6. Describe current methods of payment for health care.
7. Discuss the possibility of universal health care as an outcome of health care reform.

Learning Content:
I. Today's Health Care System
II. Major Categories of Health Care Service
III. Classifications of Health Care Agencies
IV. Organizational Structures within Health Care Agencies
V. Maintaining Quality in Health Care Agencies
VI. A Continuing Challenge: Health Care Disparities
VII. The Health Care Team
VIII. The Nurse's Role on the Health Care Team
IX. Nursing Care Delivery Models
X. Financing Health Care
1. Basic Economic Theory
2. Economics of Nursing Care
3. History of Health Care Finance
4. Current Methods of Payment for Health Care
5. Nurses' Role in Managing Health Care Costs
6. Recent History of Health Care Reform Efforts in the United States
XI. Concepts and Challenges

Learning Activity:
Read: Black (2020): Chapter 14.

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Unit 15: Healthcare in the United States

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the four basic categories of services provided by the health care delivery system.
2. Describe the shared governance model, and explain its use in nursing.
3. Relate two major mechanisms used to maintain quality in health care agencies.
4. Explain how disparities in health care disproportionately affect minority and
poor populations.
5. Identify the key members of the interprofessional health care team, and explain what
each contributes.
6. Explain the economic principles of supply and demand, free-market economies, and
price sensitivity, and discuss their relevance to health care costs.
7. Describe current methods of payment for health care.
8. Discuss the possibility of universal health care as an outcome of health care reform.

Learning Content:

I. Today's Health Care System
  A. Major Categories of Health Care Services
  B. Classifications of Health Care Agencies
  C. Organizational Structures within Health Care Agencies
  D. Maintaining Quality in Health Care Agencies
  E. A Continuing Challenge: Health Care Disparities
  F. The Health Care Team
  G. The Nurse's Role on the Health Care Team
  H. Nursing Care Delivery Models
II. Financing Health Care
  A. Basic Economic Theory
  B. Economics of Nursing Care
  C. History of Health Care Finance
  D. Current Methods of Payment for Health Care
  E. Nurses' Role in Managing Health Care Costs
III. Health Care Reform and Universal Access
  A. Recent History of Health Care Reform Efforts in the United States
IV. Concepts and Challenges

Learning Activity:
Read: Black (2020): Chapter 15.

Unit 16: Nursing's Challenges

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the major challenges facing the profession of nursing.
2. List ways that nurses can protect the image of nursing.
3. Describe how incivility escalates along a continuum.
4. Explain how nursing's role in caring for the environment is related to health.
5. Describe four major components of the American Nurse Association's Health System Reform Agenda.

Learning Content:

I. The Challenge: Caring for Yourself
II. The Challenge: Caring for the Profession
  A. Joint Professional Organizations
  B. Protecting the Image of Nursing
  C. Maximizing Your Education
  D. Promoting Civility
III. The Challenge: Caring for the Environment
  A. The Natural Environment
  B. The Work Environment
IV. The Final Challenge: Unite and Act
V. Concepts and Challenges

Learning Activity:
Read: Black (2020): Chapter 16.