



**Transition to Baccalaureate Nursing
NURS 3350-001IN-FA2021**

Fall 2021, 8 Weeks

Format for Delivery: Internet

Course Facilitator

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Tuesday and Thursday 1200 - 1600

Required Textbooks

Black, B. (2020). *Professional Nursing, 9th edition*. St. Louis: Elsevier, Inc.

American Psychological Association. (2020). *Concise Guide to APA Style (7th ed.)*.
<https://doi.org/10.1037/0000173-00>

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

- 1. Weekly Participation in Discussion Board (7):**
 - a. Assesses knowledge and application of incremental course content.
 - b. Demonstrates scholarly communication skills in professional presentations and written formats.
 - c. Assesses ability to synthesize information when collaborating on a topic with peers. Discussions will include but are not limited to the “Ideas for Further Understanding” at the end of each textbook chapter (Black, 2020). (*See Appendix A for Discussion Board Participation Rubric*).
- 2. Case Studies / Clinical Reasoning Activities (3 - week 3, week 5, and week 7):**
 - a. Assesses overall knowledge and application of complete course content.
 - b. Case Studies will be due at the end of week 3, week 5, and week 7 (See Appendix B for Rubric)
- 3. Quizzes (3 – week 2, week 4, and week 6):**
 - a. Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned, each due at midnight on the assigned deadline. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will have one attempt to complete each quiz, which will be averaged for the quiz grade.
- 4. Written Assignments (2):** The written assignments include a formative APA assignment and a comprehensive paper, in which the student must choose a nursing theory as a foundation to develop a personal nursing perspective. Utilizing the personal nursing perspective, the student must analyze the roles of the baccalaureate prepared nurse including Provider of patient-centered care, Patient safety advocate, Member of the Interdisciplinary Team, and Member of the Profession. (*See Appendix C for Rubric*).

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

Grade Calculation

Written Assignments	30%
Discussion Board Assignments (8)	30%
Case Studies (3)	25%
Quizzes (3)	15%
Grade Total	100%
A Grade average of at least 70% is required to pass the course.	

Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook

Attendance

See the Attendance policy in the Nursing Student Handbook.

Tardiness

See Attendance policy in the Nursing 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.

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

1. Integrate knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses in the program of study.
2. Investigate the history of healthcare and the development of nursing as a profession.
3. Analyze the roles of the baccalaureate prepared nurse:
 - a. Provider of patient-centered care
 - b. Patient safety advocate
 - c. Member of the interdisciplinary team
 - d. Member of the profession
4. Examine nursing theory as a foundation for developing a personal nursing perspective and practice model.

5. Examine the decision-making processes required to provide nursing care for the individual, family, and community.
6. Investigate theories and strategies of effective communication and collaboration
7. Demonstrate communication skills in professional presentations and written formats.
8. Analyze factors that create a culture of safety and patient-centered care.
9. Integrate professionalism, teamwork, and collaboration into a baccalaureate practice model.
10. Explore the future of nursing as a profession.
11. Develop the pursuit of practice excellence through integration of professional values of lifelong learning, professional engagement, and professional growth & development.

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.

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.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Concerns/Questions

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.

Course Outline / 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.

Discussion Board: Ideas for Further Understanding

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. World 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 Reform

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

Discussion Board: Ideas for Further Understanding

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

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

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 give 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. Homeostasis
- 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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

APA Application

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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

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.

Discussion Board: Ideas for Further Understanding

18.

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.

Discussion Board: Ideas for Further Understanding

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.

BlackBoard Discussion Board: Ideas for Further Understanding

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://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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 Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement:

Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

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 8-week session is October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 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.

COVID-19 Statement:

All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy:

College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php> . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015).

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Successful Tips for Students

Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

4 Steps to Reading a Textbook:

<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>

Active Reading Strategies:

<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>

The Reading Cycle: Plan-Do-Review

<http://www2.swccd.edu/~asc/lrnglinks/txttrdg.html>

How to Read Your Textbooks More Efficiently College Info Geek (video)

<https://www.youtube.com/watch?v=tgVjmFSx7rg>

5 Active Reading Strategies for Textbook Assignments College Info Geek (video)

[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

Appendix A

Discussion Board Participation Rubric

Criteria	Meets Expectations (3)	Needs Improvement (2)	Does Not Meet (1)
The topic is thoroughly addressed.			
The post is free grammatical errors.			
The post has at least one reference and is in APA format.			

Appendix B

Term Paper Assignment & Rubric

The term written/oral project is focuses on the roles of the nurse, legal implications, and ethical implications. The student must choose a nursing theory as a foundation to develop a personal nursing perspective. Utilizing the personal nursing perspective, the student must analyze the roles of the baccalaureate prepared nurse including Provider of Patient-Centered Care, Patient Safety Advocate, Member of the Interdisciplinary Team, and Member of the Profession.

The paper must be typed and written according to APA (American Psychological Association) format. You may use the APA website, the lib guides from the library, and the Reading and Writing Center as a resource for APA guidelines.

The paper must be at least four pages in length but may not exceed six pages. Neither the introduction page nor the reference page will count as part of the four-page minimum. You must use a minimum of five references in your paper. Only three of the references may be websites such as “.org”, “.edu”, and/or “.gov”. A reference from a “.com” will not be accepted, and points will be deducted. At least two of the references must be from reputable journal articles. Reference must be published within the past five years. *You must attach copies of pages from articles and/or website pages utilized as a reference with your paper.*

You must provide “in-text” citations throughout your paper. Citations are important when you are asserting a fact.

You must also include a reference page.

You must submit your paper through *Safe Assign*, and have a percentage no greater than a 25% match.

The paper will contain the following components. Please create a heading for each of the following components:

Introduction with Statement and Purpose

Description of Chosen Nursing Theory

Personal Nursing Perspective Based Upon the Nursing Theory

Personal Nursing Perspective reflected in the roles of the nurse:

Provider of patient-centered care

Patient safety advocate

Member of the interdisciplinary team

Member of the profession

