

FAYETTEVILLE STATE UNIVERSITY
Department of Nursing
NURS 300 Transition to Professional Practice
Fall 2009

I. Locator Information:

Instructor: Shelvy J. Bratcher-Porter Ph.D, RN, PHCNS-BC
Course # and Name: NURS 300 Transition to Professional Nursing
Day and Time Class Meets: Online
Semester Credit Hours: 3 Credit hours
Total Contact Hours for Class: 3
Office Location: Cook Bldg. Room 212
Office hours: Virtual/ Office Hours Monday 12:00-5:00 Thursday 8-10; 1-5
Phone: (910) 672-1022
Email address: sbratch1@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account that is easily accessible via the Internet. The university has established email as the primary mode of communicating with enrolled students about impending deadlines, upcoming events, and other information important to student progression at the university. Students are responsible for reading their email on a regular basis to remain aware of important information disseminated by the university. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Students making inquiries via email to FSU faculty and staff about academic records, grades, bills, financial aid, and other matters of a confidential nature are required to use their FSU email account.
Rules and regulations governing the use of FSU email may be found at:
<http://www.uncfsu.edu/PDFs/ERmailPolicyFinal.pdf>

II. COURSE DESCRIPTION

This course focuses on the role of the professional nurse, and presents an overview of the delivery of professional nursing practice and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework.

III. Disabled Student Services

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203

IV. REQUIRED TEXTBOOKS:

Chitty, K. K. and Black, B.P., (2007) *Professional nursing concepts and challenges*, 5th ed. St. Louis, Missouri: Saunders, Inc.
American Psychological Association (2009). *Publication manual of the American psychological association* (6th ed.). Washington, D. C: Author.

V. STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

1. Identify the scope of nursing practice inclusive of standards of practice, ethics, accountability, responsibility and legalities when designing systems of nursing assistance for clients (individuals and groups) throughout the life cycle in a variety of settings.
2. Examine the impact of health policy and regulation on the delivery of healthcare as it relates to economic and social justice for access to healthcare to diverse populations throughout the lifecycle in a variety of settings.
3. Identify the six interrelated professional roles of advocate, clinician, coordinator/collaborator, educator, leader and researcher as a provider of nursing assistance for clients (individuals and groups) throughout the life cycle in a variety of settings.
4. Explore the use of informatics and technological advances in the teaching-learning process in a variety of healthcare settings.
5. Analyze the attributes of culturally competent patient-centered care in implementing care to clients (individuals and groups) throughout the life cycle in a variety of settings.

V1. COURSE REQUIREMENTS and EVALUATION CRITERIA

Professional Objectives//CTQ Module (Appendix A)	15%
Nurse Theorist Paper (Appendix B)	15%
Professional Event Experience (Appendix C)	15%
Professional Nurse Interview (Appendix D)	15%
Educator Project (Appendix E)	40%
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	100%

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

Written assignments become the property of the Department of Nursing at Fayetteville State University after the learner reviews the graded assignments. All papers and written work are due by the assigned date and time. It is highly recommended that students complete papers in a sufficient amount of time that will allow them to utilize Smart thinking prior to submitting papers for grading. All papers must be typed, double-spaced, and grammatically correct using the most current APA format.

Provide the instructor a copy of required Evaluative Criteria and place a copy on forum so that others can view/comment.

GRADING

Grading Scale for the Department of Nursing

A = 93-100	F = ≤ 69
B = 85-92	I = Incomplete
C = 78-84	W = Withdrawal from a class
D = 70-77	WN = Withdrawal due to non attendance
P = Passing	F = Failure
S = Satisfactory	US = Unsatisfactory

PAPERS AND EXAMINATIONS

Students are expected to submit required work on time. Examinations are to be taken when scheduled. Unexcused absence from a test will result in a zero (0). A make-up test, if given, will be based on the original test objectives, but the items will be different. Late Papers will not be accepted and will be awarded a grade of “0”. Plagiarism, misrepresentation, fabrication of information, and abetting any of the above. Plagiarism in particular presents pitfalls to be avoided: any failure to document any words, ideas, or other contributions that do not originate with the author constitutes plagiarism. Widespread use of the World Wide Web (Internet) requires particular attention to proper documentation practices. Individual course syllabi offer additional clarification about requirements for proper documentation. See FSU Student handbook at <http://www.uncfsu.edu/handbook/pdf/Web%20pdf/Codeofconduct.pdf>. Actions outlined in the Fayetteville State University Student Handbook under Disciplinary System and Procedures will be followed for incidents of academic misconduct. See: <http://www.uncfsu.edu/handbook/index.htm>

Preparation of written work should contribute to clear communication. All work should be typewritten, following guidelines of the Publication Manual of the American Psychological Association (6th edition). A cover page and reference page should be included. References should include journals and books other than the ones listed in nursing course textbooks.

Good writing is an art and craft. Correct grammar facilitates clear communication. Ideas should be developed clearly and logically. Papers with numerous grammatical errors, poor sentence structure, and improper documentation can lose points. A writing center is available on campus if a student needs assistance. All work is expected to be turned in on time.

See website: <http://www.uncfsu.edu/handbook/index.htm>

MISSING ASSIGNMENTS

It is the responsibility of each student to complete all work and meet all objectives as required. Five (5) points will be deducted from the overall course grade each week requirements are not met.

Students ARE responsible for maintaining a paper copy of all work submitted. Overall, competencies for this program are outlined in the Student Handbook. Students are asked to relate any comments/concerns to the instructor promptly.

NURSING DISCLAIMER

This syllabus is not an unchangeable contract, but instead, an announcement of present course requirements and policies only. Implicit in each student's enrollment is an agreement to comply with the course requirements and policies, which the professor may modify to exercise properly his/her educational responsibility.

ON-LINE NEEDED EQUIPMENT:

1. Your brain in an alert stage.
2. A quiet environment conducive to reading, studying, and comprehension.
3. Undivided attention.
4. Computer head phones.
5. Web cam.

6. 1& ½ or 2 inch binder and dividers:

Binder must contain:

A copy of all postings assignments, papers, projects.

Organize binder with dividers using the 'Evaluative Criteria' as the organizing Topics.

Binders will be submitted/viewed at Midterm and at the end of the course-Final

ON-LINE ACCESS:

If problems arise with accessing On-line courses, please contact Internet Technical Services (ITS) at: 910-672-2085.

WEBPAGE:

Students need to make a webpage, the instructions can be found on Blackboard.

ONLINE NETIQUETTE:

1. Never divulge your user name or password to others.
2. Immediately delete email with attachments from senders you do not recognize.
3. It is most likely "spam". Do not click open web links in messages from unknown sources.
4. Never run an executable file (e.g., .exe) from an email. The university has security precautions in place for most of these situations, but computer hackers are getting more sophisticated all the time.
5. Do not forward personal email without the author's knowledge and permission.
6. Do not forward chain letters. Delete them.
7. Keep acronyms to a minimum. They can be confusing to your readers.
8. Delete unwanted messages to conserve space.
9. Never answer "spam". Your response will confirm your email address. Delete the message instead.
10. Please do not forward virus hoaxes. Contact your instructor if you have a question.
11. Do not use all capital text (Caps Lock); it is perceived as shouting.
12. Golden Rule: "Do Unto Others As You Would Have Them Do Unto You."

"Netiquette" is important and you are expected to follow the rules. You are entitled to express your opinion. You are entitled to an audience. You are expected to learn. You are expected to teach. You have a right to disagree. You have a right to respond. It is your privilege to change your mind. It is your privilege to remain silent. Responsibility on all sides will ensure that the

forums will not be subject to improper censorship. The hosts of the forum will also make sure that coarse language or any form of racist, ageist, sexist or homophobic language is banned from the online discussions.

“Netiquette” adapted from Yale University Library

BLACKBOARD LEARNING SYSTEM:

1. Each student is expected to access the Black-Board Learning System daily (9pm nightly) for announcements, other assignments, and other pertinent communication.
2. Each student is expected to participate in the “Discussion Board” as required by instructor.
3. Grades will be affected if these directions are not implemented and maintain
4. The FSU Blackboard will be used as an important mode of communication between faculty and students in this course. Please enroll using your e-mail.
5. Class grades and other faculty/student feedback will be posted using this medium.

OFFICE HOURS AND INSTRUCTOR AVAILABILITY

Office hours and instructor availability will be arranged according to the student’s needs and as announced, in addition student conferences will be arranged as needed. Faculty is also available by e-mail, fax, and phone voice mail. The student is encouraged to initiate an appointment for instructor/student conferences when issues arise. The instructor will also utilize Blackboard as a communication tool.

The Class is strongly encouraged to meet face-face or by Webcam once at the beginning, once in the middle, and at the end of the class in order to foster student-to-student and student-instructor relationship.

VII. Academic Support Resources

Academic support resources are available in this class. Use of Supplemental Instructions/Content Mastery, Smarthinking, Criterion, ,University College of Learning.

VIII. CONTENT OUTLINE

Nursing—Definition; History and Social Context; Professionalization
Legal Aspects of Nursing
Ethical Aspects of Nursing
Educational Patterns in Nursing
Critical Thinking; Clinical Judgment; Nursing Process
Communication in Nursing
Collaboration in Nursing
Illness, Culture, Caring and The Professional Nurse
The Science of Nursing
Evidenced-Based Practice
Conceptual and Philosophical Bases of Nursing
Nursing Theory
Nursing and Health Care Delivery: System, Roles, and Finance
Political Activism in Nursing
Future Challenges for Nursing

ASSIGNMENT SCHEDULE (Week begins/end on Thursday)

Class format:
 Post by 12 midnight Tuesday
 Respond by 6:00am Thursday
 I will respond by Thursday 8:00pm

Note: the student assigned the unit/chapter objectives and CTQS or CTDQS for the week will be responsible for completing.
 All other assignments for the week must be completed by each student.

Post all assignments, evaluation criteria on b/b for colleagues to view/respond and send me a copy thru digital dropbox

Codes:
 NPO- professional nursing objective
 CNO-culture nurse objective
 CTQ-critical thinking question
 CTDQ-critical thinking discussion question

	CONTENT	ASSIGNMENT/LEARNING ACTIVITIES
WEEK 1	Nursing Today; History; Professionalization	<p>-1. Read syllabus for course overview -2. Read: FSU Student Handbook available at http://www.uncfsu.edu/handbook/ -3. Read: <i>Essentials of Baccalaureate Education for Professional Nursing Practice</i> http://www.aacn.nche.edu/education/bacessn.htm -PNO/CTQ for Chapters 1, 2, 3 -4. Describe a movie, TV show, or book in which nurses are portrayed</p>
WEEK 2	Legal Aspects of Nursing; Ethical Aspects of Nursing; Socialization Into Nursing	<p>-1. PNO/CTQ FOR Chapters 4, 5, 6 -2. Read Code of Ethics for Nurses by ANA -3. Read: <i>Nursing's Social Policy Statement</i> <ul style="list-style-type: none"> ▪ <i>North Carolina Practice Act</i> ▪ <i>ANA Standards of Clinical Nursing Practice</i> </p>
WEEK 3	Educational Patterns in Nursing; Critical Thinking In Nursing; Clinical Judgment In Nursing Communication In Nursing Collaboration In Nursing	<p>-1.PNO/CTQ for Chapters 7, 8, 9 -2 Post an article on Discussion Board regarding: <ul style="list-style-type: none"> ▪ Andragogy: ▪ Pedagogy: ▪ Domains and levels of learning: ▪ Taxonomy of objectives ▪ Learning Styles www.ncsu.edu/felder-public/ILSpage.html 3. Locate, read, and be prepared to share an article from a professional journal (nursing or other discipline) on: </p>

	CONTENT	ASSIGNMENT/LEARNING ACTIVITIES
		<ul style="list-style-type: none"> ▪ Some aspect of the Teaching/learning process ▪ In groups design a patient teaching opportunity for a learning style other than your own. ▪ Post article. <p>. Locate, read, and be prepared to share an article from a professional journal (nursing or other discipline) on:</p> <ul style="list-style-type: none"> ▪ Some aspect of the Teaching/learning process ▪ In groups design a patient teaching opportunity for a learning style other than your own. ▪ Post article. <p>PROFESSIONAL NURSE INTERVIEW DUE</p>
WEEK 4	Illness, Culture, and Caring, and The Professional Nurse; the Science of Nursing; Evidence-Based Practice; Conceptual and Philosophical Bases of Nursing	<p>-1.PNO/CTQ for Chapters 10, 11, 12</p> <p>-2.Read <i>FSU Mission Statement and the Department of Nursing Philosophy and Conceptual Framework</i> at http://www.uncfsu.edu/nursing</p> <p>-3.Obtain/Summarize/Post an Article on Illness, Culture, and Caring and Evidence-Based Practice</p> <p>-3. Locate, read, & share with class: an article on the following:</p> <ul style="list-style-type: none"> ▪ Group process ▪ Change theory
WEEK 5	<i>Nursing Theory; Nursing and The Health Care Delivery System; Political Activism and Nursing</i>	<p>-1.PNO/CTQ for Chapters 13, 14, 15</p> <ol style="list-style-type: none"> 1. Identify a political issue at the local or national level 2. Identify your local, state and nationally politicians. 3. As a professional nurse, how can you impact the nation's health? 4. Write a letter on a health issue, and bring to class for discussion. 5. http://www.jointcommission.org/AboutUs/ 6. NURSE THEORIST PAPER
WEEK 6	<i>Future Challenges of Nursing</i>	ALL STUDENTS COMPLETE THE PNO/CTQ for Chapter 16
WEEK 7	RN/BSN degree; Advanced Practice-Certifications in Nursing	<p>-1.Complete the Socialization Plan.</p> <p>-2.Write a Paper explaining why you want to obtain your BSN. What do you plan to do when</p>

	CONTENT	ASSIGNMENT/LEARNING ACTIVITIES
		you finish? <u>3.PROFESSIONAL EVENT EXPERIENCE</u> <u>DUE</u>
WEEK 8	Student Presentations	EDUCATOR PROJECT DUE

I X. TEACHING STRATEGIES

A variety of methodologies will be used to support the student's needs in meeting course outcomes. These methodologies include, but are not limited to: Lecture /Discussion, Guided discussions, Assigned readings, Audio- visual materials, Presentations, Web-based course through Blackboard, Internet explorations, Individual work as well as group participation on Blackboard, Power point presentations.

X. BIBLIOGRAPHY:

American Nurses Association. (2003). *Nursing's social policy statement*. Kansas City: American Nurse's Association.

American Nurses Association. (2004). *Nursing: Scope and standards of practice*. Kansas City: American Nurse's Association.

American Nurses Association. (2001). *ANA Code of ethics for nurses with interpretative statements*. Kansas City: American Nurse's Association

North Carolina Board of Nursing. (2003). *North Carolina Nursing Practice Act*. Raleigh: Author

APPENDIX A OBJECTIVES//CRITICAL THINKING (CTQ) MODULE

Each student shall complete weekly assigned objectives, and THREE Critical Thinking Questions (CTQs) at the end of each chapter AND POST ON THE DISCUSSION BOARD. You will choose a fourth CTQ to place on the DISCUSSION BOARD for responses from colleagues. Indicate the course Objectives that the Unit/Chapters cover.

FORMAT

- Unit or chapter title and number
- Number objective (OBJ.) And label answer as RES (response)
- List learning activities and discussion questions and label answer as RES (responses).
- List the CTQ for colleagues to respond

FORMAT

- Unit or chapter title and number

- Number objective (OBJ.) and label answer as RES (response)
- List learning activities and discussion questions and label answer as res (responses).
- List the CTQ for colleagues to respond

All assignments are to be completed in a timely manner. ALL work and documentation is to be handed in for midterm and final grading. Each weekly assignment is worth 4 points as follows:

- Articulate with references attached: 4
- Thoughtful from a personal perspective, without professional resources: 3
- Addressed issue without much thought, detail or logic: 2
- Less than one-half page, no supporting data, illogical, ill prepared: 1
- No entry, or submitted after grading period is over: 0

APPENDIX B NURSE THEORIST PAPER

Students shall write a Nurse Theorist Paper. The student must demonstrate how the Nursing Theorist chosen is used to guide their implemented care. All papers must be typed, double-spaced, and grammatically correct using the most current APA format.

Evaluation: This assignment will be evaluated in the following manner.

A. Theorist Chosen (50) points

- B. Reference Page (20 pts):** a reference page of three- five sources should be included. APA formats should be used followed by a summary of each articles.

Mechanics (30 pts):

- A. English usage (20 pts): written in past tense and 3rd person, preferably gender neutral. Correct spelling, grammar, capitalization, punctuation, sentence structure, and paragraph construction. Absence of run-on sentences, compounded ideas.
- B. Appearance (10 pts): neatly typed; errors corrected neatly; 1 inch margins

APPENDIX C PROFESSIONAL EVENT EXPERIENCE

Each student shall complete a 'Professional Event Experience'. Examples of a 'Professional Event Experience' shall be a Professional Folk Festival; Professional Conference or Workshop; Professional TV, Tele-conference, or Radio Special.

The 'Professional Event Experience' shall be written-up, with no more than 5 pages, to include the Cover Sheet and a 5-item Reference Page. All papers must be typed, double-spaced, and grammatically correct using the most current APA format.

APPENDIX D

PROFESSIONAL NURSE INTERVIEW

Each student shall complete a Professional Nurse Interview. The instructor must be notified in advance of person chosen.

Evaluation: This assignment will be evaluated in the following manner.

- A. **Completion of the Professional Nurse Interview Guide (20 Points):** The Professional Nurse Interview Guide is attached. Feel free to add any other information as needed.
- B. **Reference Page (20 pts):** a reference page of five (5) articles should be included APA formats should be used followed by a summary of each articles.

Mechanics (30 pts):

- A. **English usage (20 pts):** written in past tense and 3rd person, preferably gender neutral. Correct spelling, grammar, capitalization, punctuation, sentence structure, and paragraph construction. Absence of run-on sentences, compounded ideas.
- B. **Appearance (10 pts):** neatly typed; errors corrected neatly; 1 inch margins; APA format for reference, documentation, and style.

Personal Reflection (30 Points):

Professional Nurse Interview Guide:

- I. Date:
 - Name:
 - Title:
 - Educational Preparations:
 - Experience:
- II. Place of Employments: (type of facility, size, location, population served)
- III. Current Responsibilities:
- IV. What is your opinion of Nursing Care in your facilities?
- V. What is your opinion of Nursing Care in general?
- VI. What is needed in your opinion to make nursing care?
 - a. Better in general?

- b. Better in your facility?
- VII. What characteristics/abilities should a nurse in a leadership position possess?
- VIII. Do you think advanced education is needed in nursing practice? Why or why not?
- IX. What degrees are needed?
- X. What suggestions would you make to enhance this position?
- XI. Other comments:

APPENDIX E

Educator Project

Format: This Project should be presented as a scholarly paper. It should be type written and should follow the guidelines specified by American Psychological Association (APA) in the *Publication Manual* (5th edition) for the presentation of a paper of this nature. It is expected that this paper will follow conventional guidelines related to English usage (I. E., spelling, grammar, and sentence structure) and other stylistic considerations. The mechanics involved in presenting this paper are part of the evaluation process.

Evaluation: This assignment will be evaluated in the following manner. Each student will complete the Educator Project, or you may work as a Group.

The Educator Project should include the following:

- a. Identify key concepts (10 pts)
- b. Discuss specific beliefs about each concept (10 pts)
- c. Show relationships between and among the concepts and an ordering among concepts (20 pts)
- d. Develop a Model or Schema; (10 points)
- e. Develop a Conceptual Framework (20 points)
- f. Develop a Curriculum Plan (10 points)
- g. Reference Page (20 pts): a reference page of five (5) articles should be included APA formats should be used followed by a summary of each articles.