

NURS 4150

Professional Nursing I



Fall 2020, Session I, Section 783

Syllabus

Basic Information

Instructor Name: Jesica Naiman, MSN, RN, COI

OFFICE: Virtual

E-MAIL: naiman_j@utpb.edu

OFFICE HOURS: Online as negotiated.

This course is a Web Course conducted within Canvas at <http://utpb.instructure.com>

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

Course Description

Course Catalog Description:

This course introduces the student to the program's conceptual framework and provides for the transition of the Registered Nurse into the baccalaureate nursing program. Strategies that facilitate professional growth, applications of the principles and values of reflective practice and the exploration of personal and professional goals aid the students in creating a foundation for holistic and culturally congruent nursing practice. The student has the opportunity to expand his/her scholarly reasoning skills, values, creativity and imagination, and appreciation for personal centered caring through aesthetics, reflective dialogue, solution-based learning, and case studies. This course is web enhanced.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

1. Demonstrate academic skills and competencies of the adult learner: self-direction, independent learning, accountability, responsibility, and self-evaluation, through the successful transition from ADN/diploma to BSN education.
2. Analyze the philosophy and attributes of caring, scholarship, aesthetics and imagination in the development of professional nursing role.
3. Explore assumptions of reflective practices and dialogue which underlie holistic nursing practice within the context of health, person, and environment.
4. Examine professional values and core competencies as a basis for making clinical judgments to provide compassionate nursing care to a multicultural society.
5. Demonstrate reflective leadership through self-knowing and self-care through the development of a professional action and wellness plan.
6. Apply process skills essential to discerning characteristics of professional practice: critical thinking, clinical reasoning, interpersonal communication, and conflict resolution.
7. Articulate a personal philosophy of nursing that addresses the unique contributions of nurse in health promotion and person-centered caring.

Corequisite: NURS 4351

Materials

Required Materials:

Textbook

Masters, K. (2019). *Role development in professional nursing practice* (5th ed.). Sudbury, Mass.: Jones and Bartlett Pub.

ISBN: 9781284152913

Optional Selected Articles

Johns, C. (2001). Reflective practice: revealing the heart of caring. *International Journal of Nursing Practice*, 7(4), 237-245.

Kinsella, E. A. (2009). Professional knowledge and the epistemology of reflective practice. *Nursing Philosophy*, 11, 3-14.

Lane, M. R. (2006). Arts in health care: A new paradigm for holistic nursing practice. *Journal of Holistic Nursing*, 24, 70.

Morrison, S. M. * Symes, L. (2011). An integrative review of expert nursing practice. *Journal of Nursing Scholarship*, 42(3), 163-170.

Newman, M., Smith, M., Pharris, M., & Jones, D. (2008). The focus of the discipline revisited. *Advances in Nursing Science*, 31(1), E16-E27.

Repar, P. A. & Patton, D. (2007). Stress reduction for nurses through arts-in-medicine at the University of New Mexico Hospitals. *Holistic Nursing Practice*, 21(4), 182-186.

Smyth, J. M., Stone, A., Hurewitz, A., & Kaell, A. (1999). Effects of writing about stressful experiences on symptom reduction with patients with asthma or rheumatoid arthritis: A Randomized trial. *The Journal of the American Medical Association*, 281(14), 1304-1309.

Web Sources

AACN. (2002) Hallmarks of the professional nursing practice environment. AACN. Retrieved on 4/4/2014 from <http://www.aacn.nche.edu/publications/white-papers/hallmarks-practice-environment>

ANA (ND). Nursing World website <http://nursingworld.org/default.aspx>

ANA. (2010) Code of ethics for nurses with interpretive statements. ANA. Retrieved on 4/4/2014 from <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

ANA. (2010). Nursing: Scope and standards of practice 2nd ed. ANA Available from <http://www.nursesbooks.org/Main-Menu/Standards/Nursing-Scope-and-Standards-of-Practice.aspx>

ANA. (2010). ANA social policy statement. ANA. Available from <http://www.nursesbooks.org/Main-Menu/Foundation/Nursings-Social-Policy-Statement.aspx>

Institute of Medicine. (2010), The future of nursing: Leading change, advancing health. National Academies Press. <http://www.iom.edu/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

McClean, D. (2009). Vincent (Starry, Starry Night) with lyrics. Retrieved on 4/7/2014 from <http://www.youtube.com/watch?v=oxHnRfhDmrk&list=RDoxHnRfhDmrk#t=0>

Texas Nursing Practice Act. Texas Occupations Code. Chapters 301, 303, 304, 305 and Board rules. www.bon.state.tx.us

Important Academic Dates

UTPB Academic Calendar: <http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/academic-calendar>

Course Overview

Classroom Learning Activities:

Complete assigned text and supplemental materials at the beginning of each module prior to completing and participating Learning Activities (discussion boards and assignments). Most of the learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students' understanding of course concepts, topics; investigations into practice issues, reviews of literature; and professional development.

Participation

15%

Students will participate in discussion threads to explore concepts, principles, and characteristics of professional nursing, patient centered holistic nursing care, and the attributes associated with the art and science of professional nursing role. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Reflective Practice Journal

15%

Reflective Practice is an important attribute of a professional nurse, according to Sigma Theta Tau International. The transition to professional nursing role involves students learning through readings, experience, gaining insights into changes in role, values, self or practice, and being mindful of self while in or following an experience. Reflective journaling is a discipline of documenting this process of self-inquiry using a selected model of reflection to review and gain insights about new knowledge or experiences associated with this program of study.

Holistic Personal, Professional Action and Wellness Development Plan

25%

A core value of professional nursing is the capacity to self-assess, identify personal, professional, and wellness strengths and areas requiring change or development. In this assignment, students will complete a personal and professional self-assessment and based on their findings establish an integrated professional and wellness action plan to address areas for improvement. Students will implement the plan during the course and evaluate the process of implementation through reflective narrative analysis at the end of the course.

Case Study of Professional Leadership Interview

20%

Students will explore the evolution of professional nursing leadership through a review of the literature regarding a selected professional nursing role, interview a nurse leader who exemplifies such a role.

Personal Philosophy of Professional Nursing Presentation

25%

This assignment integrates the student's reflections on professional beliefs, values, and principles to articulate a personal philosophy of professional nurse with an appreciation for the role of aesthetics, creativity, and imagination in professional nursing using the artistic mandala form.

Grading:

Course Activity	Percentage of Total Grade
Class Participation	15%
Reflective Practice Journal	15%
Holistic Personal, Professional and Wellness Development Plan	25%
Case Study of Professional Leadership Interview	20%
Presentation of Personal Philosophy of Professional Nursing	25%
Total	100%

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 59	F

Communication, Grading & Feedback:**Teaching Strategies:**

This course is taught by lecture, role-playing, debates, and nursing practice and leadership skills demonstrations in selected clinical facilities. Students may work individually or in groups to complete the selected course assignments. Online discussions provide for synthesis and application of evidence-based content with critical reasoning and analysis. Online discussions via the discussion board are held during the semester. Scholarly projects that demonstrate student's ability to write professionally, make public presentations, and represent the university in public settings are included in this course. The clinical portion of the course is a precepted clinical leadership experience where the student is assigned to a registered nurse preceptor to practice supervised leadership skills in a variety of assigned clinical settings.

Communication Plan:

Students are encouraged to review the course regularly for updates and information related to assignments. We will make use of course discussion boards, email, and texts to communicate with each other throughout the semester. Students and faculty will be respectful of one another in every communication, demonstrating an openness to varied points of view, honoring each other's perspectives, and providing thoughtful ideas and appraisals of material introduced in the course using relevant literature and evidence. Students and faculty will respond to course-related communications within 24 hours (daytime please) between Monday and Friday. Grades for coursework will be posted within 7 days of due dates. For any questions while navigating this course and assignments, contact me via Canvas messaging.

Policies

1. **Discussion Board:** Discussion Board is primarily for reflective course-related topics and issues. Best practices are:

- Do not use language that is inappropriate for a classroom setting or prejudicial regarding gender, race, or ethnicity.
- Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
- Be courteous and respectful.
- Do not overuse acronyms like you would use in text messaging.
- Use line breaks and paragraphs in long responses.
- Write your full name at the end of the posting.
- Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

2. **Make-Up/Late Submission Policy:**

There will be no make-up work UNLESS prior arrangements have been made.

NOTE: The due dates and times for activities will adhere to the Central Time Zone.

If you have an emergency and are unable to complete an assignment on time, you must contact the instructor before the due date. 5 points will be deducted from the assignment for each day the assignment is late unless negotiated with the instructor.

3. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in academic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined under University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the university's handbook at <http://ss.utpb.edu/dean-of-students/scholastic-dishonesty/>

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of virtually the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

4. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.
5. **Tracking:** The learning management systems have tracking features. Statistics are collected that quantifies how often and when students are active in the course and provide information if the student has accessed different pages of the course.
6. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates, the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact the instructor immediately in case of an emergency medical situation.
7. **Course Incomplete/Withdrawal/Grade Appeal:**
All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor before the scheduled last class to request an extension. The student signs a contract that includes incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals at

<http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/adds-drops>

For grade appeal process go to <http://www.utpb.edu/campus-life/dean-of-students/grievances>.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

8. **Accommodation for Students with Disabilities:** The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington

Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762

Voice Telephone: 432-552-4696

Email: ada@utpb.edu

Computer Skills, Technical & Software Requirements

Students will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through the use of their UTPB Outlook 365 and UTPB email address. For more information refer to Student Services below or visit: <http://www.utpb.edu/services/ird/information-on-computer-accounts-e-mail/office-365>

To obtain software licensing and media for selected Microsoft titles at little cost through a software agreement visit: <http://www.utpb.edu/services/ird/information-for-students/software-distribution/microsoft-select>.

Computer Technical Requirements: Information at <http://www.utpb.edu/online/reach/technical-requirements>

Microsoft Software Privacy Policy: Information at <https://privacy.microsoft.com/en-us/privacystatement>

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. This course satisfies student authentication by:

Synchronous or asynchronous video activities using an approved photo ID*. This course satisfies this method of student authentication by having students present an approved photo ID during online course orientation via a webcam.

*Approved photo identifications are passports, a government-issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Preparation for Emergencies

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e., you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g., virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link, you will see a list of surveys for you to complete.

The survey is anonymous, and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-2630 http://www.utpb.edu/academics/undergraduate-success/TSAAD
Advising	UTPB E-Advisor at http://cas.utpb.edu/academic-advising-center/e-advisor/
Bookstore	(432) 552-0220 http://www.bkstr.com/texas-permianbasinstore/home
Email, Outlook 365, my.utpb.edu	Information Resources Service http://www.utpb.edu/services/ird/how-to-submit-a-service-request
Financial Aid and Scholarship	(432) 552-2620 http://www.utpb.edu/campus-life/financial-aid
Library	(432) 552-2370 The J. Conrad Dunagan Library Online at http://library.utpb.edu/
Registrar	(432) 552-2635 http://www.utpb.edu/services/academic-affairs/office-of-the-registrar
Student Services	http://www.utpb.edu/campus-life/studentactivities/student-senate/committees/student-affairs
Technical Support	Canvas 1-866-437-0867 https://guides.instructure.com/
Tutoring & Learning Resources	If you are taking courses through UTPB, the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for an online course). Student Success Center: http://www.utpb.edu/academics/undergraduate-success/success-center

Disclaimer & Rights

The information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use at the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes if any.

Schedule

DATE	Assignments/Activities/Topics	
Week 1	1. Discussion Thread - Self introductions and course goals Module 1 2. Review readings and other materials 3. Self-Assessment – Personal and professional development and wellness 4. Module one Discussion Thread: Nursing and Personal Philosophy	
Week 2	Module 2 1. Review readings and other materials 2. Discussion Thread – Identify Nurse Leader to interview 3. Professional Action and Wellness Plan	
Week 3	Module 2 (cont.) 1. Reflective Journal Entry 1 2. Submit Review of literature re: Professional Role 3. Implement Action Plan	
Week 4	Module 3 1. Review readings and other Materials 2. Reflective Journal entry 2 3. Schedule Nurse Leader Interview	
Week 5	Module 3 (cont.) 1. Conduct Nurse Leader Interview 2. Reflective Journal entry 3	
Week 6	Submit Analysis of Professional Nurse Leader Interview	
Week 7	Module 4 1. Review readings and other materials 2. Personal Philosophy of Nursing Mandala (remember to submit in assignments and also post in discussion thread) 3. Discussion Thread- Mandala	
Week 8	Module 4 (cont.) 1. Submit Critical Analysis of Professional Action and Wellness Plan and Reflective Journals 2. Course and Self Evaluation	