New Course Proposal Checklist

Submission Date: 10/29/2021
Department: Nursing
Course Title: NUR275 Professional Nursing Roles
Prepared by: Carol Velas
Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
X	**Cover page that includes the department's endorsement**	
X	**A brief rationale for proposing a new course**	
X	**Course description for the catalogue**	
X	**Prerequisites**	
X	**Course Credit Units**	
N/A	**Modified catalog requirements showing new course placement in each major track and minor (if appropriate)**	
X	**Syllabus that follows the guidelines for syllabus preparation**	
X	**Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus**	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
X	- other (specify) FALL AND SPRING	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
NA	***Attached Letter /Email from Provost if resources are required***	
NA	Library resources : ***Attached Letter/Email from the Library Director or Associate Library Director if resources are required***	
NUR275	**Requested Course number**: Final determination by the Registrar upon consultation with the Department Chair	

Carol A. Velas

10/29/2021

Department Chair (signature) **Date**

WESTMONT

To: Academic Senate
From: Department of Nursing-ABSN Program
Subject: Proposal for new course, NUR275 Professional Nursing Roles
Date: October 31, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR275 Professional Nursing roles is a 3-unit course placed in the third semester. This is a course in a series of baccalaureate core nursing courses to prepare the nursing student for entry level practice as a nurse generalist.

We are proposing this course so students will have the knowledge of a variety of professional roles nursing and the important work nurses collaborate on to provide a safer healthcare environment. Concepts and topics include; advanced practice roles, healthcare policy, the importance of quality, the use and research of evidence-based practice, Quality and Safety in Education for Nurses (QSEN), interprofessional education, ethical theories and principles, diversity in the world, and the nurse practice act and legal issues

The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes.

The course will be offered two times per year in varying semesters as the program admits two cohorts of students. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required curriculum for the Bachelor of Science in Nursing Program. The placement of this course in the curriculum is permanent in the third semester.

Westmont catalog course description

Ethics, legal issues, politics and policy, healthcare reform, and quality of patient care will be explored in this course as professional roles are defined and described. Complex

societal concerns like health disparities of the under or uninsured populations will be dissected with collegial conversation about possible ideas for change.

NUR275 Professional Nursing Roles

2022

NUR275 Professional Nursing Roles

3 units of theory
Pre-requisites: Acceptance into A-BSN program
Placement in curriculum: Prelicensure requirement

Time:TBD
Room: TBD

Course Faculty: TBD
Faculty office: TBD
Faculty email: TBD
Faculty phone: TBD
Faculty office hours: TBD

I. Important Information

This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont catalogue course description

Ethics, legal issues, politics and policy, healthcare reform, and quality of patient care will be explored in this course as professional roles are defined and described. Complex societal concerns like health disparities of the under or uninsured populations will be dissected with collegial conversation about possible ideas for change.

Instructor's further description

We are not just providers of care, teachers, and managers. We are professional nurses who advocate for change in our profession and for change in the outcomes of patients from diverse populations across states, the nation, and the world.

A-BSN Program Mission

Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

AACN Baccalaureate Essentials (2018)
The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the Essentials were revised and will be integrated into the curriculum over the next three years.

I Liberal Education for Baccalaureate Generalist Nursing Practice
II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
III Scholarship for Evidence-Based Practice
IV Information Management and Application of Patient Care Technology
V Healthcare Policy, Finance, and Regulatory Environments
VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
VII Clinical Prevention and Population Health
VIII Professionalism and Professional Values
IX Baccalaureate Generalist Nursing Practice

AACN Essentials (revised 2021)
The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing
Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:
Domain 1-Knowledge for Nursing Practice
Domain 2-Person-centered Care
Domain 3-Population Health
Domain 4-Scholarship for Nursing Practice
Domain 5-Quality and Safety
Domain 6-Interprofessional Partnerships
Domain 7-Systems-based Practice
Domain 8-Information and Healthcare Technology
Domain 9-Professionalism

Domain 10-Personal, Professionals, Leadership Development
(The Essentials: Core Competencies for Professional Nursing Education, 2021)

Program Learning Outcomes (PLO)

1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

Course Learning Outcomes (CLO)

1. Uses critical thinking and clinical judgement to provide compassionate care to diverse patients and populations across the illness-wellness continuum.
2. Examines the role of nursing in personal and patient empowerment for informed consent and patient-centered decision making.
3. Understands the role of nursing in healthcare reform and economic stability.
4. Advocates for a variety of policy initiatives that provide access to care and address health disparities of vulnerable populations locally, regionally, nationally, and globally.
5. Evaluates own ethical morals and values in relation to compassionate patient-centered care.
6. Understands incivility and workplace violence with strategies to combat these behaviors.
7. Evaluates own nursing practices to ensure support of resource utilization and cost containment.
8. Practices standards of competent care, appraising the Nurse Practice Act.
9. Values the use of informatics to promote quality patient care.
10. Recognizes the important role of manager of care in the interprofessional healthcare team.

PLO and CLO Alignment Table

Program Learning Outcomes	Course Learning Outcomes
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in	1. Uses critical thinking and clinical judgement to provide compassionate care to diverse patients and populations across the health-illness continuum.

communities across state, national, and global settings.	5. Evaluates own ethical morals and values in relation to compassionate patient-centered care.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.	2. Examines the role of nursing in personal and patient empowerment for informed consent and patient-centered decision making. 8. Practices standards of competent care, appraising the Nurse Practice Act.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	N/A
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	10. Recognizes the important role of manager of care on the interprofessional healthcare team.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	9. Values the use of informatics to promote quality patient care.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	4. Advocates for a variety of policy initiatives that provide access to care and address health disparities of vulnerable populations locally, regionally, nationally, and globally.

Required Textbooks **Enter all required textbooks here**

Title	Author	Publisher	ISBN#
Professional Nursing: Concepts & Challenges (8th ed.)	Black, B. P.	Elsevier	978-0323431125
Ethics and Issues in Contemporary Nursing	Burkhards, M.A. & Nathaniel, A.K.	Elsevier	978-0323697330
Nursing Diagnosis textbook of your choice (can be a bundled application on smart phone)			

Nursing Drug textbook of your choice (can be a bundled application on smart phone)			
Publication Manual of the American Psychological Association (7th ed.)	American Psychological Association	American Psychological Association	978-143383216

Suggested Resources
1. Articles
2. Position Papers
3. Healthcare Policies
4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Assessment of CLOs (Assignments, quizzes, exams)
The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, quizzes, exams using NCLEX style questions, and a signature assessment (comprehensive assessment). If student earns ≤85% on any course exam, student must build a 20-question quiz using ATI's Learning System quiz bank on missed content as remediation for course exam. This quiz will be due on next class day.

Course Learning Outcomes	**Instructional activity**	**Assessment**
1. Uses critical thinking and clinical judgement to provide compassionate care to diverse patients and populations across the health-illness continuum. 2. Examines the role of nursing in personal and patient empowerment for informed consent and patient-centered decision making. 3. Understands the role of nursing in healthcare reform and economic stability. 4. Advocates for a variety of policy initiatives that provide access to care and address health disparities of vulnerable populations locally, regionally, nationally, and globally. 5. Evaluates own ethical morals and values in relation	Lecture, class discussion, shared experiences, and scaffolding case studies	Class and small group discussions, Topic papers

to compassionate patient-centered care. 6. Understands incivility and workplace violence with strategies to combat these behaviors. 7. Evaluates own nursing practices to ensure support of resource utilization and cost containment. 8. Practices standards of competent care, appraising the Nurse Practice Act. 9. Values the use of informatics to promote quality patient care. 10. Recognizes the important role of manager of care on the interprofessional healthcare team.		

Class participation

Topic papers 3 X 100pts = 300pts

Total = 300pts

***Student must have 75% in course to progress**

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:
A 4 grade points
A- 3.7 grade points
B+ 3.3 grade points
B 3.0 grade points
B- 2.7 grade points
C+ 2.3 grade points
C 2.0 grade points
C- 1.7 grade points
D+ 1.3 grade points
D 1.0 grade points
D- 0.7 grade points
P (At least D-) No grade points assigned. Not computed in the grade point average.

F 0 grade points
NC (F) No grade points assigned. Not computed in the grade point average. W No grade points assigned. Not computed in grade point average.
WF No grade points assigned. Not computed in grade point average.
WP No grade points assigned. Not computed in grade point average.
WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).
Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting
   system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services
Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information: http://www.westmont.edu/_offices/disability

Dress Code
Comfortable, non-binding clothing

Academic Integrity
When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust

within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with the entire Westmont College Academic Integrity Policy. This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

Technology in the Classroom
Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faulty and permission must be granted.

Emergencies
In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at https://integready.app.box.com/AnticipatingInClass and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

Textbooks:
1) Black, B.P. Professional Nursing (B)
2) Burkhardt, M.A. & Nathaniel, A.K. (B& N)
Articles:
1- **The Centers for Medicare & Medicaid Services Reimbursement Policy and Nursing-Sensitive Adverse Patient Outcomes**
2-Incivility in Healthcare: How We Can Change the Culture Retrieved from https://www.rn.com/nursing-news/incivility-in-healthcare-how-we-can-change-theculture/
3-**IHI: Triple Aim** retrieved from http://www.ihi.org/Engage/Initiatives/TripleAim/Pages/default.aspx

4. Meaningful Use. Retrieved from https://www.cdc.gov/ehrmeaningfuluse/introductionhtml

***Subject to change at any time, you will be notified of any changes**

Week	Content Objectives	Reading	Activities and assignments	Outcome Measurement
½	**Orientation to course**			
3	**Defining the Professional Nursing Role** 1. Recognize the wide range of settings and roles in which today's registered n practice. **2.** Identify evolving practice opportunities for nurses. 3. Explain the roles and education of advanced practice nurses. 4. Discuss the role that the 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.Analyze 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. Identify the characteristics of a profession. 10. Distinguish between the characteristics of professions and occupations. 11. Explain how incivility can impact patient care on a nursing unit. 12. Create strategies to Combat bullying for new nurses.	**B: Ch.1, 2, 3, 5, 12** **Articles:** **1)**The Centers for Medicare & Medicaid Services Reimbursement Policy and Nursing-Sensitive Adverse Patient Outcomes 2) Incivility in Healthcare: How We Can Change the Culture **Article:** Bullying in Nursing. Mennella, H. & Woten, M. (2018). CINAH Nursing Guide, EBSCO Publishing. ATI Civility Mentor *Civility and Patient Safety in the Clinical Environment*	**Discussion Topic:** In what ways will nursing roles and nursing practice settings be altered in the next several years and beyond? **Small Group/Online Activity:** Divide the class into four groups and assign each group one of the four major initiatives: the American Recovery and Reinvestment Act of 2009, the Robert Wood Johnson Foundation, Johnson & Johnson's Campaign for Nursing's Future, or the ANCC Magnet Recognition Program. Identify four or five concrete examples of how each assigned initiative is making an impact on the nursing workforce. Discuss your findings in class.	Small group discussion reports
4	**Defining the Professional Nursing Role cont.**		**Small Group Activity:** Divide the class into	

	13. Compare early definitions of nursing with contemporary ones. 14. Recognize the impact of historical, social, economic, and political events on evolving definitions of nursing. 15. Differentiate between formal and informal socialization. 16. Identify factors that influence an individual's professional socialization. 17. Describe strategies to ease the transition from student to professional nurse. 18. Differentiate between social and professional relationships. 19. Explore the role self-awareness plays in the ability to use nonjudgmental acceptance as a helping technique. 20. Explain the concept of professional boundaries. 21. Discuss factors creating successful or unsuccessful communication. 22. Evaluate common core metrics used in hospitals linked to reimbursement.		several small groups, attempting to have as diverse groups as possible. What are some personal needs often neglected by nursing students? What are some ways to overcome these? **Discussion Topic:** Why is it important to discuss professional boundaries?	
5	**Healthcare Reform** 1. Recognize how environmental factors such as family, culture, social support, social media and the Internet, and community influence health. 2. Explain the significance of a wholistic approach to nursing care. 3. Apply Rosenstock's health belief model and Bandura's theory of perceived self-efficacy to personal health behaviors and health behaviors of others.	**B: Ch. 8, 10, 13, 14** **Article:** IHI Triple Aim **Article:** Meaningful Use. Retrieved from https://www.cdc.gov/ehrmeaningfuluse/Introductionhtml **Article:** Can payment reform be social reform? The lure and liabilities of the "Triple Aim". (2017). Tanenbaum, S. Journal of Health	**Online Activity:** Assign students to research the Arizona State University College of Nursing and Health Innovation's Center for the Advancement of Evidence-Based Practice. Present findings to the class. **Small Group Activity:** Different cultures have	

	4.Differentiate between beliefs and values. 5. Discuss the impact of beliefs and values on nurses' professional behaviors. 6. Give examples of inductive and deductive reasoning. Identify sources of support for nursing research. 7. Discuss the roles of Nurses in research at various levels of education. 8. Appraise the use of evidence-based practice in nursing.	Politics, Policy & Law, 42(1), pg. 53-71.	different rules. To demonstrate this, have the students gather in small groups and stand up and get as close together as makes them comfortable. Have them take note of how comfortable and close they can get to their peers before they become uncomfortable. Compare this with others in the group and in the room. Are there differences? How does it feel to stand 2 feet, 5 feet, and 10 feet away from a total stranger? Does the size of the other individual make a difference?	
6	**Healthcare Reform cont.** 9. Discuss the three areas of Triple Aim and how it impacts healthcare. 10. Explain how the EMR promotes evidence-based best practices. 11. Explain behavioral responses to illness and what influences these behaviors. 12. Discuss the influence of culture on illness behaviors. 13. Describe the characteristics of the culturally competent nurse. 14. Explain the physical, emotional, and cognitive effects of stress. 15. Discuss how family functioning is altered during illness. 16. Relate two major mechanisms used to maintain quality in health		**Discussion Topic:** Why do health care professionals focus on physical aspects or needs of a patients' illness when, for the patient, emotions may be a greater concern? **Activity:** In class, give students 2 minutes to write their individual opinions as to what would occur if the US health care system shifted emphasis from illness to health promotion.	**Triple Aim paper due**

	care agencies. 17. Explain how disparities in health care disproportiona affect minority and poor populations. 18 Identify the key members of the interprofessional health care team and explain what each contributes. 19. Explain the economic principles of supply and demand, free-market economies, and price sensitivity and discuss their relevance to health care costs. 20. Describe current methods of payment for health care.		Discuss in class. Collect papers.	
7	**Nursing Education and Healthcare Ethics** 1. Discuss program options for registered nurses and students with non-nursing bachelor's degrees. 2. Differentiate between licensed practical/vocational nurses and registered nurses. 3. Differentiate between associate degree and bachelor's degree education. 4. Define *accreditation* and analyze its influence on the quality and effectiveness of nursing education programs. 5. Discuss recommendations of the Institute of Medicine and major nursing organizations regarding transforming nursing education. 6. List Quality and Safety Education in Nursing (QSEN) competencies. 7. Define *Interprofessional Education* (IPE) and describe its importance in health care today. 8. Define critical thinking and its importance in nursing.	**B: Ch. 4, 11** **B&N: Ch. 2, 3, 4, 5** **Article:** Evidence-based practice integration in hospital wards-The complexities and challenges in achieving evidence-based practice in clinical nursing. Renolen, A., Hjalmhult, E., Hoye, S, Danbolt, L.J. & Kirkevold, M. (2019). Doi:10.1002/nop2.259	**Discussion Topic:** Why might a BSN program choose one accrediting agency over the other (ACEN vs. CCNE)? **Discussion Topic:** Why do you think the most popular advanced role preparation is the Advanced Practice Nurse Practitioner? **Ethical paper:** Consider the pro's and con's of ethics, weighing the ethical principles studied in class, for those that are favored and sacrificed in each situations. Read the case presentation on Pg. 55 and answer the questions in a narrative format following APA	

	9. Contrast the characteristics of “novice thinking” with those of “expert thinking.” 10. Explain the important of best practices to improve quality patient care.		guidelines and including an introduction and conclusion. Identify all ethical principles in this case and decide which were favored and which were sacrificed. How do you feel about the inexperienced nurses in this case and their critical thinking. How will you prevent something like this happening in your practice.	
8	**Healthcare Ethics Cont.** 11. Define critical thinking and its importance in nursing. 12. Contrast the characteristics of “novice thinking” with those of “expert thinking.” 13. Define clinical judgment developed. 14. Discuss the importance of ethics in healthcare. 15. Compare and contrast utilitarianism (teleological theory) and deontology theories. 16. Explain the ethical principles of autonomy as it relates to informed consent. 17. Examine beneficence as it relates to nursing practice. 18. Interpret nonmaleficience when teaching patients about medication side effects. 19. Appraise the principle of justice as it relates to the delivery of healthcare goods and service. 20. Differentiate between personal, societal, professional,		**Individual work:** Devise a personal plan to use in developing sound clinical judgment considering your moral values and understanding of ethical principles.	**ATI Learning System Practice Quiz Pharmacology**

	organizational, and moral values. 21. Evaluate the interaction between personal and patient values. 22. Compare and contrast approaches to moral development.			
9	**Professionalism, Decision making, and Informatics** 1. Discuss contemporary codes of nursing ethics. 2. Evaluate the importance of compassionate caring to the professional of nursing. 3. Examine the relationship between accountability and professional status. 4. Differentiate between ethical dilemmas, moral uncertainty, practical dilemmas, moral distress, moral outrage, and moral reckoning. 5. Analyze similarities between the nursing process and ethical decision making. 6. Practice ethical decision-making to clinical cases. 7. Discuss relationships and potential conflicts that nurses face in the professional realm. 8. Appraise the nurse's primary obligation.	**B&N: Ch. 6, 7, 9, 10** **ANA Code of Ethics**	**Group discussion:** Review the ANA Code of Ethics and its practical use in nursing today. Review workplace conditions, engage in conversation with diverse nurses and their experiences. Report out to classmates.	**ATI Learning System Practice Quiz: Pharmacology Final**
10	**Decision making** 9. Discuss the impact of technology on nursing and healthcare. 10. Describe legal issues associated with health care technology. 11. Recognize the importance of informatics in nursing and best practices. 12. Analyze the benefit of technology in optimizing the nurse's role in	ATI Engage Fundamentals Unit: Foundational Concepts of Nursing Practice Module: *Informatics*		**ATI CMS Pharmacology Practice A Assessment and Focused Review**

	interprofessional collaboration. 14. Evaluate the challenges and issues related to the use of internet resources used by patients. 15. Appraise the use of telehealth for patients in rural or remote areas. 16. Create cyber security as a best practice in telehealth, telehealth nursing, and telemedicine.			
11	**Advocating for Policy Change** 1. Discuss why professions have associations. 2. Demonstrate an understanding of the complex role that associations play in the profession and in society. nurses. 3. Analyze how nurses can become involved in politics and policy development at the levels of citizen, activist, and politician. 4. Explain how organized nursing is involved in political activities designed to strengthen professional nursing and influence health policy. 5. Describe the major challenges facing the profession of nursing. 6. List ways that nurses can protect the image of nursing. 7. Describe how incivility escalates along a continuum. 8. Explain how nursing's role in caring for the environment is related to health. 9. Describe four major components of the American Nurses Association's Health System Reform Agenda.	**B: Ch. 15, 16** **B&N: Ch. 13, 14,15**	**Online Activity:** Research and identify recent legislation that has affected nursing and nurses, the nursing profession, or nursing associations. Which interests you the most? Briefly share student findings in the next class. **Policy Paper:** Find a healthcare policy of interest to you. 1. Healthcare and access to the LGBTQ population 2. Childhood obesity 3. Care of the Veteran with PTSD or TBI 4. Assisted Suicide 5. Other topic approved by faculty ***See full instructions in syllabus**	
12	**Advocating for Policy Change Cont.**		**Class discussion:** What can nurses	**Ethical paper due**

	10. Discuss the role and ethical responsibility of nursing in addressing local, national, and global environmental issues. 11. Examine the impact on vulnerable populations of global humanitarians and health crises. 12. Evaluate the challenges of accessibility and financing facing health care delivery systems around the world. 13. Reflect on political issues related to healthcare that are important to you. 14. Analyze the health policy process and how nursing can be beneficial. 15. Examine the role of nursing associations and organizations as strength in policy making. 16. Discuss the role of economics in healthcare. 17. Examine how nurses and resources play a part in healthcare economics. 18. Compare and contrast the argument of futile care.		and other healthcare providers do on a day-to-day basis to contain costs? What delivery systems may benefit economics better than others?	**ATI CMS Pharmacology Practice B Assessment and Focused Review**
13	**Diversity in our World** 1. Discuss how social conditions such as poverty, homelessness, food insecurity, sexual violence, human trafficking, an incasing elderly population, racism, and ethnic inequities affect heath. 2. Apply the concept of justice to vulnerable populations, elaborating on the implication for society and the health care system. 3. Analyze evidence of victim blaming within the healthcare system. 4. Examine the nurse's role of advocacy and nonviolence in the care of vulnerable populations.	**B&N Ch. 16, 17,18,**		

	5. Discuss how ethics relates to gender issues in nursing. 6. Relate how stereotyping and gender bias affect the nursing workforce. 7. Examine issues in the healthcare of the LGBTQ+ individuals. 8. Summarize the factors associated with cultural sensitivity within nursing. 9. Evaluate approaches for dealing with transcultural issues in nursing. 10. Compare the relationship between spirituality and religion. 11. Create a culturally sensitive approach to providing compassionate care to diverse populations at all levels of care and in all care settings.			
14	**The Nurse Practice Act and Legal Issues in Nursing** 1. Recognize the impact of historical, social, economic, and political events on evolving definitions of nursing. 3. Understand how students' initial images of nursing are transformed through professional education and experiences. 4. Differentiate between formal and informal socialization. 5. Examine factors that influence an individual's professional socialization. 6. Analyze two developmental models of professional socialization and explain how they are used. 7. Evaluate strategies to ease the transition from student to professional nurse.	**B: Ch. 5, 6** **B&N: Ch. 19, 20**	**Small group discussion:** Discuss the relationship of empowerment, principled behavior, and nursing practice.	**Policy paper due** **ATI CMS Proctored Assessment Pharmacology**

	8. Examine the concepts of power and empowerment in nursing. 9. Appraise personal empowerment and its importance in your role especially for policy advocacy. 10. Evaluate own relationship of empowerment, principled behavior, and nursing practice. 11. Examine the meaning of patient empowerment and relate it to patient-centered, compassionate care. 12. Identify and examine nurse attitudes that enhance or block patient empowerment. 13. Create situations that foster patient empowerment. 14. Explore the importance of understanding dependent, independent, and interdependent nursing care according to the Nurse Practice Act.			
15	**Group presentations**			
16	**Group presentations**			

Topic Papers: All papers will be written in APA format. Papers are 5-7 pages long excluding the cover and reference pages. Resources should be peer reviewed nursing journal articles from reputable sources with the last 5 years with the exception of classic pieces of literature.

Paper will be submitted to Turnitin prior to submission for a grade.

Use grading rubric to ensure you have addressed all elements of the paper.

Topic 1: Triple Aim Paper due week 4
Topic 2: Ethic's Paper due week 10
Topic 3: Policy Paper due week 13

Triple Aim Paper Instructions:

1. Provide a comprehensive historical perspective of the Triple Aim Initiative. Explain the three goals of Triple Aim.
2. What was the main goal of Triple Aim and how was it implemented?

3. Describe the success or failure of Triple Aim and include your understanding of why it either failed or was successful.
4. A fourth goal was added to the Triple Aim. What was it and how does it impact nursing and the overall initiative?
5. Ensure your paper has a introduction, body, and conclusion and is written in APA format with citations and a reference page.

Grading Rubric

	Levels of achievement				
Criteria	25 points	20 points	15 points	10 points	Assign-ed points
Describe the historical perspective of the Triple Aim. Identifies and discusses the three main goals of Triple Aim.	Comprehensive discussion about the history of Triple Aim including who, why, and how. Provides insight into the three goals of the Triple Aim.	Well written discussion including most of the history of the Triple Aim. Identifies the three goals with minimum added insight.	Basic discussion of the history of Triple Aim but omits insights into the goals.	Brief discussion of the Triple Aim. Unable to ascertain understandi-ing of the topic from the written information.	/25
Comprehen-sive discussion of the main reason the Triple Aim was implemented	Provides comprehensive discussion of why Triple Aim was implemented and the relationship of The Centers for Medicare and Medicaid.	Describes the basics of why the Triple Aim was developed but only briefly explains the implement-ation and supporting govern-ment agency.	Brief description of the reasons for Triple Aim, however body of paper is not developed fully to ascertain an understand-ing.	Disorganized thoughts about Triple Aim, omits main concepts of why Triple Aim was implemented..	/25
Quadruple Aim and the success or	Comprehensive discussion including the purpose of the	Well-developed discussion on the	Basic information given about Triple Aim	Disorganized thoughts, unable to ascertain	/25

failure of this initiative.	fourth goal of the Quadruple Aim with insight into it's success.	addition of the fourth goal in Triple Aim, omits success or failure of initiative.	but omits the fourth goal and outcome of initiative.	understanding of paper requirements.	
APA format (Introduction, body, conclusion, correct running head and cover page, uses headers for organization, proper grammar and spelling). Resources used: within 5 years, scholarly peer reviewed journals	APA correctly used throughout paper. Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	Generally acceptable but some minor mistakes. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	Multiple mistakes in APA format. 50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.	APA format is not used correctly or at all. Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	/25

Ethics Paper Instructions:

Write a 5-page paper (excluding cover page and reference page) that discusses the sacrifice of the ethical principles of autonomy, beneficence, nonmaleficence, and distributive justice when considering the problem of access to care for underinsured or uninsured populations. Uses evidence-based resources to understand this healthcare concern across the nation.

Grading Rubric

	Levels of achievement

Criteria	25 points	20 points	15 points	10 points	Assigned points
Describe the healthcare problem of access to care and the health disparities related to populations that are either underinsured or uninsured	Body of paper includes comprehensive discussion and insight into the social and political problems that affect population health.	Well written discussion including most of the elements of the criteria so reader can draw on data to guide the paper.	Basic discussion of access to care leaving several areas out, including why this occurs, who it impacts and why.	Basic discussion of the challenges of access to care with no relevant information to draw from for writing the paper.	/25
Identifies evidence-based information for why access to care is pivotal to decreasing the risk of illness for underinsured or uninsured populations.	Provides comprehensive discussion and personal insight into the challenges vulnerable populations have when accessing healthcare in the United States.	Describes the basics of why access to care is important, however, omits the barriers and challenges some populations have.	Provides a brief definition access to care, however omits the importance or barriers and challenges some population have.	Mentions access to care, however no connection to criterial of the paper.	/25
Identifies ethical principles that are sacrificed when there are barriers and challenges to access to care for under or uninsured populations.	Provides a comprehensive discussion on the four main ethical principles that are sacrificed when populations of people do not have access to care.	Identifies two or more ethical principles that are sacrificed when populations of people do not have access to care.	Basic information given about ethical principles, however there is a lack of congruence with criteria.	Basic information about ethics in healthcare, no identification of ethical principles sacrificed.	/25
APA format (Introduction, body, conclusion,	APA correctly used throughout paper.	Generally acceptable but some minor	Multiple mistakes in APA format.	APA format is not used correctly or at all.	/25

correct running head and cover page, uses headers for organization, proper grammar and spelling). Resources used: within 5 years, scholarly peer reviewed journals	Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	mistakes. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.	Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	

Total points_____

Legislative Advocacy Paper Instructions:

Find a topic of interest to you from this list.
1. Healthcare and access to the LGBTQ population
2. Childhood obesity
3. Care of the Veteran with PTSD or TBI
4. Sex trafficking
5. Other topic approved by faculty

Complete a literature review to learn more about the needs of the population you have chosen. Review the state legislative bill tracker to see if there is a current or past bill on

your topic. If there isn't, find a bill that is similar and follow it from the beginning through the legislative process. Next, go to the different nursing association (ANA, CNA, NLN) websites to see what bills they are supporting. Search for a position statement on your topic.

Grading Rubric

	Levels of achievement				
Criteria	25 points	20 points	15 points	10 points	Assign-ed points
Literature Review	Comprehensive discussion of the topic chosen	Well-developed discussion of topic chosen	Brief discussion of topic	Disorganized thoughts, absent literature review	/25
Tracking the bill, author/s, movement through legislative process	Bill identified, historical perspective of Bill development and movement through legislative process	Bill identified, well developed account of bill process	No bill identified, brief discussion of bill movement through legislative process	No bill identifies, unable to ascertain understanding of bill process	/25
Nursing Association support	Comprehensive discussion of nursing advocacy through nursing associations	Well-developed account of nursing advocacy, omits insight into the value of nursing associations	Brief discussion of the importance and strength of nursing associations	Disorganized thoughts, unable to ascertain understanding of the importance of nursing associations and advocacy	/25
APA format (Introduction, body, conclusion, correct running head and cover page, uses headers for organization, proper grammar	APA correctly used throughout paper. Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	Generally acceptable but some minor mistakes. 50% citations and references are formatted correctly,	Multiple mistakes in APA format. 50% citations and references are formatted correctly, resources, however not	APA format is not used correctly or at all. Citations and references are formatted incorrectly, many resources are outdated and not from peer	/25

and spelling). Resources used: within 5 years, scholarly peer reviewed journals		resources are within 5 years and from peer reviewed journals.	within 5 years or from peer reviewed journals.	reviewed journals.	