



NUR 275  
Professional Nursing Roles

Summer 2023

## NUR 275 Professional Nursing Roles

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*3 units of Theory*

*Pre-requisites: Acceptance into ABSN program*

*Placement in curriculum: BSN Core*

*Dates: 05/09/2023-08/18/2023*

*Theory: Mondays 12:30 pm to 3:30 pm*

*Clinical: N/A*

*Room: Westmont Downtown Classroom 3<sup>rd</sup> floor 302*

*Course Faculty: Nathalie Confiac, PhD, MSN, RN, PHN*

*Faculty office: Room 216, 26 Anapamu, Santa Barbara*

*Faculty email: [nconfiac@westmont.edu](mailto:nconfiac@westmont.edu)*

*Faculty phone: Office: 805-565-6309; Cell: 805-452-5429 (preferred)*

*Faculty office hours:*

*Mondays: 4:00-6:00 pm in office or zoom/phone*

*Tuesdays: 4:00-6:00 pm by appointment in office or zoom/phone*

*Thursdays: 08-09, by appointment by zoom/phone*

*Instructor Communication Policy: Please email me your concerns and questions, I will respond via email within 48 hours Monday-Friday and within 24 hours via text and/or call Monday-Friday. I may not be available to respond on a weekend, but please leave me a message and I will respond on Monday. For urgent concerns or matters requiring a prompt answer text and/or call me at 805-452-5429. If you would like to set up a ZOOM meeting and/or face-to-face meeting in addition to the class time, please contact me to set up an appointment as described below.*

*Open door policy --- Students are welcome to meet with the instructor at any time during scheduled office hours. The student may also contact the instructor to schedule a meeting time.*

*\* Zoom instructions – You can request a zoom meeting by emailing, send a text or call my cell phone informing me that you would like to meet and then I will send you the zoom link. You can use your phone, device or computer to join the meeting.*

### **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 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.

### **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. In order to understand the multiple roles of nurses today, it is essential to analyze the history of the science of nursing in the United States and beyond. Furthermore, you will examine the impact of the healthcare historical, social, economic, and political context on the evolution of the nursing profession. You will explore these contents through different learning methods including readings from primary and secondary sources, films, images and more. You will be engaged in active learning activities such as discussions, case studies, online searches and dialogues based on these contents. This course meets the GE requirements of Thinking Historically as described under Common Inquiries. Therefore, assignments will consist of a variety of methods including papers to satisfy the GE requirements.

### **Common Inquiries: Thinking Historically**

Throughout the nursing program, students are introduced to and gain an awareness and appreciation for vast transformation of nursing practice from helpmate to healthcare professional utilizing evidence-based, wholistic and compassionate care to the vast populations they serve.

What does it mean to “think historically,” and how does this course fit into larger Nursing Christian liberal arts education? Thinking historically or historical thinking is **not** rote memorization of historical data; it rather involves critical thinking and interpretive analysis of historical data in their proper historical contexts. Historical thinking develops in active engaging with primary and secondary historical texts and in acquiring and employing various methods of historical interpretation. We are shaped by our past, whether or not we are aware of it or admit it. Awareness of the past and the larger context in which we have come into existence serves to clarify and enhance our personal and corporate identity and enlarges our understanding of and vision for the world. Through this course, our informed nursing identity and understanding of the world will help us in turn develop “critical sympathy” and appreciation for the collective story of nursing. “Thinking historically” is a critical part of our nursing education.

### **Thinking Historically Criteria**

Students will be able to:

- Read primary sources historically – asking and answering basic questions about historical sources (historical context, author, audience, genre); drawing historical conclusions from the sources and assessing their reliability and usefulness; and reflecting on how their own background shapes their interpretation.

- Identify the arguments of secondary sources and recognize differences in interpretation.
- Articulate responsibly how the past is relevant for the present, drawing informed connections between their study of past events and their bearing on the present.

### **Student Learning Outcome for Thinking Historically Courses**

Students will be able to analyze historical sources with appropriate attention to their various contexts.

Students will develop:

- An awareness and appreciation for the particularities of time and place.
- A sense of the complex process of change and continuity over time.
- The ability to work critically with a range of primary and secondary historical texts.
- The appreciation for the art of constructing historical narrative.

By studying specific historical periods, the history of Christianity, the history of nursing, students will:

- Become critical readers of a range of historical sources.
- Appreciate the importance of historical context in shaping our understanding of the world in which we live.
- Be able to engage in thoughtful interpretive and historiographic discussion.
- Have practice in constructing a historical narrative; understand the complexity of historical change.

### **Instructional Activities – see canvas for specific assignment instructions and grading rubrics**

- Thesis Inquiry Paper:
  - The purpose of this paper is for you to “*develop critical, analytical and historical abilities in engaging with primary and secondary texts*”.
- Comprehensive scholarly paper, “The History and Evolution of Nursing”
  - The purpose of this paper is for you to demonstrate:
    - “*Awareness and appreciation for the particularities of time and place*”
    - “*An ability to work critically with a range of primary and secondary historical texts*”
    - “*A sense of the complex process of change and continuity over time*”
    - “*An appreciation for the art of constructing historical narrative*”

### **ABSN 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 (2008)**

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:*

1. Domain 1-Knowledge for Nursing Practice
  2. Domain 2-Person-centered Care
  3. Domain 3-Population Health
  4. Domain 4-Scholarship for Nursing Practice
  5. Domain 5-Quality and Safety
  6. Domain 6-Interprofessional Partnerships
  7. Domain 7-Systems-based Practice
  8. Domain 8-Information and Healthcare Technology
  9. Domain 9-Professionalism
  10. Domain 10-Personal, Professional, Leadership Development
- (The Essentials: Core Competencies for Professional Nursing Education, 2021)

### **Quality and Safety in Nursing Education (QSEN) (2007) Competencies**

#### *1. Patient-centered Care*

Recognizing the patient or designee(s) as the source of control and full partner in providing caring and coordinated care based on respect and diversity.

#### *2. Safety*

Minimizing risks of harm for patients and providers by evaluating systems and individual performances.

3. *Informatics*  
Using information and technology in communicating, managing knowledge, mitigating errors, and supporting all types of decision-making.
4. *Teamwork and Collaboration*  
Functioning effectively at all levels of nursing and fostering open communication amongst inter-professional team members while encouraging mutual respect and a shared achievement of safe quality care.
5. *Quality Improvement*  
Continuously monitoring the healthcare system for outcomes impacting safe quality care and methods to improve design care for optimal results.
6. *Evidence-based Practice*  
Integrating best current evidence with clinical experts and patient/family/groups that value the delivery of optimal healthcare.

**Core Competencies for Interprofessional Collaborative Practice (2016 update):**

1. *Competency 1: Values/Ethics for Interprofessional Practice*  
Work with individuals of other professionals to maintain a climate of mutual respect
2. *Competency 2: Roles/Responsibilities*  
Use the knowledge of one's own role and those of other professionals to appropriately assess and address the health care needs of patients and to promote and advance the health of populations.
3. *Competency 3: Interprofessional Communication*  
Communicate with patients, families, communities, and professionals in health and other fields in a responsive and responsible manner that supports a team approach to the promotion and maintenance of health and the prevention and treatment of disease.
4. *Competency 4: Teams and Teamwork*  
Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient/population-centered care and population health programs and policies that are safe, timely, efficient, effective, and equitable.

**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.

**Essentials:** I, II, III, IV, V, VI, VII, VIII, IX

**QSEN:** Patient-centered care, safety, evidence-based practice, team work and collaboration, quality improvement, and informatics

**IPEC:** Competencies 1, 2, 3, 4

2. Examines the role of nursing in personal and patient empowerment for informed consent and patient-centered decision making.

**Essentials:** I, II, III, IV, V, VI, VII, VIII, IX

**QSEN:** Patient-centered care and evidence-based practice

**IPEC:** Competencies 1, 2, 3, 4

3. Understands the role of nursing in healthcare reform and economic stability.

**Essentials:** I, II, III, V

**QSEN:** Patient-centered care, evidence-based practice, quality improvement, and informatics

**IPEC:** Competencies 1, 2, 3, 4

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.

**Essentials:** I, II, III, V

**QSEN:** Patient-centered care, safety, evidence-based practice, and quality improvement

**IPEC:** Competencies 1, 2, 3, 4

5. Evaluates own ethical morals and values in relation to compassionate patient-centered care.

**Essentials:** I, VIII

**QSEN:** Evidence-based practice

**IPEC:** Competency 1

6. Understands incivility and workplace violence with strategies to combat these behaviors.

**Essentials:** I, VI, VIII

**QSEN:** Evidence-based practice

**IPEC:** Competencies 1, 2, 3, 4

7. Evaluates own nursing practices to ensure support of resource utilization and cost containment.

**Essentials:** I, II, III, VI, VII, VIII, IX

**QSEN:** Evidence-based practice

**IPEC:** Competency 1

8. Practices standards of competent care, appraising the Nurse Practice Act.

**Essentials:** I, II, III, IV, V, VI, VII, VIII, IX

**QSEN:** Patient-centered care, safety, evidence-based practice, team work and collaboration, quality improvement, and informatics

**IPEC:** Competencies 1, 2, 3, 4

9. Values the use of informatics to promote quality patient care.

**Essentials:** I, II, III, IV, V, VII, VIII, IX

**QSEN:** Patient-centered care, safety, evidence-based practice, team work and collaboration, quality improvement, and informatics

**IPEC:** Competencies 1, 2, 3, 4

10. Recognizes the important role of manager of care in the interprofessional healthcare team.

**Essentials:** I, II, III, IV, V, VI, VII, VIII, IX

**QSEN:** Patient-centered care, safety, evidence-based practice, team work and collaboration, quality improvement, and informatics

**IPEC:** Competencies 1, 2, 3, 4

### 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 communities across state, national, and global settings.	1. Uses critical thinking and clinical judgement to provide compassionate care to diverse patients and populations across the health-illness continuum. 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 holistic 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.
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### Required Textbooks

Title	Author	Publisher	ISBN#
Professional Nursing: Concepts & Challenges (8 <sup>th</sup> ed.)	Black, B. P.	Elsevier	978-0323431125
Ethics and Issues in Contemporary Nursing	Burkhards, M.A. & Nathaniel, A.K.	Elsevier	978-0323697330
Publication Manual of the American Psychological Association (7 <sup>th</sup> ed.)	American Psychological Association	American Psychological Association	978-143383216

### Supplemental Resources

ATI Supreme Essentials provides the visual and auditory learners with skill vignettes, review modules, online tutorials, dosage calculation and safe medication practice, computer adaptive NextGen and current NCLEX test item types, civility tutorials, and ATI Pulse (analytics engine that predicts students' probability of passing the NCLEX). ATI also provides a host of practice and proctored NCLEX style exams as well as a Predictor exam to prepare for the NCLEX. ATI tools will be fully integrated into each nursing course.

### 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).

Course Learning Outcomes	Instructional activity	Assessment
<ol style="list-style-type: none"> <li>1. Uses critical thinking and clinical judgement to provide compassionate care to diverse patients and populations across the health-illness continuum.</li> <li>2. Examines the role of nursing in personal and patient empowerment for informed consent and patient-centered decision making.</li> <li>3. Understands the role of nursing in healthcare reform and economic stability.</li> <li>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.</li> <li>5. Evaluates own ethical morals and values in relation to compassionate patient-centered care.</li> <li>6. Understands incivility and workplace violence with strategies to combat these behaviors.</li> <li>7. Evaluates own nursing practices to ensure support of resource utilization and cost containment.</li> <li>8. Practices standards of competent care, appraising the Nurse Practice Act.</li> <li>9. Values the use of informatics to promote quality patient care.</li> <li>10. Recognizes the important role of manager of care on the interprofessional healthcare team.</li> </ol>	<p>Lecture, class discussion, shared experiences, simulation activities and case studies</p>	<p>Class and small group discussions, Topic papers, Vision board, photovoice.</p>

**Grading:**

<b>Name of Assignment</b>	<b>Total Points (Percent)</b>	<b>Due Date</b>
Syllabus Quiz Student Learner Needs Survey	C/I	Week 3 in class Monday 05/22
Quizzes	198 pts (3x 66 pts each) (25%)	Mondays 06/19; 07/10; 07/31
Thesis Inquiry Paper	100 pts (12.7%)	Week 4 Friday 05/25 by 11:59 pm
History and Evolution of Nursing Paper Part 1: Nursing Pioneers	100 pts (12.7%)	Week 6 Friday 06/16 by 11:59 pm
History and Evolution of Nursing Paper Part 2: Influence of historical Forces on the development of nursing	100 pts (12.7%)	Week 8 Friday 06/26 by 11:59 pm
History and Evolution of Nursing Paper Part 3: Spiritual Integration into nursing roles: A Historical Perspective	100 pts (12.7%)	Week 10 Friday 07/14 by 11:59 pm
History and Evolution of Nursing Paper Part 4: Evolution of nursing research and evidence-based practice and combined final Paper	100 pts (12.7%)	Week 13 Friday 08/04 by 11:59 pm
ATI Civility Mentor Simulations	17 pts (4.25 points each) (2.1%)	Sim 2 Week 12 in class Monday 07/24 by 11:59 pm  <b>Sim 1, 3 &amp; 4 Week 12</b> <b>Friday 07/28</b> by 11:59 pm  Details in Canvas
Community Meaningful Walk/Photovoice Assignment	50 pts (6.3%)	Week 9 <b>Initial Post:</b> Monday 07/03 by 11:59 pm

		<b>Peer comments:</b> Friday 07/07 by 11:59 pm
Vision Board	25 pts (3.1%)	<b>In class</b> Week 15 Wednesday 08/16 9:00 am to 12:30 pm
Total	790 pts	

**\*Student must have 75% in theory and “Pass” in clinical to progress. If student doesn’t obtain a Pass in clinical or 75% in theory, they will receive a non-mastery “F” in the course and will have to repeat the course following remediation. This also means the student will be dismissed from the program and will apply for re-entry.**

### *Grading Policies*

Letter Grade	Percentage		Grade Points Earned
<b>A</b>	100 %	to 94.0%	4
<b>A-</b>	< 94.0 %	to 90.0%	3.7
<b>B+</b>	< 90.0 %	to 87.0%	3.3
<b>B</b>	< 87.0 %	to 84.0%	3.0
<b>B-</b>	< 84.0 %	to 80.0%	2.7
<b>C+</b>	< 80.0 %	to 77.0%	2.3
<b>C</b>	< 77.0 %	to 75.0%	2.0
<b>F</b>	< 75.0 %	to 0.0%	0

P	No grade points assigned. Not computed in the grade point average
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.

*Assignments/Study:*

- Plan on spending 2-3 hours a week per unit. This lecture is a 3-unit class plan on 6-9 hours/week on assignments and study.
- All assignments must be submitted via Canvas on the due date listed. All assignments must be submitted as documents (.doc or .docx) or as pdf (.pdf) files. No picture files (.jpeg) will be accepted. If using a Mac, pages will not be accepted. There are numerous applications, such as Cam Scanner (free of charge) that can convert your photos to pdf or document files.
- ATI assignments please upload module reports showing at least 30 minutes of time spent within each lesson and a minimum of 95% on the post test score in order to receive full credit for the assignment.

*Exams, Quizzes, and assignments*

- Assignments will not be accepted late, if late, a score of 0 is given.
- No make-up assignments for missed deadlines or due dates.
- In most cases, a missed exam or quiz cannot be made up.
- Students will not be allowed to retake any exam or quiz on which an unsatisfactory grade was earned.
- **\*If a student earns <80% 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. Make arrangements with the instructor for further instruction. This quiz will be due on next class day. \*\*\*Modify for your class and quizzing mechanism (coursepoint, Saunders, NurseThink, etc)**
- All course final examinations will be comprehensive.
  - Absolutely no make-ups for final exams.
  - Students may not review the final exam.
- All cell phones must be turned off during exams unless prior arrangements are made with instructor.
- Electronic devices other than a calculator may not be used for in-class calculations work (i.e., cell phones, etc.).

Any student who wishes to challenge an answer should do so in writing or email, providing the specific rationale, reference information, and page number within 48 hours of the exam.

However, this procedure in no way suggests that the instructor will accept the rationale as provided.

**Attendance**

Students are expected to observe the attendance requirement of the ABSN Program (Policy #201). Instructors may require that absences be made up to meet course objectives even if the absences do not exceed Westmont College policy regarding attendance.

*Reporting an Absence*

If you are going to be late for class, lab, or clinic you must call and communicate with your instructor as soon as possible. If you are going to be absent from class, lab, or clinical, please notify the instructor at least two hours before class, lab, or clinic. Students are not to communicate lateness or an absence to the instructor via their peers. If the instructor cannot be reached, and after notifying the healthcare facility/unit the student should notify the Westmont Nursing Office at 805-565-6300.

Repeated absences/lateness (greater than 2 absences in a theory or clinical course) or documented clinical incidences of lack of clinical readiness, will be addressed as part of the individual student evaluation. A plan of correction will be addressed by means of a student success plan to address ability for student to meet course objectives. The inability to meet the clinical objectives and/or clinical hours will result in a no pass and dismissal from the program.

*Attendance in Theory and Clinical*

Due to the limited amount of time in theory and clinical settings there are no allowable absences or tardy events, students are expected to be in class and on time. Please note two tardy events (less than 15 minutes) equals one absence.

Students may be unable to take an exam if more than 15 minutes have passed since the exam was started. In most cases, a missed exam, quiz, or assignment cannot be made up. If you have a medical or other emergency (with documentation of the event) which physically prevents you from taking an exam or quiz or submitting an assignment on time, you may be eligible for an exception. The accommodation granted in such cases will be determined on a case-by-case basis at the discretion of the instructor.

An instructor has the responsibility to require a student to make up a theory, laboratory, or clinical absence even if the student has not exceeded the allowable maximum number of absences. See ABSN Student Handbook Policy #201, Attendance/Tardiness/Engagement for additional information.

**Engagement in class, lab, and/or clinical**

Student engagement in class is paramount to problem solving, critical thinking, and persistence. Class and clinical readiness promotes student engagement in learning.

1. Class readiness includes reading content for class prior to class, completing assignments due in class prior to class, and engaging in pair, group, and class discussions with appropriate and meaningful additions to discussion topic or content.
2. Class readiness is having your desk cleared or computer ready for testing.

3. Clinical readiness includes having your stethoscope, writing tools, clinical worksheet, clipboard, full uniform and shoes and hair in place 15 minutes prior to shift handoff report unless otherwise instructed by course or clinical faculty.
4. Clinical readiness also includes punctuality; being ready to review medications with faculty, having all supplies ready for procedures or treatments you will conduct with your faculty, taking your lunch when scheduled and returning to the floor after lunch, staying “on campus” (hospital or ambulatory setting) during lunch break. Westmont is responsible for you during clinicals and remaining in the hospital or ambulatory setting is mandatory.

### **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.

### **Honor and Respect in the Classroom:**

Westmont’s Community Life Statement calls us to treat each other according to two commands from Jesus: "Love one another as I have loved you," and "Love your neighbor as yourself." Further, our Diversity Matters document indicates that as we abide by these commandments, we learn to honor and respect one another. In this class, we will embody these commitments as we interact with one another and with the class material. If you experience or witness something that does not honor these commitments, please talk with the instructor as soon as possible. You may also find it helpful to access the College's policy on Bias, Harassment, and Discrimination.

### **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 faculty 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.

**Accommodations**

Students who have been diagnosed with a condition that meets the criteria of a disability are strongly encouraged to contact the Office of Disability Services (ODS) 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 ODS. These accommodations may be necessary to ensure your full participation and the successful completion of this course. Please contact the website for more information <http://www.westmont.edu/offices/disability/>

**Dress Code**

Comfortable, non-binding clothing

## Weekly course schedule

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

Weeks	Content Objectives	Readings (FYI Black = B Burkhardt & Nathaniel = B&N)	Class Activities	Assignments (A) and Outcome Measurement (O)
Wks 1 & 2	<b>NO CLASS</b>			
Wk 3 05/22	<p><b>Course Introduction and Orientation:</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>Describe course objectives and class expectations</li> <li>Speak about course assignments</li> <li>Navigate the canvas site to find course related information</li> </ol> <p><b>Course Introduction</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>Identify the wide range of settings and roles in which today's registered nurse's practice.</li> <li>Identify the characteristics of a profession.</li> <li>Distinguish between the characteristics of professions and Occupations.</li> <li>Speak about Westmont ABSN program vision of tomorrow's compassionate nurse.</li> </ol> <p><b>Thinking Historically</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>Read primary sources historically – asking and answering basic questions about historical sources (historical context, author, audience, genre);</li> <li>Draw historical conclusions from the sources</li> </ol>	<p><b>Syllabus Canvas site</b></p> <p><b>B. Ch. 1 (pages 1-20;</b> stop right before <i>Nursing opportunities requiring advanced degrees.</i>)</p> <p><b>B. Ch. 3 (pages 58-65;</b> stop right before Collegiality in professional nursing)</p> <p><b>Westmont ABSN Nursing Vision, Mission (Student Handbook)</b></p>	<p><b>Syllabus Review</b></p> <ul style="list-style-type: none"> <li>Review of assignments and related rubrics,</li> <li>Review of Canvas site</li> <li>Review of course expectations</li> <li>Class Norms</li> <li>Q&amp;A</li> </ul> <p>What is a nurse? / What is nursing? In class activity</p> <p>Small group Discussion</p> <p><b>Guest Speaker:</b> Dr. Helen Rhee, Westmont Professor of History of Christianity, Religious Studies.</p>	<p>O: In class syllabus Quiz</p> <p>O: Learner Needs Survey</p> <p>O: In class activity Collect documents</p> <p>O: Q&amp; A</p> <p>O: Q&amp;A</p>

	<p>3. Assess sources reliability and usefulness;</p> <p>4. Identify the arguments of secondary sources and recognize differences in interpretation.</p> <p>5. Practice historical narrative construction</p> <p><b>By the end of the semester students will be able to:</b></p> <p>1. Recognize the complexity of historical change.</p> <p>2. Articulate responsibly how the past is relevant for the present, reflecting on how their own background shapes their interpretation of the nursing role.</p> <p>3. Draw informed connections between their study of the history and evolution of the nursing profession and its impact on nowadays nursing practice.</p>			<p>QSEN:1, 2, 4, 5, 6</p> <p>Bacc. Essentials: I, III, IV, VI, VIII, IX</p> <p>Domains: 1, 4, 5, 6, 9</p> <p>IPEC: 1, 2, 3, 4</p>
<p><b>Wk 4</b> <b>05/29</b> <b>Holiday</b></p>	<p><b>MEMORIAL DAY NO IN-PERSON CLASS</b></p>			<p><b>A: Thesis Inquiry Paper Due Week 4 Friday 05/25 by 11:59 pm</b></p>
<p><b>Wk 5</b> <b>06/05</b></p>	<p><b>Defining the professional nursing role: History and social context of nursing</b></p> <p>By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>1. Compare early definitions of nursing with contemporary ones.</li> <li>2. Identify the influence of Florence Nightingale</li> <li>3. Describe the struggles and contributions of minorities and men in nursing.</li> <li>4. Discuss the role that the military and wars have had on the development of the nursing profession</li> </ol>	<p><b>B. Ch. 5 (pages 96 to 101 only)</b> <b>B. Ch. 2</b> <b>B&amp;N: Ch 1</b></p>	<p>Florence Nightingale Documentary:</p> <p>Discussion</p> <p><b>Guest Speaker:</b></p>	<p>A &amp; O: Quiz</p> <p>O: Discussion and Q and A</p>

	<ol style="list-style-type: none"> <li>5. Analyze nursing's efforts to manage and improve its image in the media</li> <li>6. Describe how nursing has reacted to nursing shortages.</li> <li>7. Explain how nursing shortage affects patient outcomes</li> </ol> <p><b>Discuss nursing roles in various practice Settings</b></p>	<p><b>Review Black Ch. 1 (p.13-15 Nursing in School Only)</b></p>	<p>Librarian (tentative)</p> <p><b>Guest Nurse Sharing (tentative)</b></p>	<p>QSEN:1, 2, 3, 4, 5, 6</p> <p>Bacc. Essentials: I, III, V, VI, VII, VIII,</p> <p>Domains: 1, 2, 3, 4, 5, 6, 9</p> <p>IPEC: 1, 2, 4</p>
<p><b>Wk 6 06/12</b></p>	<p><b>Nursing theory and evidenced based Nursing research</b></p> <p>By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss how selected nursing theoretical works guide the practice of nursing</li> <li>2. Describe the function of nursing theory in research practice</li> <li>3. Give examples of inductive and deductive reasoning.</li> <li>4. Discuss the roles of Nurses in research at various levels of education.</li> <li>5. Describe the relationship of nursing research to nursing theory and practice</li> <li>6. Identify sources of support for nursing research.</li> <li>7. Define evidenced-based practice</li> </ol>	<p><b>B. Ch. 9 &amp; 10</b></p> <p><b>B&amp;N Ch. 12</b></p>	<p><b>In Class activity:</b> Discussion</p> <p><b>Strategies for Self-Care Activity:</b> Sleep the magical pill</p>	<p><b>A: History and Evolution of Nursing Paper Part 1: Nursing Pioneers</b></p> <p><b>Due Week 6 Friday 06/16 by 11:59 pm</b></p> <p>O: documentation collected</p> <p>O: Q and A</p> <p><b>A: Student led activity: Sleep (up for grabs extra credits)</b></p>

	<p><b>Discuss nursing roles in various practice Settings</b></p>	<p><b>Review B. Ch. 1 (p. 6-10 Nursing in Hospitals Only)</b></p>	<p>Nurse sharing Hospital nurse</p>	<p>QSEN:1, 2, 3, 4,5, 6</p> <p>Bacc. Essentials: I, II, III, V, VI, VII, VIII, IX</p> <p>Domains: 1, 2, 3, 5, 6, 7, 8, 9</p> <p>IPEC: 1, 2, 3, 4</p>
<p><b>Wk 7 06/19</b></p>	<p><b>Understanding the role of nursing in healthcare reform and economic stability</b></p> <p><b>Health care in the United States</b> By the end of Wk 8 students will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the impact of historical, social, economic, and political events on evolving definitions of nursing.</li> <li>2. Describe the four basic categories of services provided by the healthcare delivery system</li> <li>3. Identify the key members of the interprofessional health care team and explain what each contributes</li> <li>4. Describe the role of economics in health care</li> <li>5. Explain the economic principles of supply and demand, free-market economies, and price sensitivity and discuss their relevance to health care costs.</li> <li>6. Describe current methods of payment for health care</li> <li>7. Describe recent trends in healthcare economics and how they relate to the delivery of healthcare</li> </ol>	<p><b>B: Ch. 14 pages 311 to 336</b> (stop right before health care reform and universal access)</p> <p><b>B&amp;N Ch: 15 pages 268-275.</b></p> <p><b>Article: (in Canvas)</b> Sung-Heui Bae. (2016). CNE SERIES. The Centers for Medicare &amp; Medicaid Services Reimbursement Policy and Nursing-Sensitive Adverse Patient Outcomes. Nursing Economic\$, 34(4), 161–181.</p>	<p><b>In Class various activities</b> <b>Quiz 1</b></p> <p>Simulation/case study</p> <p>Discussion</p> <p><b>Strategies for Self-Care Activity</b> Water: the wonders of water</p>	<p>O: Quiz 1</p> <p>O: activity documentation</p> <p>O: case study debriefing</p> <p>O: Q &amp; A</p> <p><b>A: Student led activity</b> <i>(up for grabs extra credits)</i></p>

	<p>8. Explain how disparities in health care disproportionately affect minority and populations living in poverty</p> <p><b>New trends in nursing Informatics:</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>1. Discuss the impact of technology on nursing and healthcare.</li> <li>2. Describe legal issues associated with health care technology.</li> <li>3. Recognize the importance of informatics in nursing and best practices.</li> <li>4. Explain how the EMR promotes evidence-based best practices.</li> <li>5. Evaluate the challenges and issues related to the use of internet resources used by patients.</li> <li>6. Appraise the use of telehealth for patients in rural or remote areas.</li> <li>7. Create cyber security as a best practice in telehealth, telehealth nursing, and telemedicine</li> <li>8. Identify evolving practice opportunities for nurses</li> </ol> <p><b>Discuss nursing roles in various practice settings</b></p>	<p><b>Article: (in Canvas)</b> Meaningful Use. Retrieved from <a href="https://www.cdc.gov/ehrmeaningfuluse/Introductionhtml">https://www.cdc.gov/ehrmeaningfuluse/Introductionhtml</a> (in Canvas)</p> <p><b>Review B Ch. 1</b></p> <ul style="list-style-type: none"> <li>▪ p. 16 (telehealth and informatics Only)</li> <li>▪ p.18-20 (nurses in business ONLY)</li> </ul>		<p>QSEN:1, 2, 3, 4, 5, 6</p> <p>Bacc. Essentials: I, II, III, IV, V, VI, VII, IX</p> <p>Domains: 1, 2, 3, 5, 6, 8, 9</p> <p>IPEC: 1, 2, 3, 4</p>
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				IPEC: 1, 2, 3, 4
<b>Wk 11 07/17</b>	<p><b>Ethical Theories and Principles</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>1. Differentiate between beliefs and values.</li> <li>2. Discuss the impact of beliefs and values on nurses' professional behaviors</li> <li>3. Discuss the principle of respect for autonomy in terms of patient's rights, informed consent, advocacy, and noncompliance.</li> <li>4. Examine beneficence as it relates to nursing practice.</li> <li>5. Interpret nonmaleficence when teaching patients about medication side effects.</li> <li>6. Appraise the principle of justice as it relates to the delivery of healthcare goods and service</li> <li>7. Discuss the importance of ethics in healthcare.</li> <li>8. Describe and differentiate ethical dilemmas, moral uncertainty, moral distress and moral outrage</li> <li>9. Describe the process of ethical decision making</li> <li>10. Discuss self-awareness as a tool for living an ethical life.</li> <li>11. Discuss contemporary codes of nursing ethics</li> <li>12. Discuss the importance of attending to both personal values and patient values.</li> </ol>	<p><b>B Ch. 7: pages 139 to 155</b></p> <p><b>B&amp;N Ch. 2: Virtue Ethics only (bottom of pages 31 to 33 stop just before Moral Particularism)</b></p> <p><b>B&amp;N Ch 3: pages 38 to 45</b> (stop just before <i>Beneficence</i>)</p> <p><b>B&amp;N: Ch. 4</b> particularly Self-Awareness <b>pages 62 to 64 AND</b> Clarifying values with patients <b>pages 67 &amp; 68.</b></p> <p><b>B&amp;N Ch 5: as indicated below</b></p> <ul style="list-style-type: none"> <li>▪ p. 75 Piaget ONLY</li> <li>▪ p.77-79 read from Fowler's Stages of Faith Development</li> </ul>	<p><b>In class Activities</b> Case studies/ Simulation</p> <p>In class activity</p> <p>Discussion</p> <p><b>Strategies for Self-Care Activity:</b> Nutrition What about greens and superfoods?</p> <p>Bring a healthy Snack Day</p>	<p>O: documentation from activities</p> <p>O: documentation from activities</p> <p>O: Q&amp;A</p> <p><b>A: Student led activity (up for grabs extra credits)</b></p> <p>QSEN:1, 2, 3, 5, 6</p> <p>Bacc. Essentials: I, II, III, VII, VIII, IX</p>

	<b>Discuss nursing roles in various practice Settings</b>	<b>Review B. Ch. 1 (p. 11 Nursing in Community Only)</b>	<b>Guest Nurse sharing or video</b>	Domains: 1, 2, 3, 4, 5, 6, 7, 9 IPEC: 1, 2, 3, 4
<p><b>Wk 12 07/24</b></p>	<p><b>Understanding Nursing Practice: Developing Nursing Judgment, Decision making:</b> By the end of the class students will be able to:</p> <p><b>Critical Thinking</b></p> <ol style="list-style-type: none"> <li>1. Define critical thinking and its importance in nursing.</li> <li>2. Contrast the characteristics of “novice thinking” with those of “expert thinking.”</li> <li>3. Explain the purpose and phases of the nursing process</li> <li>4. Explain the differences between independent, interdependent (collaborative) and dependent nursing actions</li> <li>5. Define clinical judgment in nursing practice</li> <li>6. Explore the role of nursing in personal and patient empowerment for informed consent and patient-centered decision making.</li> </ol> <p><b>Professionalism</b></p> <ol style="list-style-type: none"> <li>1. Discuss the meaning of the term professional</li> <li>2. Evaluate the importance of compassionate caring to the professional of nursing.</li> <li>3. Examine the relationship between accountability and professional status.</li> <li>4. Explain the concept of professional boundaries.</li> </ol>	<p><b>B. Ch. 11</b> <b>B&amp;N Ch 7:</b></p>	<p>Self-Assessment (B. Ch. 11 p.256) and Discussion</p> <p>Simulation/ Care plan activity</p>	<p>O: documentation collected</p> <p>O: documentation collected</p>

	<p>5. Identify barriers to nursing’s development as a profession (barriers to professionalism)</p> <p><b>Communication</b></p> <ol style="list-style-type: none"> <li>1. Discuss factors creating successful or unsuccessful communication</li> <li>2. Explore the role self-awareness plays in the ability to use nonjudgmental acceptance as a helping technique.</li> </ol> <p><b>Incivility:</b></p> <ol style="list-style-type: none"> <li>1. Explain how incivility can impact patient care on a nursing unit.</li> <li>2. Create strategies to Combat bullying for new nurses.</li> </ol>	<p><b>B. Ch. 3 p 65 to 70.</b> (Start at <i>Collegiality in Professional Nursing</i>)</p> <p><b>B. Ch. 12</b></p>	<p>Peer-reviewed article on incivility</p> <p>ATI Civility Mentor Simulations: Sim 2: in class Professionalism and civility in the academic environment (details in Canvas)</p>	<p>A: Up for grab: student led activity. Find a peer reviewed article on incivility and tell the class about it</p> <p>A and O: ATI Civility Mentor Simulations. Submit Friday 10/28 by 11:59 pm (details in Canvas)</p> <p>Sim 1: Foundations of Professionalism and Civility</p> <p>Sim 3: Civility and Patient Safety in the Clinical Environment</p> <p>Sim 4: Professionalism and Civility in Nursing practice</p> <p>QSEN:1, 2, 3, 4, 5, 6</p> <p>Bacc. Essentials: I, II, III, IV, V, VI, VIII, IX</p>
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				Domains: 1, 2, 4, 5, 6, 7, 8, 9 IPEC: 1, 2, 3, 4
<b>Wk 13 07/31</b>	<p><b>Nursing education advanced nursing practice</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>1. Differentiate between licensed practical/vocational nurses and registered nurses.</li> <li>2. Differentiate between associate degree and bachelor’s degree education.</li> <li>3. Define accreditation and analyze its influence on the quality and effectiveness of nursing education programs.</li> <li>4. Discuss recommendations of the Institute of Medicine and major nursing organizations regarding transforming nursing education.</li> <li>5. Explain the important of best practices to improve quality patient care.</li> <li>6. List Quality and Safety Education in Nursing (QSEN) competencies.</li> <li>7. Define Interprofessional Education (IPE) and describe its importance in health care today.</li> <li>8. Explain the roles and education of advanced practice nurses</li> </ol> <p><b>Nursing Advocacy</b></p> <ol style="list-style-type: none"> <li>1. Differentiate between politics and policy</li> <li>2. Describe the health policy process</li> </ol>	<p><b>B. Chap 4</b></p> <p><b>B. Ch. 3 pages 57 to 65</b> (Stop right before <i>Collegiality in professional Nursing</i>)</p> <p><b>Review B. Ch.1 pages 20-24</b></p> <p><b>B. &amp; N: Ch. 14</b></p>	<p><b>Quiz 3</b></p> <p>Discussion Board</p> <p>Guest lecturer recorded Nurse sharing Nurse educator DNP NP</p> <p>Vision board (continues)</p>	<p>O: Quiz 3</p> <p>O: documentation collected</p> <p><b>A: History and Evolution of Nursing Paper Part 4: Evolution of nursing research and evidence-based practice and combined final paper:</b></p> <p><b>Due Week 13 Friday 08/04 by 11:59 pm</b></p>

	<ol style="list-style-type: none"> <li>3. Analyze how nurses can become involved in politics and policy development at the levels of citizen, activist, and politician.</li> <li>4. Explain how organized nursing is involved in political activities designed to strengthen professional nursing and influence health policy</li> <li>5. Describe various methods of influencing public policy.</li> <li>6. Examine the nurse’s role of advocacy and nonviolence in the care of vulnerable populations</li> </ol>	<p><b>B. Ch: 15</b></p>		<p>QSEN:1, 2, 3, 4, 5, 6</p> <p>Bacc. Essentials: I, II, III, IV, V, VI, VII, VIII, IX</p> <p>Domains: 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>IPEC: 1, 2, 3, 4</p>
<p><b>Wk 14 08/07</b></p>	<p><b>Understanding Nursing Practice:</b> By the end of the class students will be able to:</p> <p><b>Nursing challenges</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify Nurse’s primary Obligation</li> <li>2. Identify and discuss issues related to nurses’ relationships with other nurses, institutions, physicians and subordinates.</li> <li>3. Describe issues related to nursing shortages and how nursing has reacted to this issue.</li> </ol> <p><b>Nursing legal issues</b></p> <ol style="list-style-type: none"> <li>1. Discuss the authority of state boards of nursing</li> <li>2. Explain the conditions that must be present for malpractice to occur</li> <li>3. Define tort and distinguish unintentional and intentional torts</li> </ol>	<p><b>B &amp; N ch.9</b></p> <p><b>B. Ch.16</b></p> <p><b>B. Ch: 6</b> <b>B &amp; N Ch: 8</b></p> <p><b>Article:</b> Meaningful Use. Retrieved from <a href="https://www.cdc.gov/ehrmeaningfuluse/Introduction.html">https://www.cdc.gov/ehrmeaningfuluse/Introduction.html</a></p>	<p><b>In Class Activities</b></p> <p>Case study</p> <p>Discussion</p> <p>In class activity: Who are your legislative representatives?</p>	<p>O: documentation collected</p> <p>O: Q and A</p> <p>O: documentation collected</p>

	<p>4. Describe strategies nurses can use to protect their patients, thereby protecting themselves from legal actions</p> <p>5. Describe the role of the expert nurse witness</p> <p><b>Nursing challenges to continue to evolve:</b> By the end of the class students will be able to:</p> <ol style="list-style-type: none"> <li>Analyze how students' initial images of nursing are transformed through professional education and experiences</li> <li>Describe strategies to ease the transition from student to professional nurse</li> <li>Differentiate between formal and informal</li> <li>Socialization</li> <li>Identify factors that influence an individual's professional socialization</li> <li>Reflect on and describe and the major challenges facing the profession of nursing</li> <li>Discuss the concepts of power and empowerment and how it affects professional behaviors and nursing practice</li> </ol>	<p><b>B. Ch. 5 p.101 to 114. (Start at <i>Becoming a nurse</i>)</b></p> <p><b>B. Ch.16</b></p> <p><b>B &amp; N Ch.19</b></p>	<p><b>Strategies for Self-Care Activity:</b> Stress Reduction. They call it Adrenaline!</p>	<p><b>A: Student led activity: Stress Reduction (up for grabs extra credits)</b></p> <p>QSEN:1, 2, 3, 4, 5, 6</p> <p>Bacc. Essentials: I, II, III, IV, VI, VIII, IX</p> <p>Domains: 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>IPEC: 1, 2, 3, 4</p>
<p><b>Wk 15 08/14</b></p>	<p><b>Nursing Celebration Day: Vision Boards Sharing Day</b></p>		<p><b>Bring a Nurse Day (current, past or future)</b></p>	<p><b>A: Bring your Vision board to class Week 15 on</b></p>

				<p>Tuesday 08/14</p> <p>QSEN:1, 2, 3, 4, 5, 6</p> <p>Bacc. Essentials: I, II, III, IV, VI, VIII, IX</p> <p>Domains: 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>IPEC: 1, 2, 3, 4</p>
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### **Course Assignments Description and Grading Rubrics**

Assignments descriptions and submission links will be found in Canvas under the *Assignments* module. Reminders will be provided in the related weekly folder and week overview.

### **Syllabus Contract (last page of this syllabus) and quiz (on the first day of class 09/14/22)**

You will be provided with an opportunity to self-assess your understanding of the syllabus and sign the syllabus contract for accountability purpose. This is part of the course expectations.

### **Student Learner Needs survey and check in**

To ensure your needs are met I develop a survey that will provide you with an opportunity to share your specific needs and concerns and would like to check in with you individually throughout the semester. Appointments will be available for this matter.

### **Formative Evaluation**

Through the semester several activities will be used during class time to assist you in your learning of the course's concepts such as pop quizzes, simulations and reflective discussion questions.

### **UP for grabs extra credits opportunities**

Throughout the semester, you will be able to select up to 2 activities for extra-credits. Activities are worth 5 points. They include items like

- Self-care activities Days
- Teach with me Days
- Bring and share a peer reviewed article on the class topic
- Find and share a resource for nurses

I am looking forward to see who will come forward.

### **ATI**

We will be using ATI Mentor Civility, a series of 4 simulations. You will be able to explore ways to foster civility in a well-functioning inter-professional team to promote collaboration and patient safety.

### **Community Meaningful Walk/Photovoice Assignment**

**Group assignment on class time, 50pts due Monday 07/03 (Initial Post) and Friday 07/07 (Peer comments).**

The purpose of this assignment is to provide you with a community experience on the following topic: *Nurses, patients and families: caring at the intersection of health, illness, and culture*. You will be paired with a classmate and take a meaningful walk in a labelled low-income community and take pictures that might illustrate your experience on **07/03/23**. You will then share one or 2 pictures and share your thoughts and experience with the other groups. You will provide individual peer comments to 2 other groups. We will discuss HIPAA and privacy rules when taking pictures in the community. Further details will be available in Canvas.

### **Vision Board: Individual assignment, 25pts due 08/16/23**

The main focus of this course is to explore the nursing profession and the nursing roles. Have you had the time to think about what nurse you want to be? What type of nursing are you interested in today? What is your ideal nurse? This assignment will provide you with a fun way

to answer some of these questions. You will develop a vision board throughout the semester and share it on Nursing Students Celebration Day! Further details will be available in Canvas.

## **Papers:**

### ***Paper 1: Thesis inquiry paper***

#### ***Purpose:***

- Use of primary and secondary sources
- and ability to discuss a thesis.

#### ***Directions:***

- Discuss one of the following quotes.
- Do you agree with the quote? Why or why not?
- Is the historical period in which Florence Nightingale lived affected her statements?
- Is the statement you chose applicable to all historical periods?
- Discuss both perspectives (why one would agree and why one would disagree) using primary and secondary sources.

The paper will be written in APA format and should be 3 to 5 pages long excluding the cover and reference pages. Resources (a minimum of 4) should be peer-reviewed journal articles from reputable sources with the last 5 years with the exception of classic pieces of literature. Use the grading rubric to ensure you have addressed all required elements of the paper.

“Nursing is an art: and if it is to be made an art, it requires an exclusive devotion as hard a preparation as any painter's or sculptor's work; for what is the having to do with dead canvas or dead marble, compared with having to do with the living body, the temple of God's spirit? It is one of the Fine Arts: I had almost said, the finest of Fine Arts” (Florence Nightingale)

“It ought to signify the proper use of fresh air, light, warmth, cleanliness, quiet, and the proper selection and administration of diet—all at the least expense of vital power to the patient” (Nightingale, 1946, p. 6).

from Florence Nightingale: “Notes on Nursing: What It Is and What It Is Not” (originally published 1859).

“A nurse who rustles (I am speaking of nurses professional and unprofessional) is the horror of a patient, though perhaps he does not know why”. (Florence Nightingale)

A NURSE WHO RUSTLES (I AM SPEAKING OF  
NURSES PROFESSIONAL AND  
UNPROFESSIONAL) IS THE HORROR OF A  
PATIENT, THOUGH PERHAPS HE DOES NOT  
KNOW WHY.

- FLORENCE NIGHTINGALE -

LIHQOTES.COM

### ***Analysis Paper – History and Evolution of Nursing Paper***

*History and Evolution Paper (progressive paper)*

This paper is a comprehensive assignment that will be developed throughout the semester. There are four parts to this paper.

#### ***Nursing Pioneers Paper (Part I)***

- Choose a nursing pioneer from the “20 Famous Nurses Who Changed the World” from your PHI 200 Nursing for Human Flourishing course, from our course textbooks and other readings.
- Introduce the story/background of the nurse so the reader has a good understanding of the historical perspective of this nurse,
- Describe the pioneer contribution to the nursing profession and/or science
- Analyze in what ways this pioneer’s work contributed to the nursing profession and/or science (how did the pioneer’s work impact the role of the nurse),
- Discuss the challenges this nurse was faced with and how the nurse overcame them.

This paper will be written in APA format and should be 3 to 6 pages long excluding the cover and reference pages. Resources (a minimum of 4) should be peer-reviewed journal articles from reputable sources with the last 5 years with the exception of classic pieces of literature. Use the grading rubric to ensure you have addressed all required elements of the paper.

#### ***Influence of historical Forces on the development of nursing (Part II)***

The development of the nursing profession through history has been influenced by many forces such as social, philosophical, economical, spiritual, and more. For this paper you will:

- analyze at least 2 historical forces such as those discussed in ch. 1 of Burkhardt & Nathaniel.
- Discuss in what ways they influenced the development of the nursing profession.
- describe the elements that impact the nursing profession

Examples of forces include but are not limited to social need, wars, women status, rise of the western medicine, healthcare reforms, healthcare system, health policies, financial.

This paper will be written in APA format and should be 3 to 6 pages long excluding the cover and reference pages. Resources (a minimum of 4) should be peer-reviewed journal articles from reputable sources with the last 5 years with the exception of classic pieces of literature. Use the grading rubric to ensure you have addressed all required elements of the paper.

***Spiritual Integration into nursing roles: A Historical Perspective (Part III)***

Burkhardt & Nathaniel (2020) discussed the influence of religions, religious practices and spiritual beliefs the development of the nursing profession and nursing roles (chapters 1 and 18).

For this paper

- you will examine the historical influence of faith, religions and spiritual practices on the development of nursing and current nursing roles from ancient times to nowadays.
- In your analysis include your current understanding of spirituality and its importance in fear, anxiety, depression, and hope of patients who are experiencing a serious illness or newly diagnosed chronic condition. (Personal reflection)
- Reflect on the care of the “Sisters of Mercy” and other religious orders to understand “calling to care.”
- Discuss how a spiritual assessment, learned in NUR 220 Fundamental of Nursing, can impact the care a patient receives (what the patient is willing to accept).

This paper will be written in APA format and should be 3 to 6 pages long excluding the cover and reference pages. Resources (a minimum of 4) should be peer-reviewed journal articles from reputable sources with the last 5 years with the exception of classic pieces of literature. Use the grading rubric to ensure you have addressed all required elements of the paper.

***Evolution of nursing research and evidence-based practice and combined Final paper (part 4):***

Evolution of nursing research and evidence-based practice.

To conclude your journey through the history of nursing and the change in nursing practices over time, you will explore the evolution of nursing research and evidence-based practice using information learned in NUR 260 Nursing Research and Informatics.

What does “Best Practice” mean to you? Give an example of how best practice is measured in the clinical setting. Discuss your understanding of the complexity of the process of change and the necessity of ongoing research to maintain evidence over time for science-based nursing practice. You will use secondary sources for this section.

**This final paper will combine** all previous papers with

- an introduction
- all previous papers revised based on previous instructor feedback,
- the evolution of nursing research and evidence-based practice section (described above)
- a conclusion including:

- an analytical integrated summary of the main points you developed throughout the paper regarding the history of the nursing profession and the evolution to today's nursing,
- a reflective conclusion on how this journey in the nursing history has informed your understanding of today's nursing practice and is shaping the nurse you want to become.

This combined paper will be written in APA format and should be 12 to 16 pages long excluding the cover and reference pages. Resources (a minimum of 16 combined) should be peer-reviewed journal articles from reputable sources with the last 5 years with the exception of classic pieces of literature. Use the grading rubric to ensure you have addressed all required elements of the paper.

SEE Rubrics next page

### Rubric for Thesis Inquiry Paper

Criteria	Levels of achievement				Assigned points
	26-30 points	20-25 points	10-19 points	0-9 points	
<p><b>Outlines Quote chosen</b></p> <p><b>Thesis</b> Discusses agreement or disagreement with the quote</p> <p>Provides rationale to statements using primary and secondary sources</p>	Quote chosen is introduced	Quote chosen is introduced	Quote chosen is not introduced	Quote chosen is not introduced	<b>/30</b>
	Arguments for thesis are clearly outlined, and well supported by rationales.	Arguments for the thesis are outlined, but are not thorough.	Arguments for the thesis are outlined, but lacks depth.	Arguments for the thesis are weak, or are missing.	
	Rationales for the arguments are present and well supported by primary and secondary sources.	Rationales for the arguments are not thorough and partially supported by primary or secondary sources.	Rationales for the arguments are superficial and partially supported by primary or secondary sources or sources are missing	There are no rationales and/or sources to support the arguments for the thesis.	
<p><b>Antithesis</b> Discusses opposite perspective than previously discussed</p> <p>Provides rationale to statements using primary and secondary sources</p>	Arguments for the antithesis are clearly outlined, and well supported by rationales.	Arguments for the antithesis are outlined, but are not thorough.	Arguments for the antithesis are outlined, but lacks depth.	Arguments for the thesis are weak, or are missing.	<b>/30</b>
	Rationales for the arguments are present and well supported by primary and secondary sources.	Rationales for the arguments are not thorough and partially supported by primary or secondary sources.	Rationales for the arguments are superficial and partially supported by primary or secondary sources or sources are missing	There are no rationales and/or sources to support the arguments for the thesis.	
<p><b>Analysis Historical period and validity of</b></p>	Provides a comprehensive discussion on the	Provides a partial discussion or	The discussion is present but lacks depth.	The discussion does not address the question or	<b>/30</b>

<p><b>Florence Nightingale statement/quote</b></p> <p>Provides rationales to critique using primary and secondary sources</p>	<p>validity of Florence Nightingale statement/quote.</p> <p>Rationales for the arguments are present and well supported by primary and secondary sources.</p>	<p>discussion lacks of arguments.</p> <p>Rationales for the arguments are not thorough and partially supported by primary or secondary sources</p>	<p>Rationales for the arguments are superficial and partially supported by primary or secondary sources or sources are inappropriate.</p>	<p>the discussion is not supported.</p> <p>There are no rationales and/or sources to support the arguments.</p>	
<p><b>Criteria</b></p>	<p><b>9-10 points</b></p>	<p><b>7-8 points</b></p>	<p><b>4-6 points</b></p>	<p><b>0-3 points</b></p>	
<p><b>APA formatting 7<sup>th</sup> edition</b> is used throughout the paper</p> <p><b>Grammar</b> and spelling</p>	<p>APA is used correctly throughout the paper. Citations and references are formatted correctly. Resources are within 5 years, and from peer reviewed journals.</p> <p>Paper is clear, well organized and include an Introduction, a body, and a conclusion</p> <p>Minimal grammatical errors</p>	<p>Generally acceptable but some minor errors. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.</p> <p>Paper is clear, well organized most of the time and include an Introduction, a body, and a conclusion</p> <p>6 or more grammatical errors</p>	<p>Multiple errors in APA format. 50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.</p> <p>Paper is clear, well organized some of the times and is missing one essential component</p> <p>10 or more grammatical errors</p>	<p>APA format is not used or used incorrectly most of the paper. Citations and references are formatted incorrectly, references/sources are outdated and/or not from peer reviewed journals.</p> <p>Paper flow is disorganized, unclear, and is missing one or more essential components</p> <p>10 or more grammatical errors</p>	<p><b>/10</b></p>
				<p><b>Total</b></p>	<p><b>/100</b></p>

### Rubric for History and Evolution of Nursing Analysis Paper Part 1: Nursing Pioneers

Criteria	Levels of achievement				Assigned points
	26-30 points	20-25 points	10-19 points	0-9 points	
<p><b>Nurse Pioneer Introduction</b> Introduces the nurse pioneer and describes the nurse's background.</p>	A thorough introduction of the nurse pioneer is present with developed historical perspective.	A partial introduction of the nurse pioneer is present with developed historical perspective.	The introduction of the nurse pioneer is present but historical perspective lacks depth.	There is no introduction of the nurse pioneer and/or no historical perspective is discussed	<b>/30</b>
<p><b>Nurse Pioneer contribution to nursing</b>  Describes the nurse's contribution to the nursing profession and/or science using primary and secondary sources.</p>	<p>A thorough description of the nurse pioneer's contribution to the nursing profession and/or science is present and well supported.</p> <p>Primary and secondary sources are used</p>	<p>The description of the nurse pioneer's contribution to the nursing profession and/or science is incomplete but well supported.</p> <p>Primary or secondary sources are used</p>	<p>The description of the nurse pioneer's contribution to the nursing profession and/or science is superficial and partially supported.</p> <p>Primary or secondary sources are inappropriate</p>	<p>The description of the nurse pioneer's contribution to the nursing profession and/or science is missing or not supported</p> <p>Primary or secondary sources are inappropriate or missing.</p>	<b>/30</b>
<p><b>Analysis</b> Analyze in what ways this pioneer's work contributed to the nursing profession and/or science: how did the pioneer's work impact the role of the nurse?  Discuss the challenges this nurse</p>	<p>Provides a comprehensive discussion on the pioneer's work and how it contributed to nursing.</p> <p>Analysis includes a thorough discussion</p>	<p>Provides a partial discussion on the pioneer's work and how it contributed to nursing.</p> <p>Analysis includes a partial discussion about</p>	<p>The discussion is present but lacks depth.</p> <p>Analysis includes an incomplete discussion:</p>	<p>The discussion does not address the nurse pioneer's and how it contributed to nursing or the discussion is not supported.</p> <p>Challenges or how the nurse overcame these</p>	<b>/30</b>

was faced with and how the nurse overcame them	about challenges the nurse was faced with and the nurse overcame them.	challenges the nurse was faced with and the nurse overcame them.	challenges or how the nurse overcame these challenges are not discussed	challenges are not discussed at all  Or  There are no rationales and/or sources to support the arguments.	
Provides rationales to critique using primary and secondary sources	Rationales for the arguments are present and well supported by primary and secondary sources.	Rationales for the arguments are not thorough and partially supported by primary or secondary sources	Rationales for the arguments are superficial and partially supported by primary or secondary sources or sources are missing		
<b>Criteria</b>	<b>9-10 points</b>	<b>7-8 points</b>	<b>4-6 points</b>	<b>0-3 points</b>	
<b>APA formatting 7<sup>th</sup> edition</b> is used throughout the paper	APA is used correctly throughout the paper. Citations and references are formatted correctly. Resources are within 5 years, and from peer reviewed journals.	Generally acceptable but some minor errors. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	Multiple errors 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 or used incorrectly most of the paper. Citations and references are formatted incorrectly, references/sources are outdated and/or not from peer reviewed journals.	<b>/10</b>
<b>Grammar and spelling</b>	Paper is clear, well organized and include an Introduction, a body, and a conclusion  Minimal grammatical errors	Paper is clear, well organized most of the time and include an Introduction, a body, and a conclusion  6 or more grammatical errors	Paper is clear, well organized some of the times and is missing one essential component  10 or more grammatical errors	Paper flow is disorganized, unclear, and is missing one or more essential components  10 or more grammatical errors	
				<b>Total</b>	

**Rubric for History and Evolution of Nursing Analysis Paper Part 2:  
Influence of historical Forces on the development of nursing**

Criteria	Levels of achievement				Assigned points
	40-45 points	30-40 points	10-29 points	0-9 points	
<b>Historical Forces that have influenced the development of the nursing profession</b>	Comprehensive discussion of at least 2 forces that have influenced the development of the nursing profession.  Historical perspective is clearly understood.	Discussion of at least 2 forces that have influenced the development of the nursing profession is partially provided.  Historical perspective is clearly understood.	Discussion of only 1 force is provided and/or discussion lacks depth.  Historical perspective is unclear.	Discussion does not address any of forces that have influenced the development of the nursing profession.  Historical perspective is not provided.	<b>/45</b>
<b>Analysis:</b> Discuss in what ways they influenced the development of the nursing profession.  Describe the elements that impact the nursing profession  Use primary and secondary sources.	Thorough analysis on how the chosen historical forces influenced the development of the nursing profession.  Discussion includes specific elements that impact the nursing profession.  Primary and secondary sources are used	Partial analysis on how the chosen historical forces influenced the development of the nursing profession.  Discussion is missing some specific elements.  Primary or secondary sources are used	Analysis is superficial and lacks depth.  Discussion includes unrelated elements and/or elements discussed are not well supported  Primary or secondary sources are inappropriate or missing.	No analysis is provided.  Discussion includes no specific elements that impact the nursing profession.  Primary or secondary sources are inappropriate or missing.	<b>/45</b>
<b>Criteria</b>	<b>9-10 points</b>	<b>7-8 points</b>	<b>4-6 points</b>	<b>0-3 points</b>	
<b>APA formatting 7<sup>th</sup> edition</b> is used throughout the paper	APA is used correctly throughout the paper. Citations and	Generally acceptable but some minor errors. 50% citations and	Multiple errors in APA format. 50% citations and references are	APA format is not used or used incorrectly most of the paper. Citations	<b>/10</b>

<b>Grammar and spelling</b>	references are formatted correctly. Resources are within 5 years, and from peer reviewed journals.	references are formatted correctly, resources are within 5 years and from peer reviewed journals.	formatted correctly, resources, however not within 5 years or from peer reviewed journals.	and references are formatted incorrectly, references/sources are outdated and/or not from peer reviewed journals.	
	Paper is clear, well organized and include an Introduction, a body, and a conclusion	Paper is clear, well organized most of the time and include an Introduction, a body, and a conclusion	Paper is clear, well organized some of the times and is missing one essential component	Paper flow is disorganized, unclear, and is missing one or more essential components	
	Minimal grammatical errors	6 or more grammatical errors	10 or more grammatical errors	10 or more grammatical errors	
				<b>Total</b>	<b>/100</b>

**Rubric for History and Evolution of Nursing Analysis Paper Part 3:  
Spiritual Integration into nursing roles: A Historical Perspective**

Criteria	Levels of achievement				Assigned points
	26-30 points	20-25 points	10-19 points	0-9 points	
<b>Historical influence of faith, religions and spiritual practices on the development of nursing</b> and current nursing roles from ancient times to nowadays	Comprehensive discussion of faith, religions and spiritual practices historical influence on the development of the nursing profession. Well-supported by primary or secondary sources.	Discussion is well-developed but not thorough and/or arguments are partially supported by primary or secondary sources.	Discussion is present but historical perspective lacks depth. Arguments are superficial and partially supported by primary or secondary sources or sources are missing.	Discussion does not address the historical influence of faith, religions and spiritual practices on the development of nursing and current nursing roles at all. Primary or secondary sources are inappropriate or missing.	<b>/30</b>
<b>Analysis: personal reflection</b> Current understanding of spirituality and its importance in fear, anxiety, depression, and hope of patients who are experiencing a serious illness or newly diagnosed chronic condition.	Comprehensive personal spiritual reflection of how a spiritual assessment impacts the care a patient receives.  Primary and secondary sources are used.	Well-developed personal reflection but discussion is not thorough.  Primary or secondary sources are used.	Personal spiritual reflection lacks depth.  Primary or secondary sources are inappropriate or missing.	Discussion does not provide a personal reflection.  Primary or secondary sources are inappropriate or missing.	<b>/30</b>
<b>Analysis: Reflection on the care of the “Sisters of Mercy”</b> and other religious orders to	Provides a comprehensive analysis on the required related topics.	Provides a partial analysis on the topics.	The discussion is present but lacks depth.	The discussion does not address the required topics or the discussion is not supported.	<b>/30</b>



**Rubric for History and Evolution of Nursing Analysis Paper Part 4:  
Evolution of nursing research and evidence-based practice and combined Final paper**

Criteria	Levels of achievement				Assigned points
	45-50 points	30-44 points	10-29 points	0-9 points	
<b>Evolution of nursing research and evidence-based practice</b>	Comprehensive discussion of the evolution of nursing research and EBP with well-developed example given. All topics addressed thoroughly. Secondary sources used.	Well written discussion omits some topics to be addressed in assignment instructions. Secondary sources used.	Well written discussion omits some topics to be addressed in assignment instructions, some topics addressed without thorough discussion, secondary sources omitted.	Brief discussion omits some topics to be addressed in assignment instructions, some topics addressed without thorough discussion. Secondary sources omitted	<b>/50</b>
Criteria	26-30 points	20-25 points	10-19 points	0-9 points	
<b>Conclusion</b>	Provides a strong analytical and integrated summary of the history and evolution of the nursing profession  Includes a reflective conclusion on how this journey in the nursing history has informed your understanding of today's nursing practice and is	Provides a conclusion that summarizes the main points of the paper with an analysis that is not thorough.  Includes a reflective conclusion on how this journey in the nursing history has informed your understanding of today's nursing practice and is shaping the nurse you want to	Provides a conclusion that is weak, without analysis. Main points summarized lack depth.  Includes a reflective conclusion statement that is superficial.	Provides a conclusion that do not summarize the main points of the paper and do not include an analysis.  Do not include a reflective conclusion or statement do not address the required questions.	<b>/30</b>

	shaping the nurse you want to become	become in a succinct manner.			
<b>Criteria</b>	<b>19-20 points</b>	<b>15-18 points</b>	<b>10-14 points</b>	<b>0-9 points</b>	
<p><b>APA formatting 7<sup>th</sup> edition</b> is used throughout the paper</p> <p><b>Grammar and spelling</b></p> <p>The final paper includes all required components: Introduction Part 1, 2, 3 and 4 and the conclusion</p>	<p>APA is used correctly throughout the paper. Citations and references are formatted correctly. Resources are within 5 years, and from peer reviewed journals.</p> <p>Paper is clear, well organized and include all required components.</p> <p>Feedback provided has been addressed.</p> <p>Minimal grammatical errors</p>	<p>Generally acceptable but some minor errors. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.</p> <p>Paper is clear, well organized most of the time and include all required components.</p> <p>Feedback provided has been addressed.</p> <p>6 or more grammatical errors</p>	<p>Multiple errors in APA format. 50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.</p> <p>Paper is clear, well organized some of the times and is missing one or 2 essential components</p> <p>Feedback provided has been addressed partially.</p> <p>10 or more grammatical errors</p>	<p>APA format is not used or used incorrectly most of the paper. Citations and references are formatted incorrectly, references/sources are outdated and/or not from peer reviewed journals.</p> <p>Paper flow is disorganized, unclear, and is missing one or more essential components</p> <p>Feedback provided has not been addressed</p> <p>10 or more grammatical errors</p>	<p><b>/20</b></p> <p><b>/100</b></p>
				<b>Total</b>	<b>/100</b>