Course information:

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1. Course name: Introduction to Professional Nursing

2. Department: NUR

3. Number: 106

4. Cluster requirement: Foundation for Learning through Engagement

Faculty information:

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5. Name: Deborah Armstrong

6. Email: darmstrong@umassd.edu

7. Phone: 5089999245

Required components:

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8. Master syllabus: [http:///webroots/www.umassd.edu/genedchecklist/holding/mastersyllabusnur106.docx](http://webroots/www.umassd.edu/genedchecklist/holding/mastersyllabusnur106.docx)

9. Course overview statement:

NUR 106: Introduction to Professional Nursing is an existing course required for all Freshman nursing majors. The new University Studies Cluster 1E learning outcomes are clearly reflected in the content that comprises NUR 106. This course was designed and implemented as a vehicle for engaging the student nurse in the role of a developing nursing professional. Students explore their relationship to self, individuals, families and communities as well as to the profession of nursing through a variety of readings, on-line and/or face-to-face discussions, and other reflective activities. Emphasis is placed on socializing the learner as an active, developing professional within the context and dimensions of the discipline.

The course textbooks provide a wealth of written material to support the student in reaching the US Cluster 1E Learning Outcomes. For example, the Chitty and Black text (2011, p.139) includes tools such as a Time-Management Self-Assessment, as well as a Do-It-Yourself Guide to Professional Socialization that allows students to examine their scholastic behaviors and take personal responsibility for growing into the role of an engaged learner. Sample items include:

• I participate in class by asking intelligent questions and initiating discussion occasionally.

• I have formed or joined a study group.

• I use the library, lab, and teachers as resources.

• I organize my work so I can meet deadlines.

• I try to accept constructive criticism without becoming defensive.

• I have chosen professional role models.

• I recognize my responsibility to help create an interactive learning environment and am not satisfied to be merely an academic spectator.

• One of my goals is to become a self-directed, lifelong learner.

Students in NUR 106 explore the discipline of nursing, and examine their own goals in light of their growing exposure to the profession. Student activities include identification of their personal philosophy of nursing through class discussions and written assignments, which provides the opportunity for students to apply the concept of engaged learning to their personal goals. Exploration of the multifaceted roles of nurses provides a broad context for understanding the clear relationship between the discipline of nursing and the community at large. Students are introduced to nursing as both an art and a science, and activities are utilized to understand the discipline through empiric, aesthetic, and ethical perspectives of knowledge.

10. Signed faculty and chair sponsor sheet: sent separately.

11. Official course catalog description for the course:

NUR 106 - Introduction to Professional Nursing

3 credits

Prerequisites: Nursing major; At least Freshman standing

Provides an introduction to the discipline of professional nursing. Learners examine their values and beliefs in relation to the basic concepts and behaviors that define the discipline. Promoting health, guiding persons through the health care experience and shaping the health care environment are presented as key processes to maximize health for individuals, families, groups and communities. Emphasis is placed on socializing the learner as an active, developing professional within the context and dimensions of the discipline. Learners will explore their relationship to self, individuals, families and communities as well as to the profession of nursing.

12. Course approval form: not entered.

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| Master Syllabus NUR 106: Introduction to Professional Nursing  |
| Cluster Requirement: 1E, Foundation for Learning through Engagement. |

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching this course as part of the University Studies program. Individual instructors have full academic freedom in teaching their individual courses, but as a condition of course approval, agree to abide by the goals and outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

**Course Overview**

This course provides an introduction to the discipline of professional nursing. Learners examine their values and beliefs in relation to the basic concepts and behaviors that define the discipline. Promoting health, guiding clients through the health care experience and shaping the health care environment are presented as key processes to maximize health for individuals, families, groups and communities. Emphasis is placed on socializing the learner as an active, developing professional within the context and dimensions of the discipline. Learners will explore their relationship to self, individuals, families and communities as well as to the profession of nursing. Aspects of the AACN (2008) Essentials of Baccalaureate Education for Professional Nursing Practice have been incorporated into the course.

### Learning Outcomes:

Course Specific Learning Outcomes:

The learner will:

1. Demonstrate integrity, honesty, accountability, and collegiality as a nursing student.

2. Describe the dimensions of nursing as a discipline with emphasis on theory, research and evidence-based practice.

3. Situate the discipline in its social, cultural, historical and economic context.

4. Identify the importance of professional standards in nursing practice.

5. Use self-reflection as a method to develop as a member of the academic and professional nursing communities.

6. Identify multiple ways of knowing.

7. Describe teaching and learning as nursing intervention strategies.

8. Define collaboration and its importance in professional role development.

9. Introduce the concepts of leadership and advocacy in professional practice.

10. Describe caring behaviors for self, peers and faculty.

11. Develop a beginning philosophy of nursing by identifying values and beliefs.

12. Discuss definitions and dimensions of a therapeutic alliance.

13. Identify safety and quality improvement as essential elements in nursing and health care.

### University Studies Learning Outcomes:

Integrated throughout the semester, the following learning outcomes will be incorporated in order to meet the University Studies Cluster 1E requirements. The learner will:

1. Express the rationale for a broad education, as described in the UMD Commitment to Student Learning.
2. Define engaged learning in the context of their major, discipline or community.
3. Apply the concept of engaged learning to their personal goals.
4. Explain how perspectives within one or more academic disciplines impact the community.
5. Explain how issues in the community can be understood within an academic discipline.

**Examples of Textbooks and/or Assigned Readings:**

Chitty, K. K., & Black, B.P. (2011). *Professional nursing: Concepts and challenges* (6th Edition). St. Louis: Elsevier Saunders.

Finkelman, A. & Kenner, C. (2013). *Professional nursing concepts: Competencies for quality leadership* (2nd Edition). Burlington, MA: Jones & Bartlett Learning.

Sample additional readings may include:

Arthur, T. (2011). *Fatal decision: Edith Cavell WWI nurse.* Westport, MA: Beagle Books Publishing, LLC.

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, *1* (1),13-23.

LeDuc, K, & Kotzer, A.M. (2009). Bridging the gap: A comparison of the professional nursing values of students, new graduates and seasoned professionals. *Nursing Education Perspectives, 30*(5), 279-284.

Masson, V. (2001). *Ninth street notebook: Voice of a nurse in the city.* Washington D.C.: Sage Femme Press.

**SAMPLE ASSIGNMENTS:**

**To meet Cluster requirements 1E1 and 1E3**

 **TRANSITIONING TO COLLEGE AND ACHIEVING YOUR GOALS**

*CO: Use self-reflection as a method to develop as a member of the academic and professional nursing communities.*

**Read**: Finkelman & Kenner, Chapter 1 - Your Pursuit of a Profession: Making the

Most of Your Educational Experience to Reach Graduation and Licensure

Or

Chitty & Black, Chapter 6 - Becoming a nurse: Defining nursing and socialization into professional practice

 Chitty & Black, Chapter 7 - The education of nurses.

Chitty & Black, Chapter 2 - The history and social context of nursing.

**Read: Nursing Handbook available on the CON website:** Go to umassd.edu, academics, nursing academic unit, Undergraduate Nursing Handbook. Review the *policies of the CON*.

**Explore:** **University Studies website.** Think about how each one of the U.S. cluster requirements might impact you as a developing nurse. How have political, economic and historical events impacted the nursing profession and healthcare in this country? How do they impact in today's world?

**Class activity:** Reflect on learning within the discipline of nursing and in the university community as a whole. Compare and evaluate the time management schedule by yourself with that from your peer. Any interesting differences? Use Chitty & Black p. 139-140 (Chapter 6) for time management exercise.

**Alternate class activity**: Reflective writing exercise.

Take 5 minutes to complete this sentence: “What surprised me most about the educational patterns in nursing education was \_\_\_\_\_.”

**In class reflections**: How/where do you learn best? What conditions are key for productive study time? What strategies have worked successfully for you in the past?

What resources do think you may need to use at UMD and why?

**To meet Cluster requirement 1E2**

 **Philosophy of Nursing; Building a Community of Learners**

 *CO: Describe caring behaviors for self, peers and faculty; and Develop a beginning philosophy of nursing by identifying values and beliefs.*

**Read:** Chitty & Black, Chapter 12 - Conceptual and Philosophical Bases of Nursing

 **ASSIGNMENT:** Philosophy of Nursing Paper

A written personal philosophy of nursing assists the student (and nurse) to articulate the values and beliefs that are important in guiding their practice of nursing. Using the “philosophy of nursing worksheet” found in your Chitty & Black text on page 299 (Box 12-9), write your personal philosophy of nursing. Completing this assignment by the due date of entitles you to full credit for the assignment. Guidelines: This assignment should be typed, double spaced, and use 1 inch margins (no title page or running head required). The assignment should one page (max. 2 pgs) of text, free of typographical errors and demonstrate the use of proper grammar.

**To meet Cluster requirement 1E4**

 **THE ART AND SCIENCE OF NURSING: WAYS OF KNOWING AND UNDERSTANDING THE WORLD OF NURSING**

*C.O. Identify multiple ways of knowing.*

**Read journal article***:* Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science*, *1* (1),13-23.

**In class PowerPoint:** Ways of Knowing

**Small group activity:** Reflections/perceptions on works of art/stories. Class discussion and attendance.

**To meet Cluster requirement 1E5**

 **NURSES’ ROLES IN HEALTHY PEOPLE 2020**

*C.O. Describe the dimensions of nursing as a discipline with emphasis on theory,* *research & evidence-based practice.*

**Read*:*** Chitty & Black, Chapter 12 re: Health and health promotion (pp. 284-286).

 Chitty & Black, Chapter 11: The Science of nursing and evidence-based practice (pp.254-271).

 Chitty & Black, Chapter 14: The healthcare delivery system (pp. 324-340).

**Explore:** Healthy People Website: <http://www.healthypeople.gov/About/>

**In class PowerPoint**: Healthy People 2020

**Reflec**t: What is the healthy people initiative? What are the leading health indicators? How might we use them in our practice? Which ones would you like to know more about?

 **Group Project**

This is a **group project** in which students are asked to propose how nursing should respond to one health problem identified in ***Healthy People 2020.*** It will also provide students with a beginning understanding of how **nursing literature** may inform practice. Choose one health initiative identified by ***Healthy People 2020.*** Summarize this concern. (Each group must select a different initiative). Describe the initiative and the extent of the health problem in the U.S. Give a brief hypothetical scenario of a person/group facing this health problem. Each member of the group will contribute one nursing article (blogs are not acceptable) that addresses this health problem (2 articles on addressing the health problem, two on nursing roles and corresponding interventions). Summarize how nurses can impact the health of persons with this problem.Each person’s assigned part of the presentation of content, development of the PowerPoint, and poster should be submitted in writing. Additionally, all the articles described above must also be submitted.

Criteria for Evaluation:

1. Introduction of the chosen Healthy People 2020 Initiative. 10 %

Introduce the topic much like the intro paragraph in a paper. Inform the

 audience about the subject of the presentation.

1. Description of the initiative and a metaphor chosen to represent it 10%
2. Scope of the health problem in the U.S. 10%
3. Quality of the literature used for reference and citations noted on slides 20%

and reference list.

1. Quality of detailed outline of content of presentation (including citations) 10%
2. Nursing roles in addressing/intervening with persons with the health

Problem that is based on nursing journal articles submitted 20%

1. Use of visual aids/teaching materials to enhance the presentation 20%

Outcome of Project: Group Oral presentation of problem and nursing approach.

Each group will have four to five members. All will demonstrate full participation in the project. Each member of the project will receive the same grade. Presentations will be about 20 minutes. Class response and critique will follow.

**Sample Course Outline**

A sample syllabus is included for NUR 106 where the U.S requirements have been embedded in an existing 3 credit course.

UNIVERSITY OF MASSACHUSETTS DARTMOUTH

COLLEGE OF NURSING

Spring 2013 - DRAFT

COURSE TITLE: **NUR 106: Introduction to Professional Nursing Sample Syllabus**

CREDITS: Three (3) Credits (150 minutes/week) - Theory

PREREQUISITES: Level One Nursing Course (nursing majors only)

FACULTY: Barbara Weatherford PhD, RN

College of Nursing

 Office: Building #5, Office #4. 508-910-6290

 Email: bweatherford@umassd.edu

 Office hours: Monday 1-2pm; Wednesday 11-noon; Thursday 11-noon and by appt.

OVERVIEW:

This course provides an introduction to the discipline of professional nursing. Learners examine their values and beliefs in relation to the basic concepts and behaviors that define the discipline. Promoting health, guiding clients through the health care experience and shaping the health care environment are presented as key processes to maximize health for individuals, families, groups and communities. Emphasis is placed on socializing the learner as an active, developing professional within the context and dimensions of the discipline. Learners will explore their relationship to self, individuals, families and communities as well as to the profession of nursing. Aspects of the AACN (2008) *Essentials of Baccalaureate Education for Professional Nursing Practice* have been incorporated into the course.

OBJECTIVES: The learner will:

1. Demonstrate integrity, honesty, accountability, and collegiality as a nursing student

2. Describe the dimensions of nursing as a discipline with emphasis on theory, research and evidence- based practice

3. Situate the discipline in its social, cultural, historical and economic context.

4. Identify the importance of professional standards in nursing practice.

5. Use self-reflection as a method to develop as a member of the academic and

professional nursing communities

6. Identify multiple ways of knowing.

7. Describe teaching and learning as nursing intervention strategies.

8. Define collaboration and its importance in professional role development

9. Introduce the concepts of leadership and advocacy in professional practice.

10. Describe caring behaviors for self, peers and faculty.

11. Develop a beginning philosophy of nursing by identifying values and beliefs.

12. Discuss definitions and dimensions of a therapeutic alliance.

13. Identify safety and quality improvement as essential elements in nursing and health care.

### University Studies Learning Outcomes:

Integrated throughout the semester, the following learning outcomes will be incorporated in order to meet the University Studies Cluster 1E requirements. The learner will:

1. Express the rationale for a broad education, as described in the UMD Commitment to Student Learning.
2. Define engaged learning in the context of their major, discipline or community.
3. Apply the concept of engaged learning to their personal goals.
4. Explain how perspectives within one or more academic disciplines impact the community.
5. Explain how issues in the community can be understood within an academic discipline.

**REQUIRED TEXTS:**

**Chitty, K. & Black, B.P. (2010) *Professional Nursing Concepts and***

 ***Challenges*. 6th ed. Saunders Elsevier; St. Louis.**

 **\_\_\_\_\_\_Publication Manual of the American Psychological Association, 6th ed.**

 **Washington, D.C.: American Psychological Association**

**Additional readings posted on myCourses site**

**EVALUATION:**

Course grade will be based on:

Philosophy Paper (**due 2/9 in class)** 5%

 The Illness experience – Paper (**due 5/1 in class)** 20%

Quizzes (three) ` 20%

Scholarship Day assignment 15%

Class participation/ class assignments 20%

Attendance 5%

Online discussions (three @ 16 pts each) 15%

**Total 100%**

Late assignments will be reduced by one grade (10 points) unless discussed and approved by course faculty prior to assignment being submitted.

All written work in the College of Nursing must be presented in APA (American Psychological Association) format. It is strongly suggested that you purchase the APA Manual 6th Edition for your use during the Nursing Program. Tips for professional writing are also posted on the College of Nursing website. If writing assistance is needed, the student will be referred to the Writing Center in Group 1, x 8710.

**ASSIGNMENTS:**

**Philosophy of Nursing Paper**

A written personal philosophy of nursing assists the student (and nurse) to articulate the values and beliefs that are important in guiding their practice of nursing. Using the “philosophy of nursing worksheet” found in your text on page 299 ( Box 12-9), write your personal philosophy of nursing. Completing this assignment by the due date of entitles you to full credit for the assignment. Guidelines: This assignment should be typed, double spaced, and use APA formatting for margins (no title page or running head required). The assignment should one page (max. 2 pgs) of text, free of typographical errors and demonstrate the use of proper grammar. **Due online February 9. 5% of grade.**

**The Illness Experience: Paper**

Illness is a very personal experience influenced by gender, age, cultural background and a host of other factors. This writing assignment gives the student a chance to live that experience through the eyes of one person as they tell their story and then reflect on how that one person’s experience was or might be influenced by holistic nursing care. Choose a book from the list handed out in first day of class. Each of the books offers an individual story of chronic illness. Using the content from your text (Chap. 5) and class materials, write a 5-7 page paper that shows how the major themes of the book you selected (type of chronic illness, stages of illness, cultural influences, the sick role of the central figure and impact of the illness of family/friends are addressed/described (4-6 pgs). Next, write your 1 page reflection of how the role of the nurse in providing holistic care was offered or could have been offered. Describe your thoughts on how your role as a nurse might be influenced by reading this one person’s story about chronic illness. Typed, stapled, APA format for margins, title page, reference list. Paper due **May 1 in class. 20% of grade.**

**Grading rubric Illness paper:**

*1. Briefly* describes illness experience of character related to cultural aspects 20%

 of illness, states of illness and sick role

2. Discusses how story influenced/enhanced your view of personal illness 25%

 experience, particularly chronic illness

3.How did this book help you to understand the illness experience and help 30%

 you to be empathetic as a nurse in a similar situation?(reflection)

4. Logical expression of ideas, good use of writing principles 15%

APA format, proper grammar, punctuation, spelling, timely, length 10%

**Scholarship Day Assignment:**

Scholarship Day in the College of Nursing is the annual event to showcase undergraduate and graduate student scholarship. The event starts with a poster session followed by speakers. You are expected to attend the poster session during our normal class time 4-5:15pm. You are invited to stay longer to hear the speakers as well. Arrive at Woodland Commons no later than 4pm. View the student posters in the hallway. Select two posters from two of the following categories: 1) patient education, 2) quality improvement, 3) research on clinical topic 4) nursing practice topic. Bring your worksheet (handed out in class) to take notes and then submit your assignment using the format provided on myCourses. Download the format file, type in your assignment and attach the file to submit your assignment on myCourses. DUE: May 8, 11:59 pm.

**Grading rubric for Scholarship Day assignment** :

1. Title of poster/author(s) of each undergraduate or graduate

 poster selected 10%

2. Category identified- two different types 30%

3. What did you learn from each poster? 50%

4. Timely, typo free, no spelling errors 10%

Total 100%

**Quizzes:** There will be three quizzes (online or in class) including multiple choice, matching, short answer questions. Topics covered in the quiz will be announced. Online quizzes should be individual work, no collaboration. Online quizzes are open book, time limited, first answer is final, no look back. In class quizzes are not open book.

**Class participation/class assignments (course obj. 1):**

*Class participation*:

Prepares for class (as measured by in class discussion and assignments)

Thoughtful written and oral response to class topics and assignments

Demonstrates accountability to group learning, group activities, peer reviews

Contributes to active learning and demonstrates respect for views of classmates (class contribution and peer perceptions)

*Class assignments*:

Thoughtful, written response which demonstrates understanding of the content covered in the assignment 60%

Writing is professional including spelling, grammar,sentence structure,APA format for references, 20%

quotations,citation of sources

Assignment is submitted on time and complete. 20%

**Attendance: 5%** Attends class, emails professor if unable to attend. (If you miss more than 3 classes without this consideration to faculty and classmates, 50% of attendance grade will be deducted.)

**Online Discussions: 15%**

Discussion boards are imbedded in the myCourses course site. If you have never taken an online or blended course, please review the student information and tutorials regarding posting discussions, posting assignments etc. You are responsible for learning how to navigate in the NUR 106 myCourses site.

Engaging in dialog around specific content creates a collaborative learning atmosphere in an online class. Students will be assigned to a discussion group of approximately six students for the entire semester. At the end of selected learning modules (noted on syllabus), discussion questions will be posed by faculty. Students are expected to respond to the questions. Some discussions will include commenting on fellow student responses and the content assigned. Timeframes for responding to the discussion questions and to peer comments are part of the assignment. A grading rubric for individual discussion participation is provided. As with all of our communication methods, there are guidelines to follow. If you are addressing a particular comment made by a fellow student or faculty, please use the person’s name to start your comment.  For example, if you want to ask Susan a question, you type:  Susan, what do you think about….”

Above all, remember that RESPECT is the key principle of our communication methods.  There is no place in this classroom for profanity, harassment, or intolerance of any kind.  Violation of this principle will result in dismissal from the class.

**Grading rubric for discussions:**

| **Criteria** | **Low Performance****0 – 1** | **Somewhat Acceptable, Below Average****2****What May be Missing** | **Acceptable****3****What May be Missing** | **Highly Acceptable****Exemplary****4** |
| --- | --- | --- | --- | --- |
| Assignment Submission  | What May be Missing:Student did not successfully post the assignment by the due date/time and did not adhere criteria as outlined in the assignment guidelines. | What May be Missing:Student did not successfully post the assignment by the due date/time or did not adhere criteria as outlined in the assignment guidelines. One of more components of the assignment may be missing. | What May be Missing:The student was slightly late with assignment post . One component of assignment not completed.  | The student successfully posted the assignment on or before the stated due date, adhered to the length criteria as outlined in assignment guidelines. Fully completed the assignment |
| Quality of Posting | What May be Missing:Posting consisted mostly of opinions, feelings and impressions. No reflection. No reference to readings. | What May be Missing: Many opinions expressed with little or no reference to the readings. Little reflection on the topic. Poor development of ideas. Comments are not clearly connected to assigned readings. | What May be Missing:Ideas need more development and linkage to the readings. Reflection needs more development. | Posted thoughtful analysis of readings. Reflected on readings in relation to own experiences. Effectively used quotes and references to illustrate points, support position and reflection. |
| Engagement with Peers | What May be Missing:Little to no engagement with peers. Responses to peers may be late or absent(if requested in assignment). | What May be Missing:Student offers opinions that are only occasionally related to the topic. No linkage to the readings.No suggestions given to peers (if requested in assignment), no examples posted. | What May be Missing:Engagement with peers could have been further developed, linkages with readings more specific. Few examples given to support statements. | Fully engages peers in discussion and completes expected review of peer work. Identifies linkages with assigned readings. Offers suggestions, can answer group member questions with ease. |
| Grammar/Writing/APA Format | What May be Missing:APA Format was not used. Student used more than 5 incomplete sentences and/or more than 6 misspelled/improperly used words in the assignment. Student may not have communicated respectfully to others while participating in online course activities. | What May be Missing:The student used between 3 – 5 incomplete sentences and/or between 4 – 6 misspelled or improperly used words in the assignment.The student was not respectful to others on more than one occasion. | What May be Missing:The student used between 2 - 4 incomplete sentences and/or 3-5 misspelled or improperly used words in the assignment. The student was somewhat insensitive to others while participating in discussion. | The Student used no more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words in the assignment.The Student always communicated effectively and respectfully with others, respectful of opinions of peers. |
| **Total: /16** |  |  |  |  |

**Class Behavior Guidelines:**  All cell phones, pagers, etc. should be turned off during class. Please make every effort to be on time for class and to remain in class for its duration (4-5:15pm.) If you are not able to attend class, please E-mail this information to me in advance of class. If you are not able to complete an assignment by the designated time, please let me know (family emergency, health problems, accidents etc. are examples). Finally, please extend every courtesy to the professor and classmates during presentations (no talking, texting, using computer for other than note taking etc. when others are presenting).

**Academic Ethical Standards: (p. 52, UMD catalog, AY 2008-2009) or electronically linked on course site syllabus.** <http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>

Students are expected to read and follow the academic ethical standards throughout their academic career at UMD.

**Writing Expectations for Nursing Courses**

All assigned work is due on the published date. Notify faculty of extenuating circumstances prior to due date if problem arises. Work will receive grade reductions if no other prior arrangements were made with the faculty of record. . All written work in the College of Nursing must be presented in APA (American Psychological Association) format. The APA 6th Edition should be used as it has significant changes from previous version. This reference is available at the library reserve desk and on the CON web site.

*Syntax concerns*

Students are expected to write professionally with proper syntax, synthesis of ideas and using proper citation format. Writing is a process and not everyone is as skilled a writer as they are a critical thinker.

There is an expectation that the student will write in clear, well constructed sentences. The paper should have a clear beginning where the “thesis” or argument begins and serves to guide the reader, a middle where this is effectively developed and a conclusion to highlight the major arguments in the paper. Terms used (especially conceptual terms) should be defined in the context of their use in the paper.

*If you find writing a challenge here are some suggestions.*

It is important to avoid simply offering your opinion but to develop an argument that is supported with evidence from the professional literature. Unsupported statements fail to develop your argument and are not appropriate. In order to effectively develop your perspective, you must synthesize evidence from a variety of sources. The heavy use of direct quotations should be avoided. Material from various sources should be synthesized and presented in synthesized from using citations (read some of the published articles to see examples of this). Direct quotations can be used to further develop the argument but should not be the only source of your argument. Often you will hear the term “author’s voice” and this refers to the fact that the writer must synthesize the material in a way to advance his or her argument. The overuse of direct quotations by stringing one direct quotation after another fails to convince the reader that you are in command of the material. Whenever possible, go to the primary source rather than citing an author from a secondary source. A primary source should not be cited unless you have read it.

Avoid using questions. Instead write in declarative mode. This is another way that the writer uses “voice”. Try to use an active voice and avoid the first person in a formal paper unless the assignment specifically asks for first person ( i.e. reflective assignment). Avoid using bullets but synthesize and write items in a paragraph format.

*For help*:

If a student finds the writing process challenging there is a writing center on campus.

You can reach Amy Parelman (director) at 508-910-6410 for an appointment.

**COURSE READING ASSIGNMENTS:**

See course site on myCourses each week for posted readings in addition to reading assignments in the text. Additional readings/web links may occasionally be added during the course. **Students will be notified of any additional readings/assignments (not on the topical outline) via email and or class announcements.**

Students are expected to have completed the readings in order to participate fully in class discussions and activities. Questions about the readings will be presented at the beginning of class and readiness to participate will be part of the class participation grade.

**TOPICAL OUTLINE**: Spring 2012 – dates to be updated, sample activities meeting University Studies Learning Outcomes are highlighted

**Week 1** Jan 31 Course introduction, course objectives and expectations,

myCourses overview, class photos taken

 Feb 2 Professional Values: Integrity, honesty, accountability and collegiality as a nursing student. (Course obj. 1, 5; US 1E1 and 1E3)

*Read: Chitty & Black; Chapter 6 pp. 126-144*

 **Assignment**: Complete tutorial in myCourses ( no credit given)

**Feb 3 – Last day to add/drop**

**Week 2** Feb 7 Professional Values/ Socialization to the role (Course obj. 1,5; US 1E2)

 *Read: Chitty & Black Chap. 3 p. 70-75 &*

 *LeDuc, K, & Kotzer, A.M. (2009)” Bridging the Gap: A comparison of the*

 *professional nursing values of students, new graduates and seasoned*

 *professionals”.(see myCourses site for link to article)*

 Feb 9 Philosophy of Nursing; Building a community of learners

 (Course obj. 10, 11; US 1E2)

 *Read: Chitty & Black; Chapter 12 pp 272-301*

**Philosophy paper due in class**

**Week 3** Feb 14 The nursing profession: history and social context (Course obj. 3)

 *Read: Chitty & Black; Chapter 2 pp 29-58*

 *Notes on the history of the College of Nursing (myCourses folder)*

 Feb 16 Introduction to APA formatting

 *Bring APA text to use in class*

**Assignment**: Practice posting an assignment and post an introduction to your discussion group online by 2/16, 5:15pm.(no credit given)

***QUIZ #1****-* ***online DUE Feb. 16, 5:15 pm (history content)***

**Week 4** Feb 21 **NO CLASS** – follow Monday schedule for classes

 Feb 23 Nursing as a professional discipline- Theory, Evidence
Based Practice, Research (Course obj. 2, 6)

*Read: Chitty & Black; Chapter 11; pp 253-271*

**Week 5** Feb 28 **ONLINE CLASS**

 Nursing as a professional discipline; Ways of Knowing (Course obj. 2, 6; US 1E4)

 *Read: articles posted on course site*

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science, 1* (1),13-23.

Gramling, K. (2004) A narrative study of nursing art in critical care. *American Journal of Holistic Nursing. 22.* p.379.

 Crogan, N. (2004) Improving nursing home food service: Uncovering the meaning of

 food through residents’ stories. *Journal of Gerontological Nursing.p. 29-36.*

Cieslek, M*.*A nurses’ story

***Discussion posting #1- online***

 Mar 1 Nursing as a professional discipline- Theory (Course obj. 2, 6)

 *Read: Chitty & Black; Chapter 13; pp 303-32 1(Focus on Nightengale, Watson, Orem and Leininger)*

Review questions to consider while reading (posted on myCourses)

 Class activity

**Week 6** Mar.6 Caring: Patient centered care (Course obj. 2,5)

 *Read article: Wolf, Z. Caring: The essence of nursing. P.1-3 (on course site)*

 Mar 8 Caring: The illness experience (Course obj. 2, 5)

 *Chitty & Black, Chap. 10 pp 222-247*

***Writing assignment #1***

 ***- instructions on course site.***

 **Week 7** Mar 13 Caring: (Course obj. 2, 10)

 Caring: self-care, professional resilience

 *Read*: *Chap. 10* *pp* *247-251*

 Mar 15 Critical thinking, Problem Solving (Course obj. 2, 5)

 *Read: Chitty & Black; Chapter 8 (pp 171-175)*

**Week 8** Mar 20 & 22 SPRING BREAK!!!

**Week 9** Mar 27 Using the Nursing Process as a problem solving tool (Course obj. 2, 5, 6)

 *Read: Review Chap. 8 – nursing process p. 175-188*

***Writing assignment #2****: Read short story on twins ( course site), write a short paper (1-2 pgs) identifying the use of the nursing process in this story. Bring to class Mar 27.*

 Mar 29 **ONLINE CLASS**

 Nurse as Leader- Professional Roles (Course obj. 3,4,9)

 *Read: Chitty & Black, Chapter 1, pp.6-27*

***Discussion posting #2– online***

 **Week 10** April 3 Communication (Course obj. 5, 10, 12)

 *Read: Chitty & Black, Chapter 9(pgs. 193—210 (to communication with colleagues)*

In class activity

 April 5 Therapeutic Alliance (Course obj. 5, 12)

 *Read: (posted on course site)*

 *Cultural competentence for today’s healthcare professional (course only, not test)*

 *View video on culturally competent care*

**Week 11** April 10 Therapeutic Alliance (Course obj. 5, 12)

 Read: posted on course site

 *Holder, K. & Schenthal, S.(2007)Watch your step: Nursing and professional boundaries.*

 *Nursing Management.p24-30*

 Class activity

 April 12 Collaboration/Working in teams (Course obj. 4, 8)

 *Read: Chitty & Black, Chapter 9 (pgs 210-221)*

 *Teamwork – a short story by Mary Jane DiMatzio*

***QUIZ #2 in class (communication topics)***

**April 13 – Last day to add drop**

**Week 12** April 17 Healthcare System (Course obj. 3,7, 9)

*Read: Chitty & Black, Chapter 14 pp. 324-345(end HC finance)*

 April 19 Healthcare System: Making a difference (Course obj. 3, 7, 9; US 1E5)

 *Video: Raise the Voice (6 min. on course site)*

 *Read: Healthy People2020 article on course site*

In class activity on Healthy People 2020

**Week 13** April 24 **ONLINE CLASS** Informatics and quality care

 *Read (posted on myCourses: LaDuke,S. (2009) Healthcare Informatics: Understanding*

 *and Using Comupterized Information Systems.*

 **Homework: Using data to inform decisions**

 **Discussion posting #3**

 April 26 Patient Safety & Quality Care (Course obj. 2, 3, 4, 5, 8)

 *Posted on course site*

**Week 14** May 1 Legal /Professional standards (Course obj. 3, 4, 5)

 *Read Chitty & Black, Chapter 4 pp.79-99,*

**Assignment: Illness experience paper due in class**

 May 3 Ethics / Professional Standards (Course obj. 3, 4, 5, 6)

 *Read: Chitty & Black, Chapter 5 pp.108-124*

**Week 15** May 8 Scholarship Day- Woodland Commons

 Post scholarship day **assignmen**t to course site after class, due May 9, 8am

 **Required attendance: 4-5:15 pm- NOTE LOCATION of CLASS**

 May 10 Ethics / Professional Standards (Course obj. 3, 4, 5, 6)

 *Review: Chitty & Black, Chapter 5 pp.108-124*

 *Case studies in class*

**Week 16** May 15 ***QUIZ #3*** ***in class (patient safety, legal and ethics content)***

 Course evaluations

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