COURSE TITLE: Role and Scope
COURSE NUMBER: NUR 3805

COURSE DESCRIPTION (with prerequisites):
This course provides a theoretical basis of professional nursing practice for RN to BSN students. It includes an exploration of issues and theories related to professional nursing practice to facilitate the transition from the registered nurses basic educational program to the baccalaureate level of practice. Students will be introduced to concepts for the delivery of care to clients and client systems within culturally, racially, and ethnically diverse communities. 3 semester hours credit [A]

NAME(S) OF INSTRUCTORS:
Robbin Pumphrey, RN, MBA/MSN, CNML
pumphreyr@chipola.edu

EFFECTIVE ACADEMIC YEAR:
2017-2018

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:


GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A = 90 - 100
B = 80-89
C = 75 - 79
D = 60 - 74
F = 0 – 59
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due
to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on
the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
N1. Apply current leadership and management concepts, skills, and decision making in the provision of high quality nursing care in a variety of settings.
N2. Critically evaluate evidence-based findings from various sources, determine relevance and application to improve patient outcomes.
N3. Evaluate needs within various practice settings and formulate teaching plans based on any identified needs to improve health care delivery.
N4. Serve as a change agent and client advocate in the practice of professional Nursing with individuals, families, groups, and communities.
N5. Utilize effective communication techniques in professional relationships, promote teambuilding and effective client care.
N6. Identify, deliver culturally sensitive care to diverse populations served within various practice settings.
Healthy People 2020

ACEN Standards

**LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS**

<table>
<thead>
<tr>
<th>COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR NUR 3805</th>
<th>DISCIPLINE-SPECIFIC COMPETENCIES</th>
<th>ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES</th>
<th>LEARNING ARTIFACTS FOR PROGRAM ASSESSMENT</th>
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<tbody>
<tr>
<td>- Discuss the evolution of nursing as a profession.</td>
<td>N1-N6, See Above</td>
<td>W, RP, DB for all learning outcomes</td>
<td>N/A</td>
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<td>- Analyze the processes of professional socialization and re-socialization.</td>
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<td>- Explore professional nursing roles.</td>
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<td>- Examine the information fluency processes guiding professional nursing practice.</td>
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<td>- Discuss concepts of nursing practice, guidelines, protocols, and national prevention initiatives of current evidence-based nursing practice.</td>
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<td>- Examine the professional nursing practice role in the delivery of health care to individuals, groups, and communities.</td>
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<td>- Demonstrate critical thinking in describing the relationships among cultures.</td>
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<td>- Analyze the nature of collaborative approaches and multidisciplinary approaches to client care with selected health care systems.</td>
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<td>- Summarize the application of selected theories (teaching, learning, nursing and family) as they relate to the profession of nursing.</td>
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<td>- Participate in self evaluation processes indicating progress toward professional role development.</td>
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**Assessment Codes**

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:
Threaded Discussions
Power Point Presentation
Final Paper
Honor Code

ASSIGNMENT AND/OR COURSE OUTLINE
Quizzes
Threaded Discussions (There are 7 threaded discussions) 70%
Power Point 10% (Proctored Assignment)
Final Paper (See guidelines) 20% (Proctored Assignment)

Student Expectations:
The student is expected to participate in the course via e-mail exchanges with
instructor, by reading the corresponding chapters within each unit, by submitting
scholarly postings in discussion boards, a power-point, and a paper, and by completing
assignments on time per due dates and times on the schedule. Students are expected
to check their emails daily and the announcements at least every 48 hours
Missing any part of this schedule may prevent completion of the course. If you foresee
difficulty of any type (i.e., an illness, employment change, etc.) which may prevent
completion of this course, notify the instructor as soon as possible. Failure to do so will
result in failure for an assignment and/or failure of the course

Discussion Board Assignments

There are 7 discussion board assignments. These require APA format and scholarly writing.
However, remember these are not papers, just complete responses to the questions. The due date
for each one is located in the first day handout.

1. Directions for ALL discussion post:
1. Identify the discussion questions/prompts
2. Identify the concepts, principles, theories, and other information in the course
   readings, lectures, and other resources that relate to the discussion questions/prompts.
3. Locate at least one scholarly research source which supports your initial response to
each question/prompt. The reference may come from the topic reading.
4. Write an initial substantive response of 150-250 words in length. Begin your response with a restatement of the question/prompt, and include in-text citation(s) and a reference for each scholarly source used in according to the APA guidelines. The restatement of the question/prompt, the reference, and the citations are not included in your response word count.

5. Post your substantive initial response to the Main Forum for the topic. Your initial response to the question/prompt must be posted by due date posted.

6. Contribute to discussion by posting at least one substantive response to another learner's post at least 2 days from the initial due date. The response is to include a reference and should be 150-250 words in length.

Original Post – 6 points (Grammar, references, and APA format is 2 points)
Cross Post – 4 points (Grammar, references, and APA format is 2 points)

**Power point**
Policy has been defined as the principles that govern actions toward given ends. There are different types of policies that outline a plan, direction, or goal for action. Students will choose and address a healthcare, organizational, nursing policy, or bill. Describe the nature and intent of the policy/bill. Think why the policy/bill was formed and implemented. The intent of your power point is to present to a government body such as a group of legislatures or representatives. Power point presentation should be a minimum of ten slides and not to exceed fifteen slides. Should include at least 3 per reviewed nursing journal articles, published in the last 5 years. You are encouraged to be creative in your presentation. Power points are not paragraphs, rather bullets that are short and to the point. Usually about 1-5 bullets per slide, this allows for easy reading and keeps the interest of your audience. Power point should include a title slide and a reference slide. Speaker notes should also be included with in text citations. An introductory video is required to meet proctored requirements.

- Introduction- 10%
- Discuss the policy/bill you chose and why you chose it-10%
- Discuss the nature/intent of the policy/bill-10%
- What brought this policy/bill to be implemented-10%
- Describe the impact of this policy/bill-10%
- How does an Advance Practice Nurse role impact this policy/bill-10%
- Conclusion -10%
- Creativity of slides-10%
- Speaker notes-10%
- References/APA/Grammar* -10%
*All assignments must follow APA guidelines. This assignment should be a minimum of 10 slides and not to exceed 15 slides with speaker notes included. The presentation should also include a title slide and reference slide.

**Final Paper**
Students are to select an **advanced nursing practice role** and present a comprehensive paper, which includes at least five peer reviewed nursing journal articles, published in the last 5 years to support the discussion in the scholarly paper. **Must be submitted to Turnitin. (Similarity report should be 20% or less).** An introductory video is required to meet proctored requirements.

- Introduction 10%
- Discuss the different types of roles for advanced nursing practice. 20%
- Describe the role you selected and discuss why you selected the role. 20%
- Discuss the roles and responsibilities of the advanced practice nursing role. 20%
- Describe the certification and recertification required of the selected role. Explain what the requirements are in the State of Florida. 10%
- Conclusion 10%
- References/APA/Grammar* 10%

*All papers must follow the APA Guidelines. The paper should be a minimum of 2 pages and should not exceed 4 pages, should also include a title page and reference page.

The course content is divided into 7 units, and the time frame within which you need to complete each unit is outlined in the first day handout. You should structure your schedule between units, to allow ample time for reading the text, completing the homework, and learning the test material content. If you have trouble with a particular concept or want more explanation on a certain topic, feel free to send me a message using the Canvas Inbox in the upper right corner of this webpage, contact me, visit the ACE (Academic Center for Excellence on the Chipola Campus), or utilize Smarthinking Tutoring, an
online tutoring service provide through Chipola College. Instructions for accessing Smarthinking Tutoring are listed below.

Unit One: Ethical Foundation of Professional Nursing

Unit Two: The Nurse as Learner and Teacher

Unit Three: The Nurse as Leader and Manager

Unit Four: The Nurse as Research Consumer

Unit Five: Communication

Unit Six: Nursing in a Culturally Diverse World

Unit Seven: Advanced Nursing Education and Practice

See your Instructor First Day Handout for individual instructor assignment schedule.