



BACCALAUREATE DEGREE NURSING PROGRAM

NURS 3440
 Concepts of Professional Nursing
 Fall 2017

A Spirit of Caring - A Vision of Excellence

FACULTY

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CREDIT HOUR ALLOTMENT

4 Semester Credit Hours
 4 Lecture
 64 Clock hours

PLACEMENT IN CURRICULUM

First Semester, First Level Semester

CATALOG COURSE DESCRIPTION

Course introduces the role of the nurse as a member of the profession, provider of patient-centered care, patient safety advocate, and member of the interdisciplinary healthcare team. Explores holistic needs of patients and families. Focuses on health promotion and disease prevention in patients and families across the lifespan. Concepts introduced include: critical thinking, nursing process, caring, relationship skills, clinical reasoning, safe patient-centered care, cultural, ethnic, and social diversity, and teaching-learning principles.

PREREQUISITES, CO REQUISITES, & COMPANION COURSE

Prerequisites: Admission to Baccalaureate Degree Program. All prerequisites for this course require a minimum grade of C

Co requisites: NURS 3110, 3241.

Companions: NURS 3316, 3330

BSN PROGRESSION POLICY REGARDING CO-REQUISITE COURSES

If a student fails a course, the student must apply for readmission to the program.

- Co-requisite courses are didactic and practicum courses that share similar learning content. For example, NURS 3440 Concepts of Professional Nursing and NURS 3241 Practicum: Concepts of Professional Nursing are co requisite courses. Students apply the didactic knowledge in the co-requisite practicum course.
- If a student is readmitted, who failed the didactic course but passed the practicum course, the student will enter under a contract requiring the student to repeat both courses. It is important for students to demonstrate current knowledge to be competent in practicum situations.

ADDITIONAL INFORMATION

The additional descriptive course information can be placed here. Use this to add terminology from the organizing framework that places clarifies other areas of emphasis, progression, differentiation, or integration of concepts.

STUDENT LEARNING OUTCOMES

	DEC KNOWLEDGE*	END OF PROGRAM STUDENT LEARNING OUTCOMES*	COURSE MEASURABLE STUDENT LEARNING OUTCOMES
1.	PCC A1ab, 2a, B1a, 3ab, 3, 7, D3ab	1, 2, 3, 4	Describe the nursing process as a basis for standards of care related to patient-centered outcomes.
2.	PCC B1a, 3ab, 4 C3a	2, 3	Describe patient's holistic/multidimensional health needs related to health promotion and disease prevention
3.	PCC B1a, 3a, C 3a, D 1a, 3ab, E12 PSA B1a, 2	1, 3, 4, 5	Describe culturally sensitive safe patient-centered care and outcomes across the lifespan in a variety of settings.
4.	MOP B 7a,10 PCC C2a, D5a MOT A1a, A2a, E1a	1, 5, 7	Discuss concepts of therapeutic communication and relationship skills used in patient-centered care in a variety of settings.
5.	PCP B4, 5, E1a, G1a, 2a, 3a	1, 2, 5	Explain the principles of teaching and learning in the care of patients in a variety of settings.

	DEC KNOWLEDGE*	END OF PROGRAM STUDENT LEARNING OUTCOMES*	COURSE MEASURABLE STUDENT LEARNING OUTCOMES
6.	MOP A1a, B1a, C, B7a PCP A1a, Ba1, 3a, 4, 7, Ca1, 5,6, D1abcd, 3a	6, 7	Identify the role of the professional nurse as a member of the interprofessional healthcare team in a variety of settings.
7.	MOP B1cd, 7a, PCC E 8, 9, MOT E2	6, 7	Differentiate between legal, ethical and regulatory parameters.
8.	PSA B 1a, 2	5	Recognize competent and safe performance of psychomotor skills as they relate to patient-centered care and outcomes.
9.	PCC D1a, E2	1, 4, 5	Discuss Watson's carative behaviors related to evidence-based nursing practice.
10.	PCC A 1c, D1a, E2	1, 4, 5	Discuss Modeling/Role Modeling theory as a guide for quality nursing care.
11.	PCC B5	7	Identify one's own and others attitudes, values and expectations about aging and their impact on care of older adults and their families.
12.	PCC D 4a	3	Discuss palliative and end-of-life care for the older adult.

* See the *Lamar University JoAnne Gay Dishman School of Nursing Baccalaureate Student Handbook* for additional information.

COURSE CONTENT OUTLINE

- I. Introduction to core concepts of nursing practice
 - A. Nursing practice as a member of the profession and a patient safety advocate
 1. An emerging definition
 2. An evolving profession
 3. Trends in nursing
 4. Roles of the professional nurse
 5. Various Standards of care across the lifespan and settings
 6. Legal, ethical, and regulatory parameters in nursing practice
 7. Ethical reasoning
 8. Nurse as a Moral Agent
 9. Participatory decision-making
 10. Professional boundaries
 - B. Process of Clinical Reasoning
 1. Critical thinking definition
 2. Critical thinking competencies
 3. Critical thinking model
 4. Nursing process overview
 5. Evidence-based Practice
 6. Clinical reasoning skills
 - C. Healthcare Team

1. Interprofessional
 2. Intraprofessional
 - D. Medical terminology overview
 1. Medical terms
 2. Terms and body systems
 - E. Health and wellness/Health-Illness Continuum
 1. Concepts of health and wellness
 2. Variables influencing health beliefs and practices
 3. Health promotion and disease prevention activities across the lifespan
 4. Current health trends
 5. Risk factors influencing health status
 6. Impact of illness on patient and family
 7. Application of the nursing process
- II. Introduction to health concepts across the lifespan as a Provider of Patient-Centered Care
- A. Communication
 1. Models of communication
 2. Channels of communication
 3. Communication process
 4. Communication in nursing
 5. Levels of communication
 6. Professional nursing relationships
 7. Elements of professional communication
 8. Qualities, behaviors, communication techniques
 9. Communication within the nursing process
 10. Barriers to communication
 - B. Growth and development
 1. Principles
 2. Theories
 3. Stages
 4. Application of the nursing process
 5. Role of the Nurse
 - C. Family
 1. Current trends
 2. Family forms
 3. Family theories
 4. Family nursing
 5. Family relationships of older adults
 6. Application of the nursing process
 7. Introduction to the pedigree
 8. Role of the nurse
 - D. Older Adults and Wellness
 1. Image of Aging
 2. The Relationship between Wellness and Aging
 3. Attitudes, Values and Expectations about Aging
 4. Historical attitudes

5. Ageism
6. Living arrangements of older adults
7. Characteristics of the older adult population
8. Theoretical Perspectives on Aging Well
9. Promoting Wellness
10. Functional Assessment
11. Driving Safety
- E. Geriatric Syndromes
 1. Definition
 2. Syndromes
 3. Nursing interventions
- F. Patient Education/Health Literacy
 1. Purposes of patient education
 2. Similarities and differences between teaching and learning
 3. Domains of learning
 4. Basic learning principles
 5. Information literacy
 6. Teaching across the lifespan
 7. Teaching within the nursing process
 8. Barriers to learning
- III. Caring approaches to patients health needs and the nursing process
 - A. Watson's Carative Factors
 1. Definition of caring
 2. Patient's perception of caring
 3. Watson's theoretical views of caring
 - B. Modeling and Role- Modeling Theory
 1. Helen Erickson's Modeling and Role-Modeling Theory
 2. Role of nursing using Modeling Role-Modeling Theory
- IV. Nursing Process and Documentation
 - A. Nursing Process
 1. Steps of the nursing process
 2. Characteristics of the nursing process
 3. Comparison of nursing process and the problem-solving process
 4. Advantages to the patient and nurse
 - B. Documentation
 1. Purpose of health care records
 2. Common record-keeping forms
 3. Types of reports
 4. Guidelines for effective documentation
 5. Legal/ethical aspects of healthcare records
 6. Methods of documentation
 7. Role of the Nurse Informaticist
- V. Supporting psychosocial and physiological health
 - A. Stress and coping
 1. Scientific knowledge base
 2. Theoretical foundation

3. Nursing measures
4. Application of the nursing process
- B. Culturally, ethnically, and socially diverse patients and families
 1. Concepts of ethnicity and culture
 2. Introduction to cultural humility
 3. Culturally sensitive nursing care across the lifespan
 4. Health related beliefs and practices
 5. Application of the nursing process
 6. Components of cultural assessment
 7. Cultural diversity among older adults
- C. Spiritual health
 1. Traditional concepts in spiritual health
 2. Spiritual health across the lifespan
 3. Factors affecting spiritual health
 4. Cultural context of faith, values, and belief systems
 5. Application of the nursing process
- D. Nutrition
 1. Standards for a healthy diet
 2. Factors influencing nutrition
 3. Dietary modifications for clients across the lifespan
 4. Community resources
 5. Application of the nursing process
 6. Foods and cultural sensitivity
- E. Elimination
 1. Bowel elimination
 2. Urinary elimination
 3. Age-related changes
 4. Application of the Nursing Process
- F. Comfort and pain
 1. Nature of pain
 2. Types of pain
 3. Factors influencing pain
 4. Pain assessment
 5. Pharmacological approaches
 6. Non-pharmacological approaches
 7. Barriers to effective pain management
 8. Application of the nursing process
- G. Sexuality
 1. Sexual development across the lifespan
 2. Factors affecting sexuality
 3. Application of the nursing process
- H. Rest and sleep
 1. Physiology of sleep
 2. Functions of sleep
 3. Sleep variations across the lifespan
 4. Factors affecting sleep

5. Common sleep disorders
 6. Characteristics of common sleep disorders
 7. Age-related changes
 8. Application of the nursing process
- I. Mobility/immobility
1. Concepts related to mobility and immobility
 2. Physiological and psychological effects on body systems
 3. Factors affecting mobility
 4. Factors affecting immobility
 5. Developmental changes related to immobility
 6. Age related changes
 7. Application of the nursing process
- J. Self-concept
1. Components of self-concept
 2. Stressors affecting self-concept
 3. Family effect on self-concept
 4. Self-concept development across the lifespan
 5. Application of the nursing process
- K. Loss, death, and grief
1. Categories of loss
 2. Types of grief
 3. Grief process
 4. Factors influencing grief and loss
 5. Comfort and support measures for dying clients
 6. Nurse's role in assisting clients with problems related to loss, death, and grief
 7. Describe the procedure for care of the body after death
 8. Nurse's perception of death and dying as related to death of patients
 9. Application of the nursing process
- L. Introduction to End-of-Life and Palliative Care Issues in the Older Adult
1. End-of-life transitions
 2. Cultural and historical perspectives on death and dying
 3. Quality of care at the end-of-life
 4. Nursing interventions

TEACHING STRATEGIES

Examples

Lecture

Multimedia Presentation

Adaptive Quizzing Passpoint

Case Studies

Class Discussion/Critical Thinking Exercises

Guest Speakers

Simulation Assistant Mannequins (SAM)

Audio/Visual Aids

TEACHING LEARNING THEORIES

Bloom Theory of Learning
Gagne's Conditions of Learning
Adult Learning Theories

EVALUATION METHODS & GRADING

Grade Scale

A = 100-90
B = 89-80
C = 79-75
D = 74-60
F = 59- 0

Examinations

Exam I	20%
Exam II	25%
Exam III	25%
Final Exam	25%
iClicker Medical- Terminology/Course Content	<u>5%</u>
	100%

Students are expected to come to class prepared to discuss the lecture content. Critical thinking exercises over the required reading will be administered anytime during the class period. The exercises will be administered and scored by using an audience response system (i-Clicker2); students must use their iClicker in order to receive credit for the critical thinking exercises. iClicker grades will not be included in the final grade calculation until the 75% Weighted Exam Average Rule has been met.

All nursing exams have specified time limits. Seventy-five (75) seconds will be allowed for each multiple choice exam item in this course. Alternate format test questions will be included in the course exams. Based on the total number of questions on the exam, 5% to 7% will be alternate format.

To be successful in this course, all course requirements must be completed, and a satisfactory level of performance must be attained, as specified in the syllabus.

Grading Policy: The 75% Weighted Grade Rule

Students must achieve a minimum of 75% average on all exams before any other assignments are included in the grade calculation. Failure to achieve the 75% will result in course failure irrespective of grades achieved on other assignments.

Rx Prescription for Success

The RX Prescription for Success program is designed to facilitate academic success for all students enrolled in the Dishman School of Nursing. Students who score $\leq 76\%$ on either Exam I or Exam II or have an average of $\leq 76\%$ after Exam III are responsible for collaborating with

course faculty in developing and implementing an individualized RX Prescription for Success plan. Students are expected to be accountable for their learning and utilize suggested resources for academic remediation. In addition, students are responsible for fulfilling all aspects of the RX Prescription for Success Referral within a reasonable timeframe.

OTHER COURSE REQUIREMENTS

Students admitted into the BSN program have supportive learning opportunities geared toward facilitating students' academic success. Specific learning strategies are designed for each student's learning needs. Timely completion of these learning strategies is essential to maximize academic success (for example, The Caring Place, the Learning Center, Rx [Prescription] for Success, etc.).

CONTENT SPECIALTY EXAMINATIONS

There are no content specialty exams in this course.

REQUIRED TEXTS

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.)(6th printing). Washington D. C.: American Psychological Association.

Leonard, P. C. (2015) *Building a medical vocabulary* (9th ed.). St. Louis, MO: Elsevier.

Mosby's medical nursing and allied health dictionary (10th ed.) (2017). St. Louis, MO: Mosby.

NURS 3241 Course Packet (Spring 2017). [Available for purchase from the Setzer Center Barnes & Noble Book Store].

Pagana, K. D., & Pagana, T. J. (2014). *Mosby's manual of diagnostic and laboratory tests* (5th ed.). St. Louis, MO: Mosby.

Potter, P. A., & Perry, A. G. (2017). *Fundamentals of nursing* (9th ed.). St. Louis, MO: Mosby.

Purnell, L. D. (2014). *Guide to culturally competent healthcare* (3rd ed.). Philadelphia, PA: F. A. Davis.

Skills Tracking Checklist (Fall 2017). [Available for purchase from the Setzer Center Barnes & Noble Book Store].

Sparks-Ralph, S., & Taylor, C. (2014). *Sparks and Taylor's: Nursing diagnosis reference manual* (9th ed.). Amber, PA: Lippincott Williams & Wilkins.

Wilson, B., Shannon, M., & Shields, K. (2016). *Pearson's nurse's drug guide 2016*. Upper Saddle River, NJ: Pearson Education.

Purnell, L. (2009). *Guide to culturally competent healthcare* (2nd ed.). Philadelphia, PA: FA Davis.

RECOMMENDED TEXTS

Alligood, M. (2014). *Nursing theory: Utilization and application* (5th ed.). St. Louis, MO: Mosby.

DeWit, S. C. (2017). *Student nurse planner 2017-2018: A guide to success in nursing school*. St. Louis, MO: Elsevier Saunders.

Jenson, S. (2015). *Nursing health assessment: A best practice approach* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Miller, C. (2014). *Nursing for wellness in older adults* (6th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Perry, A. G., Potter, P. A., & Ostendorf, W. R. (2017). *Clinical nursing skills and techniques* (9th ed.). St. Louis, MO: Mosby.

Grossman, S.C., & Porth, C. M., (2014). *Porth's Pathophysiology: Concepts in altered health states* (9th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

*Any recent pathophysiology text is acceptable.

COURSE MANAGEMENT POLICIES

The policies of the Dishman School of Nursing are published in the current Lamar University Dishman School of Nursing Undergraduate BSN Student Handbook. The policies are designed to provide guidance through the many processes that accompany the learning experiences in the nursing programs. Students are expected to be aware of and adhere to the policies as published.

ATTENDANCE/TARDY POLICY STATEMENT

1. Class, practicum, and laboratory attendance is required for success in the nursing program. If absences are interfering with the successful completion of course outcomes, the student will be counseled by faculty about the consequences on the course grade.
2. No children are allowed in class since this interferes with the learning process of fellow students.
3. Students are responsible for all course material missed while absent.
4. Arrival to class after the starting time presents a problem. Students are expected to arrive on time. Students who arrive late to class are to enter by the back door and will be seated in the last two rows only. The instructor reserves the right to lock the classroom door and allow admittance at the next break time.
5. Students whose late entry for either class or practicum is excessive will be counseled and a plan or corrective action determined.

6. Students should make every attempt to be on time for exams. If an emergency situation arises, the student should notify the course leader and the program office at (409) 880-8831.
7. Students arriving late for an exam must turn in their exam at the original announced finish time. These students will be placed at a table in the front of the room to minimize distraction to the other students. A counseling note will be placed in the student's file. No additional time to finish the examination will be given.

*For the complete Attendance/Tardy Policy, see the *JoAnne Gay Dishman School of Nursing Undergraduate Nursing Studies Student Handbook*.

PERMISSION TO RECORD LECTURE PRESENTATIONS

Recording of lecture presentations by faculty are prohibited in this course, with the exception of as a requirement of the American Disabilities Act.

ACADEMIC HONESTY

The JoAnne Gay Dishman School of Nursing complies with the University Academic Policy as published in the Lamar University Student Handbook. "Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action." (See the Lamar University Student Handbook). The Lamar University JoAnne Gay Dishman School of Nursing further defines cheating, plagiarism, collusion, and abuse of research materials and other unacceptable behaviors. The JoAnne Gay Dishman School of Nursing also defines the potential actions / consequences that may be taken if a student engages in dishonest practices including course failure (see Potential Actions, JoAnne Gay Dishman School of Nursing Undergraduate Nursing Studies Student Handbook).

For the complete Academic Honesty Policy, see the JoAnne Gay Dishman School of Nursing Undergraduate Nursing Studies Student Handbook.

UNIVERSITY DROP/ADD

Students are responsible to be officially enrolled in the course. It is also the student's responsibility to officially drop the course. Any student who stops attending class and does not officially drop the course will be given an "F" as the semester grade.

Census Date/12th class day: September 13, 2017 Students may drop or withdraw without consulting their Instructor, School of Nursing Chair or the Records Office. The Six Drop Rule does not apply to drop before 5:00p.m. on this date.

Last date to drop or withdraw without penalty: September 29, 2017. The Six Drop Rule applies. Student should consult with the Instructor and the Records Office to initiate a drop before the Last day to drop with or without academic penalty date.

Last day to drop or withdraw with academic penalty: November 3, 2017. The Six Drop Rule Applies. Student must be passing the course at the time of the requested drop in order to receive a Q. The drop form, including all required signatures, must arrive in the Records Office by no later than 5:00p.m. on the specified date.

Any student seeking to drop after the Last day to drop or with draw by academic penalty date, must submit a fairly thorough written explanation, including supporting documents if applicable, of the extenuating circumstances for which the action is being requested. The explanation must be shared with and approved by the Instructor, the School of Nursing Chair, and the Dean of the college before the drop form will be sent to the Senior Associate Provost for a final review and decision. See the Academic calendar for all relevant dates at <http://events.lamar.edu/academic-calendar-listing.html>.

THE DISABILITY RESOURCE CENTER

If you have a need for a disability-related accommodation, please contact the Disability Resource Center, Room 105 in the Communication Building, 880-8347; or write: DRC, P O Box 10087, Beaumont, Texas 77710.

Lamar University is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is located in the Communications building room 105. Office staff collaborate with students who have disabilities to provide and/or arrange reasonable accommodations.

For students:

- If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact the DRC at [409-880-8347](tel:409-880-8347) or drc@lamar.edu to arrange a confidential appointment with the Director of the DRC to explore possible options regarding equitable access and reasonable accommodations.
- If you are registered with DRC and have a current letter requesting reasonable accommodations, we encourage you to contact your instructor early in the semester to review how the accommodations will be applied in the course.
- To facilitate the arrangements necessary to make accommodations, students enrolled in nursing courses must submit official documentation from the Disability Resource Center to the course faculty.

COURSE EVALUATIONS

Lamar University encourages students to evaluate online the courses they take and the instruction they receive via a contract with a national company, OnlineCourseEvaluations.com. The evaluation instruments themselves were developed by LU faculty and administrators. Evaluation windows for fall and spring courses open two weeks before the final examination period and close at the end of the last class day. The student is notified of the specific dates at his/her LU Connect e-mail address. If course evaluations are given during summers, mini semesters, and other compressed terms, evaluation windows are extended past the last class meeting. Evaluations are completely anonymous, and neither LU faculty nor LU administrators have the ability to determine the name of the student who completed a specific evaluation form. The primary purpose of course evaluation is the improvement of instruction. That is, after the semester has ended and grades have been awarded, faculty are able to access the results of student course evaluations, to include all student comments. Faculty analyze the data and read the comments, and often use student observations

and suggestions to make changes in course content and delivery. The results of course evaluations are also used by chairs and deans as one factor in decisions involving merit pay, tenure, and promotion. Both the administration and faculty take student input via course evaluations very seriously, and faculty encourage students to participate in this process. Any questions or comments students have about the process should be addressed to Dr. Tom Matthews, University Assessment Coordinator, at 409-880-2385 or tom.matthews@lamar.edu.

MANDATORY COURSE EVALUATION POLICY

Students must complete the End-of-Course Evaluation in nursing courses and provide verification of completion in a timely manner to receive a course grade. Students who do not complete the End of Course Evaluation in the designated time period will receive a grade of Incomplete (I) for the course. The student must then contact course leaders to determine if and when the final course grade can be posted.

EMERGENCY PROCEDURES

Many types of emergencies can occur on campus; instructions for severe weather or violence/active shooter, fire, or chemical release can be found at: <http://www.lamar.edu/about-lu/administration/risk-management/index.html>. Following are procedures for the first two:

Severe Weather:

- Follow the directions of the instructor or emergency personnel.
- Seek shelter in an interior room or hallway on the lowest floor, putting as many walls as possible between you and the outside.
- If you are in a multi-story building, and you cannot get to the lowest floor, pick a hallway in the center of the building.
- Stay in the center of the room, away from exterior walls, windows, and doors.

Violence/Active Shooter (CADD):

- **CALL** - 8-3-1-1 from a campus phone (880-8311 from a cell phone). Note: Calling 9-1-1 from either a campus phone or cell phone will contact Beaumont City Police Dispatch rather than University Police.
- **AVOID**- If possible, self-evacuate to a safe area outside the building. Follow directions of police officers.
- **DENY**- Barricade the door with desks, chairs, bookcases or any other items. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it is safe.
- **DEFEND**- Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

Many types of emergencies can occur on campus. Instructions for severe weather or violence/active shooter, fire, or chemical release can be found at: <http://www.lamar.edu/about-lu/administration/risk-management/index.html>.

CAMPUS CLOSURE

In the event of an announced campus closure in excess of four days due to a hurricane or other disaster, students are expected to login to Lamar University's website's homepage (www.lamar.edu) for instructions about continuing courses remotely.

