



COURSE SYLLABUS

NUR 300: Transition to Baccalaureate Nursing

5 Credit Hours

Location: Online (Sakai)

Faculty: See online classroom

Course Description

This course provides transitional knowledge as registered nurses achieve baccalaureate degrees in nursing. The course addresses areas of knowledge that professional nurses require to be effective in the changing health care environment. It emphasizes foundational knowledge related to professional nursing as well as nursing in the future.

Prerequisites: Must have an active, unencumbered RN license

Textbook

Blais, K. & Hayes, J. (2015). *Professional nursing practice, concepts and perspectives* (7th ed.). Upper Saddle River, NJ: Pearson Education.

All textbooks for the course will consist of the title(s) above, or the current edition.

Course Objectives

At the completion of the course, the students will:

- Demonstrate an awareness of factors influencing professional growth and role transition, including professional and societal trends, as well as barriers to success.
- Integrate the professional roles associated with nursing practice including the roles of health provider, teacher, leader, manager, researcher, advocate, and colleague.
- Analyze processes that influence nursing practice including communication, change, group dynamics, and informatics.
- Interpret the influences of the changing health care environment by examining factors such as health care economics, changes in care in the home, individual families, and communities.
- Compare nursing professional development from historical influences to present day advances in nursing and visions for the future.
- Recognize the impact of theories on current institutional practices and health care outcomes.
- Evaluate ethical and legal issues surrounding the healthcare environment as they relate to baccalaureate nursing practice.
- Advocate for the healthcare needs of society in a changing economic, demographic, and cultural environment.

Course Structure

Online courses in Sakai are primarily organized by week. Within a weekly lesson, you will find all of the content related to that week's topic, including objectives, reading assignments, course documents, supplemental resources, and assignments. Make sure to complete every assignment listed within a given week, on time. Additionally, each week your instructor will post an announcement to the class; refer to these announcements for information about upcoming activities in the course. Further, read the syllabus; introduce yourself to the rest of the class; and view the pages, resources, and forums in the Course Lounge.

Teaching Strategies

The online learning environment requires active participation from each student. Unlike the traditional face-to-face classroom environment, which is instructor-centered, the online classroom is student-centered. Students engage in discussions, complete assignments, and use a variety of other learning tools to achieve the course objectives. The instructor facilitates online learning by asking questions, offering insights to further the learning experience, and providing additional instruction. Other classroom tools, such as interactive chat, emails, videos, and electronic documents, also contribute to the learning environment.

Communication Methods and Expectations

Even though you may never meet your online instructor and classmates in person, there are many tools to use for communication with your fellow class participants. In your course, you will participate frequently in asynchronous class discussions, using discussion forums. Also, your instructor will send you communication via email and the Messaging tool within your course; further, your instructor will provide feedback on your progress via written responses to your assignments. Your instructor may also set up synchronous chats, webcam sessions, or other communication experiences to facilitate your learning experience.

Both you and your instructor are expected to follow online communication etiquette, or Netiquette: be respectful of your instructor, your peers, the college, and other people and institutions; be mindful of your tone in your written communication; respect your privacy and the privacy of others; and re-read messages before sending them, to avoid unintended misunderstandings. You are also expected to contact your instructor if you are having trouble with the course material, and Technical Support if you have any technical problems with your online class. Communication in online courses should be taken seriously, as the development of a cooperative learning community is essential for the online education experience.

Course Grade Determination

The grade in this class is determined based on the grading categories outlined in the table below.

<u>GRADING</u>	<u>%</u>
Problem Based Literature Review	5
Client Teaching Dialog	5
Reflective Writing Assignment	20
Nurse Theorist Presentation	20
Ethical Dilemma Paper	20
Discussion Forums	30
TOTAL =	100

<u>Letter Grades</u>
A = 90- 100%
B = 80- 89.99%
C = 70- 79.99%
F = 69.99% or less

Letter grades are not rounded and extra credit is not available.

Out-of-Class Academic Work

Students should be aware that for every hour of on-campus lecture, they should expect to spend two (2) to three (3) hours outside of class completing assigned work, including, but not limited to, readings, case studies, papers, homework assignments, and preparation for quizzes and exams, per the course's topical outline. As an example, in a three (3) credit hour course, students are expected to spend from six (6) – nine (9) hours outside of class in order to succeed in the lecture portion of the course. Lab and clinical experiences may also require additional hours outside of the scheduled time to be successful in those portions of the course.

This is a five (5) credit hour course. Thus, you are expected to spend from ten (10) – fifteen (15) hours completing academic work for this course each week in order to be successful.

Please refer to the Student Catalog for the following Policies

Code of Student Conduct
Academic Misconduct
Recording of Lectures
Dress Code & General Appearance
Attendance & Tardiness
Exam/Quiz
Missed Exam/Quiz
Late Assignment

Assignments

All assignments must be submitted to the online classroom. Do not send assignments as email attachments. Please note that no assignments will be graded until the due date. Hondros College uses Eastern Time Zone (ET) for all due dates and times.

Turnitin

Many of your written assignments will be sent through Turnitin when you submit them to the online classroom. The Turnitin tool will generate an OriginalityCheck report, which indicates any essay material taken word for word (or very nearly so) from journal articles, books, Internet sources, and other student essays. Students should use this report toward the revision of their essay and paper assignments, in order to avoid incidences of plagiarism.

Please be aware that Turnitin does not detect plagiarism. Instead, the Turnitin OriginalityCheck report is a useful tool for identifying potential plagiarism problems within an essay, so they may be fixed before the final draft is submitted. Students are required to quote, cite, and reference all sources appropriately, according to the Publication Manual of the American Psychological Association, Sixth Edition. Students who do not do so will be subject to the penalties described in the policies regarding plagiarism and cheating in the Student Catalog.

Online Library

Hondros College has a full library and library resources online. This Virtual Library is available to students, faculty and associates at all times, to utilize as a resource for assignments, papers or to expand learning on a given topic. To access the Virtual Library, log in to CAMS and click on "My Library." The online library is available to students and faculty 24/7/365. Emails are answered by the librarian within one business day. On-campus assistance is available Monday-Friday 8:00 a.m. – 5:00 p.m. ET from site staff trained on using the online library and from your faculty.

Technical Support

Having trouble accessing or navigating your online course? If you have technical support questions regarding the Sakai platform, email sakaisupport@hondros.edu, or call 1-855-90-NURSE (1-855-906-8773) and select the option for technical support.

Our team is available to assist you by phone Monday-Friday, 8:00am-5:00pm ET, and by email at the following times:

- Monday-Friday, 6:00 AM to 10:00 PM
- Saturday, 8:00 AM to 10:00 PM
- Sunday: 7:00 AM to 12:00 AM (Midnight)

An Explanation of Discussion Forums

Online classroom discussion in asynchronous discussion forums is a vital learning activity that enhances writing, critical thinking, and scholarly development. The successful student engages faculty and other students in substantive conversations, reflecting on others' perspectives while articulating his or her own views. More importantly, students demonstrate the disposition to critically and reflectively consider new information, facts, and perspectives in the enhancement of their own knowledge and development. The discussion forum activity has two components: the learner's original response to the discussion question/prompt, and the learner's ongoing participation and contribution to the discussion. Each component is graded separately.

Substantive Participation in Discussion Posts

Full participation in the discussion is a key component of the learning experience. It enriches group interaction and enhances the learning environment.

To be considered substantive, a discussion post (including initial posts or reply posts) should include appropriate foundation knowledge, be factual, contain supporting examples, and enhance the ongoing dialogue. However, rather than just reporting what someone else has stated, the learner should demonstrate application and/or reflection of knowledge such that the learner enhances the meaning of the material. Additionally, posts should contain examples and citations when appropriate. Citations and references must adhere to APA Style.

Contributing reply posts to the discussion should promote an exciting, vibrant, shared learning community that accomplishes the following:

- Expands on a classmate's comments in a value-adding, topic-related way that indicates critical thinking.
- Promotes a collaborative, supportive community.
- Advances the dialogue through follow-up questions.

"One-liners," off-topic posts, vague statements, unsupported opinions, and inadequate explanations or posts do not meet the substantive participation requirements listed above. However, respectful disagreement, with support for your perspective, is encouraged.

Participation in the class discussion provides the learner an unparalleled opportunity to develop and grow as a student. Please take maximum advantage of this unique learning experience.

Discussion Forum Grading Rubric

Initial Post to Discussion Questions				
	3 points	2 points	1 points	0 points
Initial Post - Content <i>(3 points out of 6 total for the initial post)</i>	<ul style="list-style-type: none"> Illustrates a clear understanding of content matter, as indicated by the use of appropriate foundational knowledge, factual content, supporting examples. Uses relevant content-specific vocabulary correctly Demonstrates critical thinking, applications of ideas, and connections to other ideas. 	<ul style="list-style-type: none"> Illustrates limited understanding of content matter, as indicated by an incomplete use of appropriate foundational knowledge, factual content, supporting examples. Uses relevant content-specific vocabulary, but with minor errors. Demonstrates limited critical thinking, applications of ideas, or connections to other ideas. 	<ul style="list-style-type: none"> Illustrates weak understanding of content matter, as indicated by a lack of appropriate foundational knowledge, factual content, supporting examples. Uses relevant content-specific vocabulary, but with major errors. Does not demonstrate critical thinking, applications of ideas, or connections to other ideas. 	<ul style="list-style-type: none"> No post, or the post is off topic.
Initial Post - Quality <i>(3 points out of 6 total for the initial post)</i>	<ul style="list-style-type: none"> Meets length requirements Professional response with positive or constructive insight about the topic. Posted by due date Written with formality Virtually free of grammatical errors (2 or less) Includes fully correct APA style citations and references, as necessary 	<ul style="list-style-type: none"> Short of length requirements Written with some informality Professional response with positive or constructive insight about the topic. Some grammatical errors (2-4) Includes fully correct APA style citations and references, as necessary 	<ul style="list-style-type: none"> Well short of length requirements Not written in a professional manner with positive or constructive insight Written in an informal tone, including txt abbreviations and other shorthand Many grammatical errors (4-6) Includes fully correct APA style citations and references, as necessary 	<ul style="list-style-type: none"> No post submitted or post is very short Does not include APA style citations and references Not written in a professional manner with positive or constructive insight. Written in a very informal tone with excessive use of txt abbreviations and other shorthand An excessive number of grammatical errors (7 or more)
Responses to Colleagues				
	3 points	2 points	1 points	0 points
Responses <i>(3 points for each required response)</i>	<ul style="list-style-type: none"> Superior extension of the discussion* Meets length requirements Response is accurate and logical. Virtually free of grammatical errors (2 or less) Includes fully correct APA style citations and references, as necessary 	<ul style="list-style-type: none"> Moderate extension of the discussion* Short of length requirements Response is accurate and logical. Some grammatical errors (2-4) Includes fully correct APA style citations and references, as necessary 	<ul style="list-style-type: none"> Weak extension of the discussion* Well short of length requirements Written in an informal tone, including txt abbreviations and other shorthand Response was not accurate and logical Many grammatical errors (4-6) Includes an attempt at APA style citations and references, with major errors 	<ul style="list-style-type: none"> No response submitted, or response is very short Unprofessional response. Written in an informal tone, including txt abbreviations and other shorthand An excessive number of grammatical errors (7 or more) Does not include APA style citations and references

* Responses extend the discussion by expanding on comments made in other posts and replies, promoting the learning community, advancing the dialogue with thoughtful questions, and demonstrating critical thinking.

Note: Posts that are plagiarized receive no credit and are handled according to the policies related to plagiarism and cheating in the Student Catalog.

Client Teaching Dialog Grading Rubric

Write a back and forth dialog involving you as the nurse and an 85-year-old male client who needs education about his Type 2 diabetes. Within the dialog, describe teaching strategies that you would use for teaching the client about managing his Type 2 diabetes. Include strategies for the cognitive, affective, and psychomotor domains. Please make sure that your diabetes information is both current and accurate. Also include in your dialog how you will evaluate the effectiveness of your teaching. An introductory paragraph should also be included. Be creative, and have fun with the “characters!” You must use at least two scholarly resources, and you must include the appropriate citations in APA format.

Criteria	Comments	Possible Score	Student Score
1. Provide an introductory paragraph		2	
2. Write a dialog involving nurse and client illustrating teaching method		2	
3. Include strategies for cognitive, affective, and psychomotor domains		4	
4. Outline methods of evaluation in the dialog		4	
5. Cite at least two scholarly resources		4	
6. Writing skills-grammar, spelling, format, APA citations, maximum 2 pages		4	
Possible Score		20	

Problem Based Literature Review Grading Rubric

Describe a nursing problem encountered in nursing practice settings. Conduct a review of the literature regarding this problem, and find two scholarly research articles that relate to this topic. Summarize the results of the studies and discuss what further research needs to be done in this area in 1.5 to 2 pages. Remember to use APA format and cite the two research articles.

Criteria	Comments	Possible Score	Student Score
1. Describe nursing problem		4	
2. Provide 2 scholarly research articles related to the problem		4	
4. Summarize the results of the two studies		4	
5. Discuss what further research needs to be done in this area.		4	
6. Writing skills-grammar, spelling, format, APA		4	
Possible Score		20	

Ethical Dilemma Paper Grading Rubric

Discuss an ethical dilemma that you have encountered in your nursing practice, or one that another nurse has encountered that you have heard about. Explain why it is an ethical dilemma. Then, analyze the situation step-by- step using Catalano's (2009) ethical decision making algorithm. Catalano's ethical decision making algorithm is discussed in Chapter 4 of your textbook. Illustrate possible solutions and how the dilemma was actually resolved. The paper should be no more than 4 pages in length not including the reference and title pages.

Criteria	Comments	Possible Score	Student Score
1. Describe the ethical situation, and why it is an ethical dilemma.		4	
2. Analyze situation using Catalano's ethical decision making algorithm.		16	
3. Illustrate various solutions to the dilemma.		8	
4. Discuss how the dilemma was actually resolved.		4	
5. Writing Skills-grammar, format, spelling, APA		8	
Possible Score		40	

Nurse Theorist Presentation Grading Rubric

Create a PowerPoint presentation giving a summary of your chosen nursing theory. The presentation should include biographical information about the theorist, an overview of their theory, and how the theory can be applied to education, research, and practice. The presentation should be between 12-20 slides in length not including the reference page and title page slides. The reference slide must include at least 2 scholarly source citations in APA format.

Criteria	Comments	Possible Score	Student Score
1. Biographical data and accomplishments of the theorist		6	
2. Overview of the theory		10	
3. Application to education, research, and practice		16	
4. Writing Skills-grammar, format, spelling, APA		8	
Possible Score		40	

Reflective Writing Assignment Grading Rubric

Review the classroom learning objectives for this course listed on the first page of your syllabus. Then, write a paper illustrating specific examples of how you have met each of these objectives. For example, did you approach a situation at work differently because of what you have learned in this course? Has your awareness of health care issues changed? Then, summarize how this course has helped you begin to develop as a professional nurse. Also discuss your needs for further development and how you will accomplish these goals. This assignment should be no more than 6 pages in length, not including the title page.

Criteria	Comments	Possible Score	Student Score
1. Discuss and give examples of how each course objective was met		12	
2. Summarize progress in developing as professional nurse.		10	
3. Discuss student's needs for further development and plans for improvement.		10	
4. Writing skills-grammar, spelling, format, APA		8	
Total Possible		40	

Course Outline

Date	Content	Required Readings/Assignments
Week 1	<p>Transitions to nursing practice</p> <ul style="list-style-type: none"> • Changing trends in nursing • Credentialing • Role Transition • Overcoming barriers <p>Socialization to Professional Role</p> <ul style="list-style-type: none"> • Professionalism • Role theory • Role stress and strain <p>Historical Foundations of Nursing</p> <ul style="list-style-type: none"> • Historical nursing • Caring • Professional organizations <p>Theory in Nursing</p> <ul style="list-style-type: none"> • Theory development • Selected nurse theorists • Theory and practice 	<p><u>Readings</u> Chapters 1-3, 6</p> <p><u>Assignments</u> 1-1: Professional Organizations: To Join or Not to Join Forum 1-2: Reducing Role Stress: A Positive Work Environment Forum 1-3: History and Current Health Care Issues Forum</p>
Week 2	<p>Ethical & Legal Foundations of Professional Nursing</p> <ul style="list-style-type: none"> • Values • Moral and ethical behavior • Ethical decision making • Advocacy • Laws & rules • Credentialing • Liability • Impaired nurse • Sexual harassment • Nurses as witnesses • Collective Bargaining 	<p><u>Readings</u> Chapters 4-5</p> <p><u>Assignments</u> 2-1: Personal Values and Professional Care Forum 2-2: Collective Bargaining Forum 2-3: Advanced Practice Regulations Forum</p>
Week 3	<p>Professional Nursing Roles</p> <ul style="list-style-type: none"> • Nurse as care provider • Nurse as teacher • Nurse as Leader/manager 	<p><u>Readings</u> Chapters 7-9</p> <p><u>Assignments</u> 3-1: Healthy People 2020 Forum 3-2: Leadership Styles Forum 3-3: Client Teaching Dialog 3-4: Looking Ahead: Problem Based Literature Review</p>
Week 4	<p>Professional Nursing Roles</p> <ul style="list-style-type: none"> • Nurse as researcher • Nurse as political advocate • Nurse as Colleague 	<p><u>Readings</u> Chapters 10-12</p> <p><u>Assignments</u> 4-1: The Power of Magnet Status Forum 4-2: Problem Based Literature Review</p>

Date	Content	Required Readings/Assignments
Week 5	<p>Processes influencing practice</p> <ul style="list-style-type: none"> • Communication • Change • Group dynamics • Technology 	<p><u>Readings</u> Chapters 13-16</p> <p><u>Assignments</u> 5-1: Technology in Healthcare Forum 5-2: The Ups and Downs of Transitioning Forum 5-3: Group Issues Forum 5-4: Ethical Dilemma Paper</p>
Week 6	<p>Changing health care delivery systems</p> <ul style="list-style-type: none"> • Access to healthcare • Cost • Health, wellness • Health belief models <p>Health care economics</p> <ul style="list-style-type: none"> • Payment sources • Profit vs not for profit <p>Care in the home and community</p> <ul style="list-style-type: none"> • Home health nursing • Community nursing <p>Holistic Health Care</p> <ul style="list-style-type: none"> • Complementary therapies 	<p><u>Readings</u> Chapters 17-20</p> <p><u>Assignments</u> 6-1: Access to Care Forum 6-2: Nurse Autonomy Forum 6-3: Complementary and Alternative Medicine Practices Forum</p>
Week 7	<p>Nursing in a culturally diverse world</p> <ul style="list-style-type: none"> • Concepts related to culture • Cultural competence models • Parameters influencing nursing care • Culturally competent care <p>Nursing in a spiritually diverse world</p> <ul style="list-style-type: none"> • Concepts in spirituality • Spiritual beliefs • Spiritual distress • Providing spiritually competent care 	<p><u>Readings</u> Chapters 21-22</p> <p><u>Assignments</u> 7-1: Nurse Theorist Presentation 7-2: Cultural Encounter/Personal Values Forum 7-3: Cultural Competence Forum</p>
Week 8	<p>Nursing in a culture of violence</p> <ul style="list-style-type: none"> • Family violence • Intraprofessional violence 	<p><u>Readings</u> Chapter 23</p> <p><u>Assignments</u> 8-1: Lateral Violence Forum 8-2: Domestic Violence Case Study Forum 8-3: Nurse Theorist Presentation Summary Forum</p>

Date	Content	Required Readings/Assignments
Week 9	Advanced nursing practice <ul style="list-style-type: none"> • PhD programs • Master's Degree programs • Selecting a graduate program 	<u>Readings</u> Chapter 24 <u>Assignments</u> 9-1: Certification Forum 9-2: Doctoral Degrees Forum 9-3: Master's Degrees Forum
Week 10	Nursing in the future <ul style="list-style-type: none"> • Past events affecting nursing • Future events affecting nursing • Visions for tomorrow 	<u>Readings</u> Chapter 25 <u>Assignments</u> 10-1: Forecasts for the Future Forum 10-2: Historical Impact Forum 10-3: Reflective Writing Assignment

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RN-BSN Curriculum Council