Course information:
Copy and paste current course information from Class Search/Course Catalog.

Academic Unit: College of Nursing & Health Innovation

<table>
<thead>
<tr>
<th>Subject</th>
<th>NUR</th>
<th>Number</th>
<th>391</th>
<th>Title</th>
<th>Professional Nursing Theory</th>
<th>Units:</th>
<th>4</th>
</tr>
</thead>
</table>

Is this a cross-listed course?
If yes, please identify course(s):
No

Is this a shared course?
If so, list all academic units offering this course:
No

Requested designation: Literacy and Critical Inquiry-I.
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (NS/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Table of Contents from the textbook and list of required readings/books

Contact information:
Name: Brenda Morris
Phone: 602-496-0850
E-mail: brenda.morris@asu.edu

Mail code: 3020

Department Chair/Director approval: (Required)
Chair/Director name ( Typed): Brenda Morris
Date: 2/3/14
Chair/Director (Signature): Brenda Morris

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

# ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE—AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

### CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

1. Please describe the assignments that are considered in the computation of course grades—and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-1".

### CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-2".

### CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

   Syllabus p. 3

   C3 in yellow in syllabus and in attached document

   Syllabus p. 1, 2, 5, 6, 7

   C2 in turquoise in syllabus and in attached document

   Syllabus p. 3

   C1 in yellow in syllabus and in attached document
<table>
<thead>
<tr>
<th>2. Also:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please circle, underline, or otherwise mark the information presented in</td>
</tr>
<tr>
<td>the most recent course syllabus (or other material you have submitted)</td>
</tr>
<tr>
<td>that verifies this description of the grading process--and label this</td>
</tr>
<tr>
<td>information &quot;C-3&quot;.</td>
</tr>
</tbody>
</table>
### ASU - [L] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒</td>
<td></td>
<td>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <em>Intervention at earlier stages in the writing process is especially welcomed.</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C4 in green in syllabus and in attached document.</td>
</tr>
</tbody>
</table>

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also: **Please circle, underline, or otherwise mark** the information presented in the most recent course syllabus (or other material you have submitted) that verifies **this description** of the grading process—and label this information "C-4".
Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 and C3</td>
<td>This course is writing intensive that includes papers, discussion boards, a presentation by each student and assignments related to APA. These assignments are 71% of the grade.</td>
<td>Syllabus p. 3. More detail about assignments in attached document.</td>
</tr>
<tr>
<td>C2</td>
<td>Assignments provide students with opportunities to gather, interpret and evaluate evidence. To complete assignments students need to read the book and additional readings provided in LearningStudio, search for professional articles, evaluate information, and apply the knowledge by writing a paper, posting on discussion boards, or doing a presentation.</td>
<td>Syllabus p. 1, 2, 5, 6, 7. More detail relating to this criterion in the attached document.</td>
</tr>
<tr>
<td>C4</td>
<td>In this 7.5 week course assignments are due weekly. Faculty adhere to the Grading Procedure in the syllabus that states &quot;It is reasonable to expect feedback within seven days of an assignment's final due date&quot;. The lead faculty in each course monitor timely feedback by the co-teachers.</td>
<td>Syllabus p. 4. More detail about assignments in attached document.</td>
</tr>
</tbody>
</table>
COURSE NUMBER: NUR 391
COURSE TITLE: Professional Nursing Theory
CREDITS: 4 Credit Hours
PRE REQUISITES: ENG 101; ENG 102; statistics
CO REQUISITES: TWC 361: Writing for Health Care Management
PLACEMENT IN CURRICULUM: RN-BSN Concentration, delivered using the Carousel Model
FACULTY:
Name: Lorraine Hirani, RN, MSN
Phone: (602) 810-4044 (cell)
Email: lorraine.hirani@asu.edu (preferred contact)
Office hours: arranged via email

Name: Shari Herrin, RN, MSN, MBA, CEN, CPEN
Office: DPC, NHI-2 Third Floor
Phone: (480) 695-3778 (cell)
Email: shari.herrin@asu.edu (preferred contact)
Office hours: arranged via email

Name: Kimberly Vana, DNP, FNP-BC, FNP-C
Office: DPC, NHI-2, Second floor, 201C
Phone: (602) 496-2230
Email: kimberly.vana@asu.edu (preferred contact)
Office hours: arranged via email

CATALOG DESCRIPTION: This course analyzes the multiple dimensions of contemporary professional nursing. (This course fulfills the upper division literacy and critical inquiry general studies requirement).

COURSE OVERVIEW: A theoretical basis for nursing practice is presented through professional socialization, and analysis of selected nursing theories and contemporary health care issues. Emphasis of the course is on clear and appropriate oral and written communication consistent with American Psychological Association (APA) format.

Learning Outcomes: At the completion of this course, students will be able to:

Critical Thinker

1. Appraise the impact of professional socialization on the practice of nursing.
2. Analyze selected nursing theories related to professional nursing practice.
3. Apply legal issues to nursing and health care.
4. Evaluate ethical and bioethical issues for their relevance to nursing and health care.
5. Apply national and global health care initiatives for patient safety.
Evidence-Based Practitioner
6. Explain key elements of evidence-based practice.

Innovative Professional
7. Appraise cultural practices that influence individual beliefs, values and nursing practice.

Topical Outline:
I. Socialization on the practice of professional nursing.
   A. Define socialization into professional practice
   B. Models of professional socialization
   C. Professional values and behaviors
      ANA Code of Ethics
   D. Professional roles and responsibilities
      Lateral violence
      Academic integrity
II. Nursing theories related to professional practice
   A. Nurse theorists
   B. Application to nursing practice
III. Cultural practices and their influences on individual beliefs, values, and nursing practice
   A. Awareness of one's own beliefs and values as they relate to practice
   B. Impact of attitudes, values on nursing care provided to clients and various populations
IV. Legal issues relating to health care
   A. Federal statutes (HIPAA, COBRA, etc.)
   B. State statutes (Nurse Practice Act, etc)
   C. Negligence and malpractice
   D. Liability
   E. Intentional torts (assault and battery, defamation of character, false imprisonment, invasion of privacy)
   F. Patient Rights (advance directives, living wills, informed consent, right to refuse care)
V. Ethical and bioethical issues
   A. ANA Code of Ethics
   B. Values and moral development
   C. Ethical theories
   D. Ethical decision making
   E. Bioethical issues (genetic testing, vaccines, life and death)
VI. Patient safety initiatives
   A. National patient safety goals - Joint Commission
   B. Transforming Care at the Bedside - Institute for Healthcare Improvement
   C. Institute for Safe Medication
   D. 30 Safe Practices for Better Health Care - Agency for Healthcare Research and Quality
   E. World Health Organization Global priorities for Patient Safety Research
   F. Canadian National Patient Safety Goals
   G. Quality and Safety Education for Nurses (QSEN)
VII. Evidence-Based Practice
   A. Define EBP
   B. Types and levels of evidence
   C. Write a PICOT question
Textbooks
American Nurses Association. (2001). Code for nurses with interpretive statements. Washington, DC: Author. (Note - this source can be viewed free online at: http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses so has been taken off the bookstore list.)

Methods of Instruction
This course uses Pearson LearningStudio for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at http://my.asu.edu or http://ecollege.asu.edu.
Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

C1 and C3
Course

<table>
<thead>
<tr>
<th>Written Assignments (3)</th>
<th>38%.....38%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board (2)</td>
<td>11%.....11%</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>16%</td>
</tr>
<tr>
<td>Presentation (2)</td>
<td>25% ....15% note: 1 presentation is group and not counted</td>
</tr>
<tr>
<td>Other (10)</td>
<td>10% .....7% note: only the APA assignments are counted</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%.....71%</strong></td>
</tr>
</tbody>
</table>

Summary of Assignments
- **Written Assignments**
  - Written assignments and Reflective Journals assess the student’s ability to apply knowledge to topics in nursing practice. APA format is required.
- **Discussion Boards** are designed as opportunities for the students to apply the week’s reading assignments to a relevant issue in nursing. Students are required to post to the discussion boards at least twice during the week, on different days.
- **Quizzes** will provide feedback to students on knowledge acquired from the tutorials.
- **Presentations** are individual and group presentations via discussion board using PowerPoint and VoiceThread/iMovie. Points are awarded based upon content delivered and peer evaluation provided (for group presentation also student interactions with others).
- **Other**
  - Integrity Pledge and Plagiarism Certificate remind students about academic integrity.
  - Bullying Self Check allows students to evaluate their attitudes about bullying and determine if their attitudes make them likely to be a bully in the workplace.
  - APA Assignments are weekly mini assignments to focus on APA Style® formatting.

Grading Policy

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>93 - 100</td>
</tr>
<tr>
<td>B</td>
<td>85 – 92%</td>
<td>85 - 92</td>
</tr>
<tr>
<td>C</td>
<td>77 – 84%</td>
<td>77 – 84</td>
</tr>
<tr>
<td>D</td>
<td>69 – 76%</td>
<td>69 – 76</td>
</tr>
</tbody>
</table>
Assignment of letter grades is in accordance with established criteria for the College of Nursing and Health Innovation Baccalaureate Nursing Program. A +/- grading scale is not used in upper division junior and senior course work. See Student Handbook for more details.

**Grading Procedure**

The course grade will be based on the assignments and compliance with deadlines and rubric guidelines. Assignments of letter grades is in accordance with established criteria for the College of Nursing and Health Innovation Professional Program. To pass this course, students must (1) complete assignments and obtain a minimum of 77% out of 100%; and (2) obtain a 77% or higher on key assignments, identified by an asterisk (*). Students will receive feedback via the gradebook or Turnitin as appropriate. It is reasonable to expect feedback within seven days of an assignment's final due date.

**Weekly Course Schedule**

For the requirements of the specific assignments, please see the items in LearningStudio.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>• Creasia &amp; Friberg Chapters 3</td>
<td>• Student Orientation</td>
</tr>
<tr>
<td></td>
<td>Social Forces Influencing</td>
<td>• APA Manual Chapters 3 &amp; 4</td>
<td>• Tutorial Quiz</td>
</tr>
<tr>
<td></td>
<td>Nursing I</td>
<td>• Student Orientation Tutorial</td>
<td>• Introductions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Library Tutorial</td>
<td>• Student Integrity Pledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Plagiarism Certificate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Bullying Self Check</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Library Tutorial Quiz</td>
</tr>
</tbody>
</table>
| Week 2 | Topics: Social Forces Influencing Nursing II | Readings/Activities:  
- Creasia & Friberg Chapters 2, 3, & 4  
- Read Introduction to Discussion Board  
- APA Manual Chapters 6, & 7  
- APA Resources Section  
- Additional readings & resources in LearningStudio | Assignments:  
- Discussion Board  
- APA Quiz  
- APA Assignment 1 |
|---|---|---|---|
| Week 3 | Topics: Nursing as a Profession: Quality & Patient Safety | Readings/Activities:  
- Creasia & Friberg Ch 20  
- APA Manual Ch. 6  
- Additional readings & resources in LearningStudio | Assignments:  
- Written Assignment: Quality & Safety*  
- APA Assignment 2 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| **Week 4** | Nursing as a Profession: Nursing Theories Related to Professional Practice; Cultural Diversity | • Creasia & Friberg Ch. 5, 8, & 14  
• APA Manual Ch. 6 & 7  
• Additional readings & resources in LearningStudio | • Presentation: Nursing Theory and Application*  
• Group Presentation: Cultural Advocacy  
• APA Assignment 3 |
| **Week 5** | Nursing as a Profession: Legal Issues | • Creasia & Friberg Ch.11  
• APA Manual Ch. 6 & 7  
• Additional readings & resources in LearningStudio | • Quiz  
• APA Assignment 4 |
| **Week 6** | Nurses as Professionals: Ethical & Bioethical Issues | • Creasia & Friberg Ch12  
• APA Manual Ch. 6 & 7  
• Additional readings & resources in LearningStudio | • Written Assignment: Ethics*  
• APA Assignment 5 |
| **Week 7** | Nurses as Professionals: EBP | • Readings & resources in LearningStudio | • Discussion Board: PICO(T)  
• APA Assignment 6 (optional) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Week</td>
<td>Reflection</td>
<td>Readings &amp; resources in LearningStudio</td>
<td>• Reflective Journal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Complete On-line Course Evaluation</td>
</tr>
</tbody>
</table>

**Communicating With the Faculty**

This course uses a policy for student to faculty communications. When questions arise during the course of this class, please remember to check three sources for an answer **before** emailing your faculty:

1. Course Syllabus
2. Announcements in LearningStudio
3. The Hallway Conversations discussion board

If you cannot find an answer to your question, please first post your question to the Hallway Conversations Discussion Board (DB). This DB can display your questions and the faculty answers for the benefit of all students.

This policy will help you in potentially identifying answers before we can get back to you and it also helps your faculty from answering similar questions or concerns multiple times. **Please note that faculty will respond to your emails within 24-48 hours on business days.**

**Online Course**

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

**Computer Requirements**

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following hardware and software packages:

1. A web browser ([Chrome](https://www.google.com/chrome), Internet Explorer, [Mozilla Firefox](https://www.mozilla.org) or Safari)
2. [Adobe Acrobat Reader](https://get.adobe.com/reader/) (free)
3. [Adobe Flash Player](https://get.adobe.com/flashplayer/) (free)
4. Microphone (build-in or in headset) and speaker
5. Microsoft Media Player (for Windows) or [VLC Media Player](https://www.videolan.org) (for Mac)
6. Microsoft Word and PowerPoint

You are responsible for having a reliable computer and internet connection throughout the course.

**Email and Internet**

ASU e-mail is an *[official means of communication](https://www.asu.edu/about/communication/email)* among ASU’s students, faculty, and staff. Students are expected to ensure that e-mail is accessed, read, and acted upon in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail on a regular basis. **All faculty correspondence will be sent to your ASU e-mail account.** Forwarded emails to and from your ASU to a personal account is not recommended as often times course related emails are “lost” in cyberspace. ASU faculty will not respond to any e-mail address other than ASU account addressed emails.

This course uses LearningStudio for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The LearningStudio Course Site can be accessed through MyASU at [http://my.asu.edu](http://my.asu.edu) or the LearningStudio home page at [http://ecollege.asu.edu](http://ecollege.asu.edu).
Campus Network or LearningStudio Outage
When access to LearningStudio is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm). To monitor the status of campus networks and services, please visit the System Health Portal.

Attendance/Participation
Preparation for class means reading the assigned content and reviewing all information required for that week. Students hold the responsibility for completing all class content. Class participation means knowledge of assignments and pertinent class contributions through course assignments and providing substantive postings on the discussion forums. If students do not participate in online class activities, they will not earn the full amount of points.

Studying and Preparation Time
The course requires you to spend time preparing and completing assignments. A three/four-credit course requires approximately 135/180 hours of hours of student work. Please expect to spend approximately 18/24 hours a week preparing for and actively participating in this course.

Late or Missed Assignments
Please notify the instructor BEFORE an assignment is due if an urgent situation arises and the assignment will not be turned in on time. Published assignment due dates (based on the Arizona time zone) are firm. Assignments, which are not submitted on time, will be subject to a 10% per day late penalty pending late submission approval from faculty. If you need an accommodation for religious practices or will miss an assignment due to University-sanctioned activities, please follow the appropriate University policies.

Rewrites
Due to the compressed schedule for this class, rewrites are not permitted.

Submitting Assignments
All assignments, unless otherwise announced by the faculty, MUST be submitted via LearningStudio. Each assignment will have a designated place to submit the assignment. Do not submit an assignment via email.

Drop and Add dates/withdrawals
This course is 7.5 weeks and may be a foundational part of an on-going sequenced program; therefore, there is limited opportunity to either drop or add the course. Please check with your advisor and notify your faculty if you need to add or drop this course.

If you need to drop the course after the drop/add date, you may receive a W. If you have extraordinary medical or personal difficulties that make it impossible to continue the class or complete assignments, you may request a medical/compassionate withdrawal. If you are unable to complete the course and you meet the appropriate standards, you may request a Grade of Incomplete.

Grade Appeals/Grievance Procedure
The University has a policy for Student Appeal Procedures on Grades. If you have a grievance that you believe has not been satisfactorily addressed by discussing the situation with the instructor, you may contact the department chair to seek a resolution.

**Student Conduct Statement and Professional Expectations**
ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments and interactions. Students are required to adhere to the behavior standards listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, ASU Student Academic Integrity Policy, and as outlined by the Office of Student Rights & Responsibilities.

Students are expected to adhere to the policies and guidelines in the College of Nursing and Health Innovation's Baccalaureate Program Student Handbook also found in LearningStudio under the Start Here menu tab.

**Students are entitled to receive instruction free from interference** by other members of the class. If a student is disruptive, a faculty may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.

Appropriate online behavior is defined by the faculty and includes keeping course discussion messages focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted by the instructor. Students may be notified privately that their posting was inappropriate. If necessary, a student may be withdrawn for disruptive behavior with a mark of W or E.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

**Academic Integrity**
ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Students are expected to adhere to the ASU Academic Integrity policy. Anyone in violation of this policy is subject to sanctions. Please refer to university policies regarding these matters and other courses of action that may be taken.

**Probation of Commercial Note Taking Services**
In accordance with ACD 304-06 Commercial Note Taking Services, the copyright protection of spoken words rests in common law. Copyright regarding notes or other written or recorded works is statutory.

**End of Course and Faculty Evaluations**
All students are expected to complete the End of Course Evaluation. The feedback provided by you and others in the class provides valuable information to the faculty and the college and will be used to improve student learning. Students will be notified when the online evaluation forms are available.

**Syllabus Disclaimer**
The syllabus is a statement of intent and serves as an implicit agreement between the faculty and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

**Accessibility Statement**
In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the Disability Resource Center (DRC). The DRC will make every effort to provide reasonable accommodations for qualified students with disabilities.

**Downtown Phoenix Campus and ASU Online**
[http://campus.asu.edu/downtown/DRC](http://campus.asu.edu/downtown/DRC)
University Center Building, Suite 160
602-496-4321 (Voice)
602-496-0378 (TTY)

**Technical Support**
This course uses LearningStudio to deliver content. It can be accessed through MyASU at [http://my.asu.edu](http://my.asu.edu) or the LearningStudio home page at [http://ecollege.asu.edu](http://ecollege.asu.edu).

To monitor the status of campus networks and services, visit the System Health Portal at [http://syshealth.asu.edu/](http://syshealth.asu.edu/).

To contact the help desk you have two options:
- chat/email: [http://247support.custhelp.com/](http://247support.custhelp.com/)
- call toll-free at 1-855-278-5080, option 5, then option 3

**Course Procedures**
This is an online course, you are asked to:
1. Read course announcements at the course website.
2. Read all course email messages. Promptly respond to emails from faculty and group members.
3. Complete any pre-class preparation assignments and readings.
4. Complete selected online discussion assignments early in the week and return to the discussion board throughout the week to view and respond to messages posted by faculty and other students.
5. Complete any other assignments as directed.

**Student Success**
This is an online course. To be successful:
- check the course daily
- read announcements
• read and respond to course email messages as needed
• complete assignments by the due dates specified
• communicate regularly with your instructor and peers
• create a study and/or assignment schedule to stay on track
NUR 391 Professional Nursing Theory
Detailed description of assignments.

C1 Highlighted in yellow in the syllabus

For C-1 and C-3 Highlighted in yellow in the syllabus
3 written assignments with feedback to students 38% of grade
2 discussion boards 11%
1 individual presentation with PowerPoint 15%
5 APA Assignments with feedback 7%
Total 71%

Written Assignments
Week 3 Written Assignment: Quality & Safety 15%
Purpose of Assignment: The purpose of this assignment is for students to understand the influence of national healthcare initiatives on patient safety and healthcare improvement and how these apply to their current practice. Despite several years focusing on ways to minimize mistakes in healthcare (and adverse patient outcomes), health organizations continue to struggle to create error-free healthcare delivery systems (Good, 2011, p. 411). Why???
Write a five (5)-page paper that describes:
1. why the selected national organization placed an emphasis on patient safety now,
2. the specifics of the selected patient safety initiative from that organization,
3. how nurses use this patient safety initiative to minimize or eliminate risk,
4. how communication strategies may be used to promote this patient safety initiative, and
5. an example of how your selected patient safety initiative may be used to address a specific nursing-related patient safety issue that you have observed in your practice or clinical experience.

Week 6 Written Assignment: Ethics 20%
Purpose of Assignment: The purpose of this assignment is for students to explain how ethical, bioethical and legal considerations impact professional nursing practice. After reading the required text and online resources, the student will synthesize and apply the information to how such factors guide their own professional nursing practice.
Write a four(4)-page paper that describes an ethical principle, a bioethical dilemma, a moral issue, and a federal or state statute that could apply to your selected case scenario.

Week 7.5 Reflective Journal 3%
Purpose of Assignment: The purpose of this assignment is for students to self-examine their learning experience and application of new knowledge in their nursing practice using a reflective journal. Now that you have completed your first group of classes (TWC361 and NUR391) in the RN-BSN program, chances are that you have some thoughts about your learning experience. Perhaps you have returned to school after a long break, or you have started the program after recently finishing your associate degree program. Perhaps you have juggled with the work-life balance issue, or perhaps you are wondering where this learning will take you. In this assignment, you will reflect on the time you spent in both courses (NUR391 and TWC361) and how your learning outcomes support your professional development and personal growth. You will discuss how you apply your new knowledge as a nurse in your practice environment, provide specific examples. Write your journal reflecting on the following:
How did my learning from the courses contribute to my professional development?
How did my learning from the courses enhance my personal growth?
Discuss how you apply your new acquired knowledge as a nurse in your practice environment. Please provide specific examples.
Describe why reflection is important to you as a professional nurse.

Discussion Boards

Week 2 Discussion Board: Impact of Socialization on Nursing Practice 6%
Purpose of Assignment: The purpose of this assignment is for the student to understand the forces influencing the socialization of nursing and how they impact one’s current nursing practice. The socialization of nursing is an interactive, dynamic and lifelong process where behaviors, roles and values work to develop a professional nursing identity (Creasia & Friberg, 2011). Multiple socialization models have been integral to nursing education and practice. The topic for your first post will be a description of how the socialization of nursing impacts your current practice. Part of your socialization in this nursing program is becoming an evidence based practitioner. You will use evidence to support your findings.
Initial DB Post (use a new paragraph for each topic):
• Discuss the reasons that made you choose nursing. Think about the way you envisioned the role of a nurse and how you were going to fill that role. Include personal (internal) and media (external) messages that influenced your decision.
• Select 2-3 characteristics of a profession (see Creasia & Friberg, 2011, p. 46) that you believe are most important to the role of a nurse and discuss ways you demonstrate these in your current practice. (*If you are not yet working as a nurse, discuss ways you anticipate you will demonstrate these characteristics when you begin to practice).
• Which of the socialization models (Kramer, Dalton or Benner) mentioned in Creasia & Friberg (2011, pp. 54-59) best represent how you were socialized into your role as a nurse? Briefly, describe why.
• How does the environment where you are currently working influence or shape your role? (*If you are not working as a nurse, discuss this based on your last work/clinical experience)
Later in the week, return to your discussion board group and respond to at least one other student.
• Describe how you demonstrate similar professional characteristics in your current nursing practice or
• How the socialization model described by your peer, socialized you differently.
Post your responses by Sunday. Feel free to expand the discussion with your group members beyond Sunday if you would like.

Week 7 Discussion Board: PICO(T) 5%
Purpose of Assignment: The purpose of this assignment is for students to develop a burning question about a clinical issue of interest. After reviewing the literature on factors affecting practice changes through the evidence-based practice (EBP) process and factors impacting the adoption of EBP, the student will create a searchable and answerable question using the PICO(T) format.
• Discuss your topic/issue and your rationale for selecting this clinical issue. In your rationale consider what factors influenced your selection (i.e. complexity, relative advantages, compatibility with values of your organization, etc.).
• Also, discuss why the topic/issue is significant to nursing, patient safety, and patient outcomes. Consider the questions: a) is there a safety or risk concern; b) are there unsatisfactory patient outcomes; c) are there wide variations in practice; d) are there financial concerns; e) is the clinical concern a time waster; f) is quality of care a concern?
• In the same post, formulate a searchable, answerable question in PICO(T) format using:
P - define your patient population of interest
I - intervention or interest area
C - comparison intervention or status (optional)
O - outcome of interest
T - time (optional)

Presentation
Week 4 Individual Presentation: Nurse Theorist 15%
Purpose of Assignment: The purpose of this assignment is for students to recognize and demonstrate an understanding of nursing theories and frameworks as a foundation for nursing practice. As the body of nursing knowledge expands, theories and frameworks provide direction and guidance for structuring professional nursing practice.
Develop a PowerPoint presentation discussing the following issues/questions:
• Which nursing theory/nurse theorist is the best fit for your current practice?
• What was it about that theorist that made you select him or her?
• How would a nurse who adopts this theory act (i.e. what behaviors or actions would you observe)?
• Describe a recent patient experience that you would handle differently now that you are familiar with the theory OR describe a clinical situation and how you might apply some of your nursing theory/nurse theorist to your work e.g., this clinical situation.
• Is the application to nursing practice (discussed above) similar to what has been cited in the literature (i.e. refer to your professional article you found in your library search)? Describe the similarity or difference.
• Limit your presentation to max. 6 slides, including your title slide and APA Style formatted reference list.
• Use bullets to present your key points and use your narrative to explain them.
Narrate your presentation (4-6 minutes) using
Each student will evaluate two presentations of their group members (choose a presentation that has not yet been reviewed or only has one review) using a professional constructive tone and instructional intent. In the review include strengths and areas of improvement for the presentation content and design.
Provide feedback by Friday, Week 5, 23:59.

Other
Week 2 APA Assignment 1 1%
Purpose of Assignment: The purpose of this assignment is to demonstrate mastery constructing an accurate title page according to APA Style.
Develop a title page using a title of your choice

Week 3 APA Assignment 2 1.5%
Purpose of Assignment: The purpose of this assignment is to demonstrate mastery for paraphrasing material and citing references in text according to APA Style®.
• Develop a title page using the title of the article
• Paraphrase the highlighted content with correct citation.

Week 4 APA Assignment 3 1.5%
Purpose of Assignment: The purpose of this assignment is to demonstrate mastery of paraphrasing, citing references in text, and developing a reference page according to APA Style®.
• Develop a title page using a title of your choice.
Course Description: This course analyzes the multiple dimensions of contemporary professional nursing. (This course fulfills the upper division literacy and critical inquiry general studies requirement).

Course Overview: A theoretical basis for nursing practice is presented through professional socialization, and analysis of selected nursing theories and contemporary health care issues. Emphasis of the course is on clear and appropriate oral and written communication consistent with American Psychological Association (APA) format.

Learning Outcomes: At the completion of this course, students will be able to:

Critical Thinker
1. Appraise the impact of professional socialization on the practice of nursing.
2. Analyze selected nursing theories related to professional nursing practice.
3. Apply legal issues to nursing and health care.
4. Evaluate ethical and bioethical issues for their relevance to nursing and health care.
5. Apply national and global health care initiatives for patient safety.

Evidence-Based Practitioner
6. Explain key elements of evidence-based practice.

Innovative Professional
7. Appraise cultural practices that influence individual beliefs, values and nursing practice.

Weekly unit outcomes align with the course learning outcomes. Assignments measure how well students achieve the learning outcomes. Unit outcomes are below.

Week 1 Unit Learning Outcomes
- Demonstrate knowledge related to the learning management system.
- Evaluate the current status of nursing as a profession.
- Discuss the factors that influence the socialization of nursing.
- Examine the impact of lateral violence on the profession.
• Evaluate personal attitudes toward bullying behavior.
• Demonstrate an understanding of academic integrity and plagiarism.
• Describe APA Style® basics principles of writing clearly and precisely, and of communicating meaning.
• Explore the ASU library tutorials for searching databases.

Week 2 Unit Learning Outcomes
• Explore personal and professional values.
• Evaluate factors that influence the socialization of nursing.
• Describe the relationship between professional socialization and participation in professional nursing.
• Discuss the nursing role identity dyads.
• Discuss the impact of the multiple roles experienced by the professional nurse.
• Demonstrate knowledge of APA Style® format for developing a title page.

Week 3 Unit Learning Outcomes
• Describe the RN's central role in patient safety.
• Illustrate the regulatory requirements specific to patient safety.
• Discuss national and global patient safety initiatives and how they influence your practice/work environment.
• Discuss "Just Culture" with respect to patient safety.
• Demonstrate knowledge of APA Style® format for paraphrasing material and citing references in text.

Week 4 Unit Learning Outcomes
• Discuss the history of nursing theory and development.
• Compare the main perspectives of selected nursing theories.
• Relate nursing theory to professional nursing practice.
• Develop a narrated presentation evaluating a specific nursing theory for its relevance to solving a practice issue.
• Discuss the impact of attitudes and values on the provision of nursing care.
• Discuss strategies to become culturally competent.
• Collaborate with classmates to develop a power point relating to a cultural issue and cultural advocacy.
• Demonstrate knowledge of APA Style® format for paraphrasing material, citing references in text, and developing a reference page.

Week 5 Unit Learning Outcomes
• Describe the constitutional and administrative law principles foundational to nursing practice.
• Differentiate torts of relevance to nursing practice.
• Discuss federal and state statutes related to health care and nursing practice.
• Discuss strategies the nurse can use to reduce legal exposure.
• Reflect on course assignments and course content in writing an e-Portfolio journal entry.
• Demonstrate knowledge of APA Style® format for paraphrasing material, citing references in text, and developing a reference page.

Week 6 Unit Learning Outcomes
• Describe the foundations for ethical nursing practice.
• Identify the ethical content of everyday practice situations.
• Analyze difficult practice and health care problems using a moral reasoning framework.
• Delineate the scope of nursing’s responsibilities for ethical care environments.
• Discuss bioethical issues related to nursing and health care.

Week 7 Unit Learning Outcomes
• Discuss evidence-based practice in nursing.
• Write a PICOT question.

Reflection Week Unit Learning Outcome
• Reflect on learning gained during the course and the value of reflection to nursing practice

C-3 Highlighted in yellow in the syllabus
Refer to assignments in C1.

C 4 Highlighted in green in the syllabus

In the 7.5 week courses it is important for faculty to grade and return assignments quickly so students have the opportunity to learn from faculty feedback. Faculty adhere to the Grading Procedure in the syllabus that states "It is reasonable to expect feedback within seven days of an assignment’s final due date". The lead faculty in each course monitor timely feedback by the co-teachers. The due dates for feedback to students are in the following table:

Weekly Assignments for Spring A 2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Due Date</th>
<th>Feedback to Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>• Introductions</td>
<td>• Wed 1/15</td>
<td>No later than January 26 for all students this week</td>
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<tr>
<td></td>
<td>• Student Orientation Tutorial Quiz</td>
<td>• Sun 1/19</td>
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<td></td>
<td>• Student Integrity Pledge</td>
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<td></td>
<td>• Plagiarism Certificate</td>
<td>• Sun 1/19</td>
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<td>• Bullying Self Check</td>
<td>• Sun 1/19</td>
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<td></td>
<td>• Library Tutorials &amp; Quiz</td>
<td>• Sun 1/19</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>• DB: Impact of Socialization on Nursing Practice</td>
<td>• Wed 1/22 initial post and Sun 1/26 final post</td>
<td>No later than February 2</td>
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<tr>
<td></td>
<td>• APA Style Format Tutorial &amp; Quiz</td>
<td>• Sun 1/26</td>
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<td>APA Assignment 1</td>
<td>• Wed 1/22</td>
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<td>Week 3</td>
<td>• Written</td>
<td>• Sun 2/2</td>
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<td>Date Range</td>
<td>Assignment</td>
<td>Submission Date</td>
<td>Due Date</td>
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<tr>
<td>1/27-2/2</td>
<td>Quality &amp; Safety</td>
<td>Wed 1/29</td>
<td>February 9</td>
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<tr>
<td>Week 4 2/3-2/9</td>
<td>Individual PPT: Nurse Theorist</td>
<td>Wed 2/12 PPT and Fri 2/14</td>
<td>No later than February 21</td>
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<td>Group PPT: Cultural Advocacy</td>
<td>Fri 2/7 PPT and Sun 2/9</td>
<td>No later than February 16</td>
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<td>Wed 2/5</td>
<td>No later than February 12</td>
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<tr>
<td>Week 5 2/10-2/16</td>
<td>Quiz</td>
<td>Sun 2/16</td>
<td>No later than February 23</td>
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<td>Wed 2/12</td>
<td>No later than February 19</td>
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<tr>
<td>Week 6 2/17-2/23</td>
<td>Written Assignment: Ethics</td>
<td>Sun 2/23</td>
<td>No later than March 2</td>
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<td>Wed 2/19</td>
<td>No later than February 26</td>
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<td>Week 7 2/24-3/2</td>
<td>DB: PICO(T)</td>
<td>Sun 3/2</td>
<td>No later than March 9</td>
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<td>Wed 2/26</td>
<td>No later than March 5</td>
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<tr>
<td>Reflection Week 3/3-3/4</td>
<td>Reflective Journal</td>
<td>Tue 3/4</td>
<td>Grades due March 7</td>
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