ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9-7-09

1. ACADEMIC UNIT: College of Nursing and Health Innovation

2. COURSE PROPOSED: NUR 330 Professional Attributes

   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Lynda Root Phone: 496-0810

   Mail Code: E-Mail: Lynda.root@cox.net

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. 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. (Please submit one designation per proposal)

<table>
<thead>
<tr>
<th>Core Areas</th>
<th>Awareness Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy and Critical Inquiry–L</td>
<td>Global Awareness–G</td>
</tr>
<tr>
<td>Mathematical Studies–MA CS</td>
<td>Historical Awareness–H</td>
</tr>
<tr>
<td>Humanities, Fine Arts and Design–HU</td>
<td>Cultural Diversity in the United States–C</td>
</tr>
<tr>
<td>Social and Behavioral Sciences–SB</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences–SQ SG</td>
<td></td>
</tr>
</tbody>
</table>

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   CROSS-LISTED COURSES: No Yes; Please identify courses: ____________

   Is this a multisection course?: No Yes; Is it governed by a common syllabus? ________

Chair/Director (Print or Type) ______________________  (Signature) ______________________

Date: ______________________

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [HU] CRITERIA**

HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a **CENTRAL AND SUBSTANTIAL PORTION** of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td>Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<tr>
<td>4.</td>
<td></td>
<td>In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
<td></td>
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<tr>
<td>a.</td>
<td></td>
<td>Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td></td>
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<tr>
<td>b.</td>
<td></td>
<td>Concerns aesthetic systems and values, literary and visual arts.</td>
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<td></td>
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<tr>
<td>c.</td>
<td></td>
<td>Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
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<td></td>
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<tr>
<td>d.</td>
<td></td>
<td>Deepen awareness of the analysis of literature and the development of literary traditions.</td>
</tr>
</tbody>
</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.
- Courses devoted **primarily** to developing skill in the use of a language – **However**, language courses that **emphasize cultural study and the study of literature can be allowed.**
- Courses which emphasize the acquisition of quantitative or experimental methods.
- Courses devoted **primarily** to teaching skills.
<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>1. Emphasizes the study of values of the development of philosophies, religions, ethics or belief systems, and or aesthetic experience.</td>
<td>EMPHASIZES THE STUDY OF VALUES OF THE DEVELOPMENT OF ETHICS &amp; BELIEF SYSTEMS: Examine the culture and values of professional nursing.</td>
<td>Topical outline in syllabus (p. 4): #3. Application of Values in Professional Nursing. AACN’s essential values including: altruism, autonomy, human dignity, integrity, social justice. Watson’s Philosophy and Science of Caring Behaviors Professional Nursing Practice Professionalism Professional/leadershipbehaviors ANA Standards of Practice ASU CONHI Academic and Professional Integrity Policy ANA Code of Ethics Course Development Map: Learning Modules-1,4,10,11 Assignment overview (p.7): Student will complete a professional behavior plan. Assignment overview (p.7): Student will attend 2 professional nursing association meetings. Topical outline in syllabus (p.5): #9. Terminology Concept Proposition Theory Assumption</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>Conceptual Model</td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>Metaparadigm of nursing</td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>Environment</td>
<td></td>
</tr>
<tr>
<td>Systems theory elements</td>
<td>Select Nursing Theories</td>
<td></td>
</tr>
<tr>
<td>Orem</td>
<td>Rogers</td>
<td></td>
</tr>
<tr>
<td>Roy</td>
<td>Peplau</td>
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</tr>
<tr>
<td>Nightingale</td>
<td>Leininger</td>
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<tr>
<td>Henderson</td>
<td>College of Nursing</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Development Map- Modules- 5, 6,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment overview (p.7):</td>
<td>Student will complete a Nursing Theory project, and present to the class in a power point presentation</td>
<td></td>
</tr>
</tbody>
</table>

4. a. Concerns the development of human thought, including an emphasis on the analysis of philosophical and/or religious systems of thought.

<table>
<thead>
<tr>
<th>ANALYSIS OF A PHILOSOPHICAL SYSTEM OF THOUGHT: Examine patterns of knowing as they relate to development of holistic nursing practice.</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>AESTHETIC EXPERIENCE;</th>
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<table>
<thead>
<tr>
<th>Topical outline in syllabus (p.5):</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8. Patterns of Knowing Empirics Aesthetics Ethics Personal Sociopolitical dimensions Assignment Overview (p.7) Aesthetic Project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topical outline in syllabus(p.4):</th>
</tr>
</thead>
</table>
| ANALYSIS OF A PHILOSOPHICAL SYSTEM OF THOUGHT: | #7. Critical Thinking  
Major Thinking Processes in Professional Nursing  
Critical Thinking Process  
Components Contrasted to Nursing Process, Problem Solving, and Decision Making  
Concept Map as a Critical Thinking Process  
Change Process  
Course Development Map: Modules-,3,4,7, 9. |
|------------------------------------------------|------------------------------------------------------------------------------|
| EMPHASIZES THE STUDY OF VALUES OF THE DEVELOPMENT OF BELIEF SYSTEMS:  
Discuss the process of critical thinking for evidence based nursing practice and clinical judgment. | |
ARIZONA STATE UNIVERSITY
COLLEGE OF NURSING & HEALTH INNOVATION

NUR 330

PROFESSIONAL NURSE ATTRIBUTES

Course Syllabus

Lynda Root MS, R.N. PMHCNS-BC
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<td>Topic Outline</td>
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<td>Methods of Evaluation</td>
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ARIZONA STATE UNIVERSITY

College of Nursing & Health Innovation

**COURSE NUMBER:** NUR 330

**COURSE TITLE:** Professional Nurse Attributes

**CREDITS:** 3 Credit Hours

**PRE REQUISITES:** Enrollment in Professional Nursing Program

**PLACEMENT IN CURRICULUM:** Junior I

**GENERAL STUDIES:** Meets ASU General Studies requirement for Humanities (HU)

**FACULTY:** Lynda Root MS, R.N. PMHCNS-BC

**CATALOG DESCRIPTION:** A beginning exploration of professional nursing roles and responsibilities

**COURSE OVERVIEW:** Students will develop a beginning understanding of professional nursing. Nursing history is examined in the context of present and future directions of nursing. A major focus of the course is on exploring the roles and processes that support the practice of professional nursing.

**LEARNING OUTCOMES:**

**CRITICAL THINKER**
1. Examine selected nursing frameworks as a guide to nursing practice.
2. Examine the Patterns of Knowing as they relate to development of holistic nursing practice.
3. Discuss the process of critical thinking for evidence-based nursing practice and clinical judgment

**EVIDENCE-BASED PRACTITIONER**
1. Explore the role of Informatics in professional nursing
2. Explore the evidence-based practice approach to professional nursing practice

**INNOVATIVE PROFESSIONAL**
1. Examine the phenomena of caring and other essential elements of the culture of professional nursing.
2. Identify personal and professional values, behaviors and leadership characteristics appropriate for professional nursing practice.
3. Discuss ethical and legal issues in nursing practice.
4. Explore strategies for success as a nursing student
5. Demonstrate the integration of professional responsibility, accountability, ethics, respect, caring and professionalism in all class encounters; and exhibit behaviors consistent with the professional Code of Conduct and Integrity Policy
TOPICAL OUTLINE:

1. **Evolution of Nursing**
   - Professional challenges

2. **Strategies for Student Success**
   - Time Management /Study Habits
   - Test Taking
   - Introduction to CONHI standards for professional writing
   - APA Style
   - Searching scholarly data bases

3. **Application of Values in Professional Nursing**
   - Strategies for success as a nursing student (time management, study habits, etc)
   - AACN's essential values (altruism, autonomy, human dignity, integrity, social justice)
   - Caring
     - Definition
     - Professional boundary
     - Watson's Philosophy and Science of Caring
     - Behaviors
   - Professional Nursing Practice
     - Professionalism
     - Professional/leadership behaviors
     - Standards of Practice
     - ASU CONHI Academic and Professional Integrity Policy
     - ANA Code of Ethics

4. **Culture of Nursing**
   - Culture of Professional Nursing Practice
   - Nursing student’s role in fiscal responsibility
   - Professional Nursing Organizations
   - Mission, Benefits, and Programs
     - Types
     - ANA
     - AzNA
     - ICN
     - NLN
     - NSNA
     - STTI
     - AACN

5. **Group Communication**
   - Communication styles
   - Group member task roles
   - Group communication
   - Conflict resolution

6. **Introduction to Evidence-Based Practice**
   - EBP approach to practice
   - Writing a PICOT question
   - Searching data bases

7. **Critical Thinking**
   - Major Thinking Processes in Professional Nursing
   - Critical Thinking Process
   - Components Contrasted to Nursing Process, Problem Solving, and Decision Making
   - Concept Map as a Critical Thinking Process
   - Change Process

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
8. **Patterns of Knowing**
   Empirics
   Aesthetics
   Ethics
   Personal
   Sociopolitical

9. **Nursing Philosophy and Theory**
   Terminology
   - Concept
   - Proposition
   - Theory
   - Assumption
   - Conceptual Framework
   - Conceptual Model
   - Philosophy
   Metaparadigm of nursing
   - Man
   - Health
   - Nursing
   - Environment
   Systems theory elements
   Select Nursing Theories
   - Orem
   - Rogers
   - Roy
   - Peplau
   - Nightingale
   - Leininger
   - Henderson
   College of Nursing
   - Philosophy
   - Conceptual Framework
   Application to Nursing Practice
   - Purpose
   - Significance
   Quadrangle of nursing research: utilization, dissemination, participation and generalization

10. **Informatics**
    Definition
    Relevance to nursing practice
    Communicating about patient safety
    Safety
    Quality Improvement

11. **Application of Legal and Ethical Principles**
    Elements for Claim of Negligence or Malpractice
    Federal Statutes (EMTALA, ADA, PSDA, HIPPA)
    Nurse Practice Acts Common Elements
    Reporting of Specific Health Problems and Abuse
    Legal and ethical Accountability of Nursing Students
    ANA Code of Ethics versus Nurse Practice Act

**METHODS OF INSTRUCTION:**
Student presentations, in-class discussion, cooperative learning, Internet, multimedia, lecture
REQUIRED RESOURCES:


METHOD OF EVALUATION:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percent of Grade (weighted)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Behaviors Plan 25 points</td>
<td>15%</td>
</tr>
<tr>
<td>2. Nursing Theory Assignment 25 points</td>
<td>20%</td>
</tr>
<tr>
<td>3. Professional Meeting 1 5 points</td>
<td>2.5%</td>
</tr>
<tr>
<td>4. Professional Meeting 2 5 points</td>
<td>2.5%</td>
</tr>
<tr>
<td>5. Aesthetic Project 40 points</td>
<td>25%</td>
</tr>
<tr>
<td>6. Test 50 points</td>
<td>15%</td>
</tr>
<tr>
<td>7. Participation</td>
<td></td>
</tr>
<tr>
<td>➢ Who Are We Survey 5 points</td>
<td>5%</td>
</tr>
<tr>
<td>➢ Self and Peer Evaluation 18 points</td>
<td>5%</td>
</tr>
<tr>
<td>➢ Philosophy of Nursing 5 points</td>
<td>5%</td>
</tr>
<tr>
<td>➢ Patterns of Knowing 5 points</td>
<td>5%</td>
</tr>
</tbody>
</table>

Course Grade Scale:

93-100 = A  85-92 = B  77-84 = C  69-76 = D  0-68 = E

GRADES

Grades will be posted on BB grade book. No grades will be given over the phone. Assignment of letter grades is in accordance with established grading criteria for the College of Nursing Professional Program. A minimum of 77% is required to successfully pass NUR 330. All course requirements must be completed before a grade can be assigned.

ASSIGNMENT OVERVIEW:

 الاجتماعي  Who Are We Survey (non graded assignment)
Students will complete the on-line survey "Who Are We" for discussion in class. Results of the class survey will be posted on the BB announcement page. Let's see how we compare to the demographics of nurses in the U.S.!
Nursing Theory Assignment (group assignment)
Students will get into groups of 5 and will randomly be assigned a nursing theorist/theory to design a healthcare environment (nursing home, hospital, specific nursing unit, agency etc) based upon the concepts/beliefs of the nursing theory. Class presentation.

Self and Peer Evaluation
Student will complete evaluation rubric for “Nursing Theory” group members and self. Rubric will evaluate participation, reliability, and intellectual contribution.

Professional Nursing Meetings
Student will attend 2 ASU SNA meetings to become aware of strategies/organizations to support personal values and behaviors consistent with the culture of professional nursing. Students will sign in on the attendance sheet at the meetings, and complete and submit “professional organization” questions after the first meeting.

Professional Behaviors Plan
Student will write formulate a personal philosophy of Nursing. The purpose of this assignment is to express your beliefs about client, health, environment and nursing. In addition, the Professional Behaviors Plan (PBP) is meant to highlight some of the areas in nursing practice in which BSN prepared nurses need to consistently contemplate, practice, and evaluate performance.

Aesthetic Project
Each student will create an original artistic expression that represents "an initial nursing perspective/experience”. The perspective/experience should address “nursing practice”. This can be any artistic form, such as poetry, fiction, music, photography, sculpture, etc.

ASSIGNMENT/ EXAM POLICIES:
1. All required written assignments must be typed and submitted with Title page. Title page, citations and reference page must be in accordance with APA. Faculty name and course name are not required on title page.
2. Scheduled assignments (see calendar) are to be submitted at the scheduled start time of the class on which the assignment is due. Scheduled assignments are to be submitted in hard copy unless a documented emergency prevents you from attending class; then the assignment can be digitally dropped or faxed.
3. Each assignment score is carried out to the hundredths place. Final score is rounded up if 0.50 or greater. (ex 76.50 is rounded to 77; 76.49 is not rounded)
4. Students must be present for in-class assignments to receive credit.
5. One percent will be deducted for a late assignment and each day thereafter.
6. If there are concerns/questions regarding graded assignments, an appointment with the course coordinator can be made within 10 days of the posted grade.
7. Students are expected to take exams as scheduled. If unforeseen circumstances arise that
prevent the student from taking the exam; the student must contact the instructor prior to the exam, to make necessary arrangements. If the student does not contact the instructor and misses an exam, the student will receive a ‘zero’ for that exam.

8. All exams (test booklet and answer sheets) must be returned to the instructor after the student takes the exam and reviews the exam. If an exam is not returned prior to the student leaving the classroom, the student will receive a ‘zero’ for that missing exam.

CLASS ATTENDANCE/CLASS PARTICIPATION

- Class attendance and participation is expected. If you are unable to attend class, you are responsible to obtain class materials related to the class missed.
- Travel arrangements for breaks/holidays should be made with the course calendar in mind.

CLASS EXPECTATIONS:

The following expectations reflect our responsibilities and accountabilities as members of the ASU College of Nursing community:

As a student I will:

- Be on time to class and return promptly following any breaks.
- Come to class prepared: This means bringing writing materials, my syllabus, and text/readings. I will review the class objectives, the readings, and any other required materials/activities prior to class and be prepared to discuss, question and apply them during class.
- Be an active participant in all classroom activities: questions, group discussion and projects, simulations and games.
- Identify my own learning needs, communicate these appropriately, initiate clarification and be self motivated and directed.
- Take tests and turn in assignments on the assigned dates.
- Conduct myself in accordance with the University Student Code of Conduct and the College of Academic and Professional Integrity Policy while in this class. I understand that non-respectful or disruptive behaviors are not acceptable and will be dealt with according to University/College Policy.
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that lectures, lecture notes, handouts, and any other verbal or written materials made available for this class are copyrighted; and they may not be recorded, copied, marketed or sold without consent of the professor.

As Faculty I will:

- Be on time to class and return promptly, following any breaks.
- Come to class prepared, use a variety of teaching strategies and invite questions and discussions.
- Recognize active participation in classroom activities: questions, group discussion and projects, simulations and games.
- Welcome identification of individual student learning needs, and their appropriate communication and clarification.
- Communicate expected times and/or dates that tests and assignments will be returned.
- Conduct myself in accordance with the University Student Code of Conduct and the College of Academic and Professional Integrity Policy and address any non-respectful or disruptive behaviors that may occur in class.
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that students’ work is their own and will not be recorded, copied, marketed or sold without their consent.
# Course Development Map

**Course # and Name:** NUR 330: Foundations of professional nursing roles and responsibilities  
**Team Members:** Lynda Root & Rebecca Wilson

## 1. Course Outcomes

<table>
<thead>
<tr>
<th>Attribute: Critical Thinker</th>
<th>Related PCOs</th>
<th>AACN Essentials</th>
<th>NCLEX Items</th>
<th>Modules</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1:</strong> Examine selected nursing frameworks as a guide to nursing practice.</td>
<td>29,96</td>
<td>4</td>
<td></td>
<td></td>
<td>Values the culture of nursing</td>
</tr>
<tr>
<td><strong>Outcome 2:</strong> Examine patterns of knowing as they relate to development of holistic nursing practice.</td>
<td>21,60,97, 105</td>
<td>5</td>
<td></td>
<td></td>
<td>Holism, self-awareness, social justice, therapeutic communication</td>
</tr>
<tr>
<td><strong>Outcome 3:</strong> Discuss the process of critical thinking for evidence based nursing practice and clinical judgment.</td>
<td>29</td>
<td>6</td>
<td></td>
<td></td>
<td>Clinical judgment, lifelong learning,</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attribute: Evidence-Based Practitioner</th>
<th>Related PCOs</th>
<th>AACN Essentials</th>
<th>NCLEX Items</th>
<th>Modules</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1:</strong> Explore the role of informatics in professional nursing.</td>
<td>6,7,32</td>
<td></td>
<td>10</td>
<td></td>
<td>Clinical decision making, lifelong learning, communication, safety, quality improvement</td>
</tr>
<tr>
<td><strong>Outcome 2:</strong> Explore the evidence-based approach to professional nursing practice</td>
<td>29,32</td>
<td></td>
<td>7</td>
<td></td>
<td>Critical thinking, lifelong learning, innovation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attribute: Innovative Professional</th>
<th>Related PCOs</th>
<th>AACN Essentials</th>
<th>NCLEX Items</th>
<th>Modules</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome 1:</strong> Examine the phenomena Of caring and other essential elements of the culture of professional nursing</td>
<td>21,97,105</td>
<td></td>
<td>3</td>
<td></td>
<td>Altruism, compassion, self-awareness, advocacy, human dignity</td>
</tr>
<tr>
<td><strong>Outcome 2:</strong> Identify personal and professional values, behaviors, and leadership characteristics appropriate for professional nursing practice</td>
<td>12,94,95,97, 105</td>
<td>1,3</td>
<td></td>
<td></td>
<td>Accountability, respect, Integrity, self-regulation, responsibility, assertiveness</td>
</tr>
<tr>
<td><strong>Outcome 3:</strong> Discuss legal and ethical issues in nursing practice.</td>
<td>9,48,58,59, 60,61,101</td>
<td>83, 41, 42</td>
<td>3,8</td>
<td></td>
<td>Social justice, advocacy, respect</td>
</tr>
<tr>
<td><strong>Outcome 4:</strong> Explore strategies for success as a nursing student.</td>
<td>29,97</td>
<td></td>
<td>2</td>
<td></td>
<td>Self awareness, courage, commitment, values the culture of nursing</td>
</tr>
<tr>
<td><strong>Outcome 5:</strong> Demonstrate the integration of professional responsibility, accountability, ethics, respect, caring and professionalism in all class encounters; and exhibit behaviors consistent with the professional Code of Conduct and Integrity Policy.</td>
<td>21,97,101, 105</td>
<td></td>
<td>2,3</td>
<td></td>
<td>Values culture of nursing, self-regulation, self-awareness, accountability, respect</td>
</tr>
</tbody>
</table>

## 2. Assignments in this course (List below)

<table>
<thead>
<tr>
<th>Percent of Course Grade</th>
<th>Assignment builds on one from prior course</th>
<th>Assignment goes forward to another semester</th>
</tr>
</thead>
</table>

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
### 1. Course Outcomes

<table>
<thead>
<tr>
<th>Attribute: Critical Thinker</th>
<th>Related PCOs</th>
<th>AACN Essentials</th>
<th>NCLEX Items</th>
<th>Modules</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Behaviors Plan &amp; Philosophy</td>
<td>15%</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resume</td>
<td>0%</td>
<td></td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing Theory Presentation</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attend 2 SNA Meeting/write up</td>
<td>5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aesthetic Project</td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Modules in this course

<table>
<thead>
<tr>
<th>Module 1: History of Nursing</th>
<th>Evolution of Nursing as a profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2: Strategies for Student Success</td>
<td>Successful writer(APA), Study skills, test taking skills</td>
</tr>
<tr>
<td>Module 3: Group Communication</td>
<td>Effective communication techniques for successful collaborative team work</td>
</tr>
<tr>
<td>Module 4: Values and Professional Nursing</td>
<td>Culture and values of professional nursing</td>
</tr>
<tr>
<td>Module 5: Nursing Theory</td>
<td>Terminology and Theorists, Metaparadigm Philosophy of nursing</td>
</tr>
<tr>
<td>Module 6: Evidence Based Practice</td>
<td>Picot question, Literature search</td>
</tr>
<tr>
<td>Module 7: Critical Thinking</td>
<td>Critical thinking for evidence based nursing practice and clinical judgment. Concept map as critical thinking.</td>
</tr>
<tr>
<td>Module 8: Patterns of Knowing</td>
<td>As related to holistic nursing practice, as evidence in critical thinking.</td>
</tr>
<tr>
<td>Module 9: Nursing Informatics</td>
<td>Definition and scope of informatics in nursing, searching library databases.</td>
</tr>
<tr>
<td>Module 10: Legal Aspects of Nursing</td>
<td>Legal &amp; ethical issues in nursing practice, NP acts, review related Federal statutes</td>
</tr>
<tr>
<td>Module 11: Professional Development</td>
<td>Resume Development, Professional Behaviors plan</td>
</tr>
</tbody>
</table>
Conceptual Foundations

The Bridge to Professional Nursing Practice

Joan L. Creasia, PhD, RN
Professor and Dean
College of Nursing
University of Tennessee
Knoxville, Tennessee

Barbara J. Parker, PhD, RN, FAAN
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School of Nursing
University of Virginia
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