NURS 3300, 10035, Professional Role Transition
Spring 2021
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a 100% online course and uses the [A&M Central Texas Canvas Learning Management System(opens in a new page)](#)
https://tamuct.instructure.com
Course dates: January 19, 2021-May 14, 2021
Mandatory virtual (live) course and program orientation: see course calendar for dates/times

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Amy Mersiovsky, DNP, RN, PED-BC
Office: Heritage Hall, Room 302A
Phone: 254-519-5487
Email: Canvas inbox is the preferred method for communication for course-related communications. Secondary email: a.mersiovsky@tamuct.edu

Office Hours:

Please contact the professor for a virtual or phone appointment at least 24 hours in advance. After business hour appointments may be arranged due to student need.

Student-instructor interaction

Messages within Canvas are checked daily. Emails to secondary email are checked Monday through Friday during business hours. Students may expect a response within 24 to 48 hours. It is expected that all Canvas message communication from faculty receive a response within 48 hours.

The Canvas announcements page is used to send information that pertains to all students. It is strongly suggested that you adjust your Canvas settings to receive announcements in your email account or check announcements frequently.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT

email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

 To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others.   Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

  o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

NURS 3300. Professional Role Transitions. 3 Credit Hours.
(WI) Nursing is defined, especially as it relates to promotion and restoration of health. Roles of the nurse are explored, Professional nursing is examined from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice. Students will examine personal, professional and cultural values as influences upon nursing practice. The process of critical thinking and the use of nursing informatics is examined from multiple perspectives. Prerequisite(s): ENGL 1302 or 2311 and admission into the nursing program.

Course Objective or Goal

1. Create a written philosophy of personal nursing practice through scholarly writing.
2. Apply critical thinking skills to learn the art and science of critical appraisal of potential evidence for nursing practice discovered in web sources and/or library electronic databases.
3. Recognize best practices in scholarship to translate evidence into nursing philosophy and practice.
4. Utilize information technology tools to access, retrieve, organize and critically appraise relevant data
5. Explore the concepts of nursing informatics as they interface with professional practice.
6. Incorporate information technology into professional nursing practice.
7. Apply theories related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to evidence-based nursing practice.
8. Relate nursing informatics competencies to quality, safety and cost in health delivery systems.

9. Analyze the Core Competencies of Interprofessional Collaboration as they relate to nursing practice.
10. Critically appraise personal philosophies of nursing and career goals
11. Explore nursing theories and concepts as applied to evidence-based nursing practice

Student Learning Outcomes
1. Integrate knowledge and skills in the provision of patient-centered care from liberal education base

2. Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
3. Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
4. Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes
5. Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
6. Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Competency Goals Statements (certification or standards)

This course aligns with the following competencies of the American Association of Colleges of Nursing **Competency Goals Statements from The Essentials of Baccalaureate Education for Professional Nursing Practice** (2008):

1. Essential I: Liberal Education
2. Essential II: Organizational and Systems Leadership for Quality Care and Patient Safety.
3. Essential III: Scholarship for Evidence-Based Practice.
4. Essential IV: Information Management and Application of Patient Care Technology
5. Essential V: Healthcare Policy, Finance and Regulatory Environment
6. Essential VI: Interprofessional Communications and Collaboration for Improving Patient Health Outcomes
7. Essential VIII: Professionalism and Professional Values
8. Essential IX: Baccalaureate Generalist Nursing Practice

Differentiated Essential Competency Statements from The Texas

Board of Nursing
    I.   Member of the profession
        a. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

    II.   Member of the Healthcare Team
        a. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients, families, populations, and communities.
        b. Communicate and manage information using technology to support decision-making to improve patient care and delivery systems.

Required Reading and Textbook(s)

Friberg, E.E. (2019). *Conceptual foundations: The bridge to professional nursing practice (7th ed.). St. Louis, MO:* Elsevier: **ISBN:** 9780323551311

Sewell, J. (2018). *Informatics and nursing: Opportunities and challenges* (6th ed.). Philadelphia, PA: Wolters Kluwer/LWW. **ISBN**: 9781496394064

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC. **ISBN**: 9781433832161

Reading materials posted to Canvas course site
In addition to APA Manual:
Purdue Owl APA website

[For WI Courses] This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills.

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

See the course schedule for due dates on all assignments

Synchronous meeting.
WebEx beginning of course session (completion grade)
Choose a date/time to attend an online synchronous learning session.
Perform the required system check to log onto WebEx to meet with other
students and faculty to review course syllabus and requirements.

Quizzes.
Practice Quiz (pass/fail completion grade)
- This multiple choice quiz covers information in the student welcome,
  nursing handbook and resources needed to be successful in the
  program. Required to pass in order to progress to module 2.

Quiz, Nursing Theories and Critical Thinking (100 points)
- Apply critical thinking skills to learn the art and science of critical
  appraisal of potential evidence for nursing practice discovered in web
  sources and/or library electronic databases.

Quiz, Applications for Professional Presentation (10 points)
- Incorporate information technology into professional nursing practice
  by proficiently utilizing information technology tools to access,
  retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence
  as they interface with professional practice

Quiz, Foundations of Nursing Informatics (100 points) three attempts, open
book
- Incorporate information technology into professional nursing practice
  by proficiently utilizing information technology tools to access,
  retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence
  as they interface with professional practice
- Apply theories related to computer-human interfaces, ethics,
  confidentiality and privacy, caring, and nursing informatics to
  evidence-based nursing practice.

Quiz Informatics and Quality (100 points) three attempts, open book
- Incorporate information technology into professional nursing practice
  by proficiently utilizing information technology tools to access,
  retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence
  as they interface with professional practice

- Apply theories related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to evidence-based nursing practice

Written assignments.

Practice Assignment – (pass/fail completion score)
Practice uploading a file submission into Canvas.

P.A.T.C.H. Assessment and reflection (10 points – full points will be awarded for submission that contains all of the items and has realistic analysis of needs/plan)
Complete the P.A.T.C.H. (Pretest for Attitudes toward Computers in Healthcare) assessment either via the paper or online format. Submit your score and formulate provide a plan of action to help develop your desired level of computer literacy in one area.

Associated Student Learning Outcome:
- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
- Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes

E-Learning short essay (10 points):
   The student will examine effective teaching/learning strategies in an online environment.
Associated Student Learning Outcome:
- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
- Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Writing Instructive assignments.
The writing instructive/intensive component of this course will utilize writing assignments that build upon each other to ultimately develop a formal paper on your Philosophy of Nursing. There are five separate assignments, each with their own requirements. See the specific grading and rubric for each submission.

Your paper will state your personal philosophy of nursing using nursing theories and concepts from this course to support. This is a formal paper requiring nursing research articles to be referenced utilizing in text citations, reference, and title pages all in APA format. There are APA formatting resources as well as your textbook to utilize as a resource.

<mark>Database Articles (10 points)</mark>
Use the database tools provided in this module to locate two nursing research articles that link a nursing theory to clinical practice. Be sure the articles are peer reviewed, written in the USA, and within the last five years of publication. These articles will serve as support for your personal philosophy paper, the final writing instructive assignment in this course, so choose articles that you can analyze and use to support one of the nursing theories and how you believe it fits into nursing practice.
> Associated Student Learning Outcomes:
> - Integrate knowledge and skills in the provision of patient-centered care from liberal education base
>
> - Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
> - Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
> - Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

<mark>Assignment 1 (25 points per rubric)</mark>
Utilize the final paper rubric (assignment 4), thesis and outline information and APA training videos to create the Title page thesis statement for your final paper, using APA format.
> Associated Student Learning Outcomes:
> - Integrate knowledge and skills in the provision of patient-centered care from liberal education base
>
> - Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
> - Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
> - Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of

patient care and advocacy.

a. Utilize two evidence-based resources on how your chosen nursing theory can be applied to a nursing practice situation.
b. Describe your search including the database utilized, search terms (Keywords), number of articles returned and how you narrowed the choice to two.
c. Prepare a summary statement of the material and a brief paragraph on how they will inform your final paper. Describe the type of study, level of evidence, conclusions and limitations.
d. Submit summary and reference page with proper APA format.

> Associated Student Learning Outcomes:
> - Integrate knowledge and skills in the provision of patient-centered care from liberal education base
>
> - Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
> - Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

e. Submit a draft of your final paper for comments/revisions using SimCheck Turnitin.
f. If your paper returns with more than 30% unoriginal work on the SimCheck Turnitin analysis, it must be corrected prior to final submission. SimCheck Turnitin will exclude quotations and work previously authored by you.
g. You may submit up to two times for feedback.
> Associated Student Learning Outcomes:
> - Integrate knowledge and skills in the provision of patient-centered care from liberal education base
>
> - Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
> - Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Submit your final formal APA paper detailing your personal nursing philosophy utilizing nursing theory and references to support your position. Submission requires VeriCite.

Associated Student Learning Outcomes:
- Integrate knowledge and skills in the provision of patient-centered care from liberal education base

- Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
- Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Discussion boards. Initial posting and response to 2 peers required for full credit on all discussion boards. See rubric for requirements.

Practice Discussion Board (BD) – pass/fail completion
Discussion Meet and Greet – upload a picture and introduce yourself to the class.

Discussion Board (DB) 1 (50 points): Baccalaureate Competencies/Nursing education entry into practice.
Associated Student Learning Outcomes.
- Integrate knowledge and skills in the provision of patient-centered care from liberal education base

- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.

DB 2 (50 points): Nursing Socialization/Improvement
Associated Student Learning Outcomes
- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
- Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes

DB 3 (50 points): EBP Questions.
Associated Student Learning Outcomes
- Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.

Patient Communication
Empowered Consumer
Associated Student Learning Outcomes
- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
- Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes

DB 5 (50 points) Team Communication for Safety
Associated Student Learning Outcomes
- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
- Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes

DB 6 (50 points) Patient Access to Records
Associated Student Learning Outcomes:
- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
- Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes

DB 7 (50 points) Informatics and Quality
Associated Student Learning Outcomes
- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.

- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
- Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

DB 8 (50 points) Health Teaching
Associated Student Learning Outcomes
- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
- Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes
- Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that

define professional nursing practice.
- Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

<mark>DB 9 (50 points)</mark> Telehealth

Associated Student Learning Outcomes
- Evaluate the use of nursing informatics from multiple perspectives within nursing practice.
- Identify means by which professional nurses affect quality of health care delivery based on political, legal, ethical, and policy issues.
- Analyze the role of the nurse in interprofessional communication and collaboration to improve patient outcomes
- Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
- Demonstrate reasoning at the level of a baccalaureate prepared nurse pertaining to membership in the profession, provision of patient care and advocacy.

Grading Criteria Rubric and Conversion

Grading Criteria Rubric and Conversion

Discussions	30%
Written assignments	40%
Quizzes	15%
Nursing Theory Paper	15%
Total:	100%

A=90-100
B=80-89
C=70-79
D=60-69
F=59 or below
*Note, grade of 70 or higher required to pass all nursing courses

Assignment Rubrics

Nursing Theory Paper Rubric-Assignment 1

Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5
Thesis statement is specific. Covers what will be discussed.	Thesis unclear not specific. Personal nursing philosophy not well defined or not an original idea	Thesis statement vague. Makes reader guess at point of paper	Thesis statement clearly written, describes what will be contained in paper. Personal nursing philosophy well defined.
Outline clearly contains main ideas from rubric and follows a logical progression	Disorganized. Does not contain main ideas from rubric for final paper.	Lacking some organization of a professional paper. Lacking required content per rubric	Organized to meet requirements of rubric.
Use correct APA format including for Title Page	Major APA formatting errors.	Minor APA formatting errors in citations or	Title Page without any APA formatting errors.
Outline headings appropriately formatted	Major errors in format	Minor errors in format. Unclear on content.	No errors in format. Headers appropriately convey content to be covered.
Grammar and spelling	Grammar and spelling errors make reading of paper difficult	Minor grammar and spelling errors	No grammar or spelling errors
Total	0	12	25

Nursing Theory Paper Rubric-Assignment 2

Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5
References	References not	References	References

utilized are appropriate and from peer-reviewed publications	appropriate for work, not peer reviewed or from appropriate publications/database	appropriate but not of high quality from peer review publication/database	appropriate, from peer-reviewed data base search
Search terms described and demonstrate appropriate choice	Search terms not appropriate, not clearly stated	Search terms stated, not appropriate for assignment	Search terms appropriate and demonstrate understanding of topic
Analysis of articles has depth and is appropriate for topic. Include type of study, methods (where applicable), sample, results and conclusions	Analysis lacking in understanding of topic, not appropriate	Analysis lacking depth, shows some understanding of topic	Analysis has depth and appropriate linkage to topic being covered
Copy of journal article or link to text/publication provided	Articles or links not provided	A portion of articles, links provided	Journals and links submitted were accurate
Use correct APA format Spelling/Grammar and reference page	Major APA formatting errors.	Minor APA formatting errors in citations or	APA formatting without any errors.
Total	0	15	25

Nursing Theory Paper Rubric – Assignment 3

Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5
Draft is well organized and demonstrates logical flow of ideas	Not clear or organized	Lacking some organization of a professional paper	Professionally and clearly organized to meet requirements of rubric
Grammar and spelling	Major APA	Minor APA	APA formatting

	formatting errors. Major grammar or spelling errors, not proofread.	formatting errors in citations or grammar, sentence structure	without any errors. Sentence structure well developed, no grammatical errors.
APA correct	Major APA formatting errors.	Minor APA formatting errors in citations or	APA formatting without any errors.
Total	0	6	15

Nursing Theory Paper Rubric-Assignment 4

Criteria for Evaluation	Points Possible 1	Points Possible 3	Points Possible 5	Weighted score
Personal nursing philosophy (thesis statement) 20%	personal nursing philosophy not well defined or not an original idea	Personal nursing philosophy defined but lacking complete support.	Personal nursing philosophy well defined, well supported with evidence from readings.	_____x 20% =
Personal philosophy linked to Nursing theory analysis 20%	Personal philosophy not supported by a nursing theory	Support for the link between theory and philosophy not clear. Theory not nursing specific.	Nursing theory supports personal philosophy. Links well described and supported.	_____ x 25% =
Composition of paper Is organized with a flow of ideas and ease of reading. 20%	Thoughts do not flow clearly, disorganized or difficult to read.	Lacking formatting resulting in difficult reading. Sentence structure or overall flow awkward	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas.	_____ x 20% =

Linkage to evidence-based practice articles clear 20%	Contains no link from evidence-based resources. Resources of poor quality, not peer reviewed.	Discussion of evidence-based resources not clearly tied to support of main idea.	Minimum of two peer-reviewed resources utilized. Clearly establishes link between evidence in articles and thesis statement.	_____ x 25% =
Use correct APA format including title page, in-text citations, Spelling/Grammar and reference page 10%	Major APA formatting errors.	Minor APA formatting errors in citations	APA formatting without any errors.	_____ x 10% =
Total				100%

Online Discussion Rubric

Criteria			
Content Understanding (comprehension of the content under discussion)	**20.0 pts** Full Marks The student understands significant ideas relevant to the issue under discussion. This is indicated by correct use of terminology, precise selection of the pieces of information required to make a point, correct and appropriate use of examples and counterexamples, demonstrations of which distinctions are important to make, and explanations that are concise and to the point. • Information and knowledge are accurate. • The student elaborates statements with accurate explanations, reasons, or evidence. Citations are provided to show connection to evidence and resources.	**10.0 pts** Partial Ideas are reasonably clear, but the listener needs to make some guesses as to what the student meant. • Some vocabulary is used correctly and some is not. • Ideas are correct but not concise. • Contributions to the group are generally supported by some facts, examples, analogies, statistics, and so forth, but there's a sense that more is needed. Missing areas where citations required for evidence utilized.	**0.0 pts** No Marks The student uses foundational knowledge incorrectly. • The student struggles to provide ideas or support for ideas and does not show any link to materials presented or resources provided. • The student has difficulty understanding themes and distinguishing main ideas and supporting details. • Terminology is used incorrectly

Criteria			
Quality of Responses Student makes appropriate peer responses and responds to questions or suggestions posed by fellow classmates.	15.0 pts Full Marks Responses contribute to ongoing discussion by providing an alternative perspective or point of view. May share own opinion, but uses resources in the analysis and support of that opinion. Shares insights gained from a colleague's posting. Makes suggestions and expands on the initial post.	7.5 pts Partial Responses provide different opinion or insight but are not supported by evidence. Responses merely restate the initial discussion board posting without adding any additional information.	0.0 pts No Marks Student fails to respond to peer questions or suggestions. Responses not supported by evidence or lacking in understanding of the initial content or peer response.
Choice and Professional Language	10.0 pts Full Marks The student uses precise vocabulary without 'wordiness'. Words are purposefully chosen to make a point. • The student uses language that others in the group will understand, avoids use of jargon/slang. • The student defines or clearly explains language or concepts that might be unfamiliar to others. Language used is appropriate for the level of a registered professional nurse. The student shows mastery of English language	5.0 pts Partial The student occasionally misspells words and makes grammatical errors. The student uses general vocabulary and tends to express ideas wordily. • Although correct, language might not be equally understandable to all members of the group.	0.0 pts No Marks The student uses language that others in the group are unlikely to understand. • Ideas appear disproportionately lengthy and are difficult to follow. • Language choices are vague, abstract, or trite. Jargon/slang may be used when more precise language is needed. The student frequently misspells words and makes grammatical errors. (more than three grammatical

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Criteria			
	appropriate for upper level student, no grammatical errors.		or spelling errors)
APA Citations, references and other formatting appropriate for discussion	5.0 to >0.0 pts Full Marks Correct use of APA without errors, including in-text citations and References list.		0.0 pts No Marks 3 or more errors in APA in-text citations or reference list.
50 pts. total			

Posting of Grades

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion posts will usually be posted within 7 days after the due date and time.

Grading Policies

The Operation of the Online Course and Being an Online Student
Online learning requires students to be very self-disciplined. For this course, Monday will
be considered the first class day. Initial discussion board postings are due on Thursday of the appropriate week with responses due by the following Sunday at 2359. All other assignments such as quizzes and written work will be due by midnight (2359) on Sunday of that module week. Ten points will be taken off for each day for late submissions and will not be accepted after three days.

Statement on Late Assignments

Assignments are due on the date and time outlined in the course schedule and syllabus. A 10% deduction will be taken for each day an assignment is past the due date. After three days (72 hours), a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes, discussion boards, and any other written work in the course. Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

Since this is a three semester credit hour course, expect to spend at least three hours a   week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week.

Quizzes for this course are used as "learnings" more than testing knowledge. You will have an unlimited amount of time to complete, but only one attempt. So, plan ahead, complete the readings first, and set aside time to complete the quiz.

Be sure to submit assignments, discussions, or any other types of assignments in the correct place as directed.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

MODULE/ DATES	TOPIC	READINGS/RESOURCES	ASSIGNMENTS (ALL ASSIGNMENTS DUE AT 11:55 PM CST)
Module 1 Jan 19	Welcome to the Course! Syllabus overview Canvas basics	**Complete Orientation Module Videos Orientation Dates Canvas Set-up**	Set-up Canvas Profile Orientation Quiz Due 1/24/2021 at 11:55 PM CST Practice Discussion Board, Due 01/21, responses due 01/24 Practice Assignment, submit attachment Due 1/24 Orientation Schedule – choose date and time on Canvas Survey Online Orientation Meeting – Choose one time Jan 20 1:00 pm; Jan 21 8:00 p.m., Jan 22 10:00 a.m. CST
Module 2 Jan 25	Historical Development Pathways of Education	**Friberg, Chapters 1, 2, 4**	**DB 1** Baccalaureate Competencies Due 01/28, responses 01/31

Module 3 Feb 1	Professional Socialization	Friberg, Chapters 3, 4, 22 Interprofessional Collaborative Practice Competencies	**DB 2**, Nursing Socialization Due, initial Due 02/04, responses 02/07
Module 4 Feb 8	Nursing Theories and Critical Thinking	Friberg, Chapter 5 & 9 Library Video on Database Searches	**Quiz, Due 02/14** **Locate 2 articles from the nursing database that link a nursing theory to clinical practice – submit article assignment by 02/14**
Module 5 Feb 15	Evidence Based Practice in a Digital Age	Sewell, Ch. 9, 10 & 12 APA resources video APA Manual, Ch 1, 2, 4, 8, 9, 10	**DB 3 Evidence Based Practice Due 02/18, responses by 02/21** **Assign. I, Title Page, Thesis Statement and outline of Nursing Philosophy paper Due 02/21**
Module 6 Feb 22	Using Applications for Professional Presentations	Sewell, Ch. 5 & 6	**P.A.T.C.H. (personal attitudes towards technology and computers in healthcare) Assignment due 02/28** **Quiz Due 02/28**
Module 7 March 1	Communication	Friberg, Ch. 8, 11, 12 Sewell, Ch 4	**DB4 – Patient Communication Due 03/04, responses by 03/07**
Module 8 March 8	Communication and Quality	Friberg Ch. 20 AHRQ Team STEPPS resources	**DB5 – Team Communication for Safety Due 10/22, responses by 10/25**
March 15-19		Spring Break	
Module 9 March 22	Foundations of Nursing Informatics	Sewell, Ch. 15, 16, 17, 18 & 19	**Quiz, Ch. 15, 16, 17, 18, 19 Foundations of Nursing Informatics Due 03/28** **Assign 2 – References and evidence for paper Due 03/28**
Module 10 March 29	Informatics and Quality	Sewell, Ch. 20 & 21	**Quiz, Ch 20, 21 Due 04/04** **DB 6 – Patient Access to Records Due 04/01 with responses due 04/04**
Module 11 April 5	Informatics and Quality (cont.)	Sewell, Ch. 24	**DB7 – Informatics and Quality, Due 04/08, responses due 04/11**
Module 12 April 12	Health Teaching	Friberg Ch. 10, 15 Sewell, Ch. 14	**Discussion Board 8-Health Teaching, Due 04/15, responses due 04/18** **Assign 3 Draft 1 Due 04/18 for feedback**

Module 13 April 19	E-learning	Sewell, Ch. 23	Short Essay on E-learning success strategies due 04/25 Assignment 3 Draft 2 Due 04/25 for feedback
Module 14 April 26	Telehealth	Friberg, Ch. 19 Sewell, Ch. 22	Discussion Board 9, Due 04/29, Responses due 05/02 Assignment 3 Due 04/30
Module 15 May 3			Assignment 4 Due 05/09
			Course Evaluation due 05/14

Important University Dates

This course will observe the University's Academic Calendar. These dates are reflected in the course calendar. The full university calendar may be accessed at:

[University Calendar (opens in a new page)](#)
https://www.tamuct.edu/registrar/docs/202010-academic-calendars-and-final-exam-schedule.pdf

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to [A&M-Central Texas Canvas(opens in an new window)](#)

 https://tamuct.instructure.com

 or access Canvas through the TAMUCT Online link:

 [myCT(opens in a new window)](#)

https://tamuct.onecampus.com

   You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

> Email: helpdesk@tamu.edu
> Phone: (254) 519-5466
> Web Chat: [http://hdc.tamu.edu]
> *Please let the support technician know you are an A&M-Central Texas student.*

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender–including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19

pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.