



## Nursing Theories and Professional Practice

NURS309 [all sections]

Southwestern College Professional Studies

### COURSE SYLLABUS

#### I. Course Catalog Description

As the first course for registered nurses who are pursuing a baccalaureate degree in nursing, this course explores the increasing complexity of healthcare and changes in professional nursing. Through an understanding of nursing theories and the history of the role of the nurse in society, learners develop further knowledge of the evolving healthcare environment and delivery of healthcare, and the developing role of professional nursing in managing, collaborating, and advocating for quality patient care, and forging productive relationships with other key stakeholders as they examine and plan individual career goals. Prerequisites: ENGL102 and COM 125.

#### II. Required and Supplementary Instructional Materials

Nunnery, R. K. (2012). *Advancing your career: Concepts in professional nursing* (5th ed.). Philadelphia, PA: F. A. Davis.

##### Other Resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

American Association of Colleges of Nursing (AACN). (2008). [\*The essentials of Baccalaureate education for professional nursing practice\*](#). Washington, DC: Author.

#### III. Course Delivery

All courses in the Nursing Program are delivered Online and typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Learners are also required to complete any practicum course requirements. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

#### IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has [learning outcomes specific to the Nursing Program](#), as well as [institution-wide outcomes](#) related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate’s knowledge and skills.

Upon successfully completing this course, the learner will be able to:

Learning Outcome	Related <a href="#">Program Outcome(s)</a>
1. Examine and identify lifestyle strategies to ensure success in returning to college.	1, 7, 10
2. Enhance knowledge and ability to articulate information in the form of written assignments, group projects, and presentations.	1, 6, 7, 9, 10
3. Utilize technology skills to advance nursing knowledge of evidence-based nursing practice, using the internet and library resources to review research and gather information required for assignments.	3, 5, 7
4. Recognize the attributes of professional nursing practice today while clarifying one’s own values regarding BSN education and practice	1,2,3,4,6,8,9,10

Learning Outcome	Related <a href="#">Program Outcome(s)</a>
5. Explore nursing theories, define key terms in theory development and recognize information identifying impact on present nursing practice.	<b>1,3,4,8,9</b>
6. Discuss nursing care delivery from a Christian perspective.	<b>1,2,3,4,9,10</b>

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

## V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

## VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means “you’re fired.”)
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the <a href="#">Grading System</a> section of the appropriate catalog.

**VII. The Mission of Southwestern College**

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, the college offers bachelor’s, master’s and doctoral degrees on-ground and online.

**VIII. College Policies**

Learners are expected to read and abide by the college policies as listed in the [Undergraduate Catalog](#) and the [Nursing Handbook](#).

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

**IX. Nursing Program Policies**

In order to pass a course **ALL** key assignments must be complete. Failure to complete and submit any key assignment may result in a failing grade for the course.

**X. Course Policies**

Students are expected to read and abide by the course policies listed in the instructor-specific syllabus located in the Bb course.

**XI. [Technology Requirements](#)**

**XII. APA Citation**

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

**XIII. SafeAssign®**

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper APA citing. Your assignments may be run through this software.

**XIV. Course Requirements:**

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussions	6	150	15%
Unit Question Assignments	6	120	12%
Quizzes	4	70	7%
APA Style Exercise	1	50	5%
Library Exercise	1	50	5%
Excel Exercise	1	50	5%
Time Management Activity	1	150	15%
Philosophy Draft	1	10	1%
Philosophy Paper	1	200	20%
Theory Presentation and Outline	1	150	15%
	6	150	15%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

**XV. Course at a Glance:**

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related <a href="#">Learning Outcomes</a>
1	<ul style="list-style-type: none"> <li>Identify clear understanding of the RN-to-BSN program expectations, as outlined in the student catalog and nursing handbook</li> <li>Discuss the formal and informal educational expectations for professional nursing practice</li> <li>Describe the attributes, responsibility and accountability in professional nursing practice</li> <li>Identify personal learning attributes – learning style, time management, and appropriate use of resources</li> <li>Begin development of a personal philosophy of professional nursing</li> </ul>	<ul style="list-style-type: none"> <li>Read the course syllabus</li> <li>Read the Nursing Handbook</li> <li>Read the Undergraduate Catalog</li> <li>Gather your admissions paperwork</li> <li>Familiarize yourself with the APA tools provided in the Academic Resources link on the course menu and in the APA Manual</li> <li>Read the BSN Essentials</li> <li>Read Kearney-Nunnery, ch 1</li> <li>Read Kearny-Nunnery, chr 1 PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>Introductions discussion</li> <li>Unit 1 Assignment</li> <li>Handbook Quiz</li> <li>Catalog Quiz</li> </ul>	1, 2

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related <a href="#">Learning Outcomes</a>
2	<ul style="list-style-type: none"> <li>Identify clear understanding of the RN-to-BSN program expectations</li> <li>Discuss the formal and informal educational expectations for professional nursing practice</li> <li>Understand the attributes of a profession to professional nursing practice</li> <li>Describe the responsibility and accountability in professional nursing practice</li> <li>Identify personal learning attributes – learning style, time management, and appropriate use of resources</li> <li>Develop a personal philosophy of professional nursing</li> </ul>	<ul style="list-style-type: none"> <li>Read Kearney-Nunnery, chs 2 &amp; 5</li> <li>Read Kearny-Nunnery, chs 2 &amp; 5 PowerPoints</li> <li>Review Deets Library resources</li> <li>Review PPT presentation examples</li> <li>View As it Should be Done: Workplace precautions against bloodborne pathogens</li> <li>Read HIPAA information and view HIPAA video</li> <li>Choose nursing theorist to research for Nursing Theorist Outline and PowerPoint presentation assignment due in Unit 6 - email the Nursing Theorist you chose to your instructor by the end of Unit 2.</li> <li>Read and begin working on the draft of your Nursing Philosophy Paper Assignment due in Unit 3</li> <li>View “Sentimental Women Need Not Apply”</li> </ul>	<ul style="list-style-type: none"> <li>Unit 2 Discussion</li> <li>Unit 2 Questions</li> <li>APA Style Exercise</li> <li>Library Exercise</li> <li>Bloodborne Pathogen Test</li> <li>HIPAA Test</li> </ul>	2, 3, 4, 5
3	<ul style="list-style-type: none"> <li>Review the various communication models and the importance of communication skills necessary in the practice environment and barriers to good communication</li> <li>Describe the critical thinking process and the application to the nursing process</li> <li>Understand the dynamics of working with groups – the characteristics and various roles within the group.</li> <li>Describe the teaching-learning process and ways to assess learning readiness and motivation</li> </ul>	<ul style="list-style-type: none"> <li>Read Kearney-Nunnery, Chs 6-9</li> <li>Read Kearney-Nunnery, Chapters 6 – 9 PowerPoints</li> <li>Continue to review APA tools and APA Manual</li> <li>Gather information for Time Management activity</li> <li>Participate in Online Office Hours with the librarian</li> <li>Read the Nursing Philosophy Paper Assignment and complete a draft of your paper</li> </ul>	<ul style="list-style-type: none"> <li>Unit 3 Discussion</li> <li>Unit 3 Questions</li> <li>Nursing Philosophy paper draft</li> </ul>	2, 4, 5

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related <a href="#">Learning Outcomes</a>
4	<ul style="list-style-type: none"> <li>• Examine the goals, structure, functions and culture of selected organizations</li> <li>• Differentiate between leadership and management roles</li> <li>• Define the leadership and management theories, including change theories and their impact on organizations</li> <li>• Understand the change process for use with individuals, families and groups.</li> <li>• Examine ethical practice in professional practice – including ANA Code of Ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Read Kearney-Nunnery, Chs 10-12</li> <li>• Read Kearney-Nunnery, Chs 10-12 PowerPoints</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 4 Discussion</li> <li>• Unit 4 Questions</li> <li>• Time Management Activity (Plan and Paper)</li> </ul>	1, 2, 4, 5, 6
5	<ul style="list-style-type: none"> <li>• Reviews the role of regulatory agencies in healthcare and the expectation of continuous quality improvement to promote safety</li> <li>• Describe national initiatives aimed at improving health equity and reducing health disparities</li> <li>• Identify the use of informatics in nursing practice, education and research</li> <li>• Examine the opportunities for interdisciplinary collaboration from an informatics perspective</li> <li>• Review the basic economic concepts of supply, demand and market to healthcare</li> <li>• Examine the various healthcare payment systems</li> </ul>	<ul style="list-style-type: none"> <li>• Read Kearney-Nunnery, Chs 13-16</li> <li>• Read Kearney-Nunnery, Chs 13-16 PowerPoints</li> <li>• Review Southwestern College's Nursing Program Mission and Goals</li> <li>• Submit ALL Admission credential information</li> <li>• Complete the final draft of your Nursing Philosophy Paper Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Discussion</li> <li>• Unit 5 Questions</li> <li>• Excel Exercise</li> <li>• APA Personal Nursing Philosophy final paper</li> </ul>	2, 3, 4, 5

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
6	<ul style="list-style-type: none"> <li>Reviews the role of regulatory agencies in healthcare and the expectation of continuous quality improvement to promote safety</li> <li>Describe national initiatives aimed at improving health equity and reducing health disparities</li> <li>Identify the use of informatics in nursing practice, education and research</li> <li>Examine the opportunities for interdisciplinary collaboration from an informatics perspective</li> <li>Review the basic economic concepts of supply, demand and market to healthcare</li> <li>Examine the various healthcare payment systems</li> </ul>	<ul style="list-style-type: none"> <li>Read Kearney-Nunnery, chs 17-19</li> <li>From Deets Library, locate and read "Meeting Your Patient's Spiritual Needs?" Issue Date: October 2007 Vol. 2 Num. 10 Author: Carole R. Eldridge, DNP, RN, CNAA, BC</li> </ul>	<ul style="list-style-type: none"> <li>Unit 6 Discussion</li> <li>Unit 6 Questions Assignment</li> <li>Nursing Theorist Outline and PowerPoint presentation assignment</li> </ul>	1, 2, 3, 4, 6

**XVI. College Resources**

[Advising](#)

[Self-Service](#)

[Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll

IT Support: [Marilyn.clements@sckans.edu](mailto:Marilyn.clements@sckans.edu) or 888-684-5335 x.121

**XVII. ADA Compliance Statement**

Southwestern College Professional Studies is committed to making reasonable accommodations for qualified learners with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please notify the Director of Learner Support and Academic Success, at 888.684.5335.