

SAM HOUSTON STATE UNIVERSITY

College of Health Sciences

School of Nursing

NURS 3370: RN to BSN Transition

Course Description: This course is designed to meet the needs of a registered nurse (RN) with a 2-year associate's degree or diploma who desires to earn a bachelor of science in nursing (BSN) degree. In this course, students will explore the role of the professional nurse as a provider of holistic, culturally sensitive, client-centered care. Other concepts to be explored include advocacy, evidence-based practice, care quality and safety, interdisciplinary communication and collaboration, genetics and genomics, and informatics. The significance of nursing theory as a basis for professional nursing practice and competency in applying nursing diagnoses will also be explored.

Semester/Year: Spring 2018

Class meeting times: Online. **Class meeting place:** Online

Faculty:

Name: Donna J. Stewart, DNP, MBA, M Ed, RN, NE-BC

Phone: 936-202-5101 E-mail: djs050@SHSU.edu

Office Hours: By appointment

Course Credit: Three (3) credit hours

Pre-requisites/Co-requisites: None

Course Objectives

Objective/s	Activities/ Assignments	Measurement	Standards Alignment
1. Describe rationale for BSN role as the basis for professional nursing practice.	Discussions, Quizzes, IOM Paper	Discussion Rubric: <i>Transitions in Practice</i> <i>Social Influences</i> <i>Pathway to Professionalism</i> <i>Political Advocacy</i> <i>Transformation in Practice</i> IOM Paper Rubric Quizzes: 1, 2, 3	PSO: 1, 8, 10; TX DECs: I-C, II-H, III-A, III-B, III-C, IV-A, IV-C, IV-D; BSN Essentials: III, VI
2. Apply concepts of a nursing theory to professional nursing practice.	Discussions, Quizzes, Theory Presentation	Discussion Rubric: <i>Applying Theory to Practice</i> <i>Evidence-Based Practice</i> Theory to Practice Presentation Rubric Quiz: 1	PSO: 1, 3, 7; TX DECs I-D, II-C, II-H, III-A, III-C, III-E, IV-B; BSN Essentials I, VIII
3. Compare and contrast professional nursing roles and responsibilities to those of other disciplines.	Discussions, Quizzes, IOM Paper	Discussion Rubric: <i>Evidence-Based Practice</i> <i>Professional Socialization</i> <i>Ethics in Practice</i> <i>Transformation in Practice</i> <i>Just Culture</i> Quizzes: 1, 2, 3	PSO: 3, 7, 8, 10; TX DECs: I-A, I-C, I-D, III-A, III-B, IV-A, IV-B, IV-D, IV-E; BSN Essentials: I, VI
4. Examine the Texas Board of Nursing Differentiated Essential Competencies (DECS) as they relate to professional nursing practice.	Discussions, Quizzes, Theory Presentation	Discussion Rubric: <i>Pathway to Professionalism</i> <i>DECs Role Comparison</i> <i>Interview with BSN Leader and Change Agent</i> <i>Just Culture</i> <i>Political Advocacy</i> <i>Transformation in Practice</i> Quizzes: 1, 2, 3	PSO: 1; TX DECs: I-A-IV-G; BSN Essentials: VIII, IX

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system).

- Learning fundamental principles, generalizations, or theories.
- Learning how to find and use resources for answering questions or solving problems.
- Learning to analyze and critically evaluate ideas, arguments, and points of view.

Instructional Strategies:

Teaching/learning strategies will include assigned readings from the course textbook and articles from professional journals, viewing of PPT presentations, reviewing internet websites, posting to the discussion board, written assignments and/or quizzes, classroom discussion and group learning activities..

Learning Activities:

Discussions, papers, presentations, quizzes or other activities as specified by the course coordinator.

Evaluation Methods:

Quizzes	20%
Discussions	50%
Institute of Medicine (IOM) Recommendations Paper	15%
Theory to Practice Project Presentation	15%
Total	100%

School of Nursing Grading Scale:

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

Calculation of Course Grade:

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- Didactic and clinical/laboratory components of nursing courses shall be taken concurrently.
- All clinical and classroom assignments must be satisfactorily completed in order to pass the course.

First Alert Program

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center. Additional information on the First Alert Program can be accessed from <http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

Required Textbooks

- American Nurses Association. (2017). *Nursing: Scope and standards of practice* (3rd ed.), Silver Spring, MD: Author.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.
- Black, B. P. (2017). *Professional nursing concepts and challenges* (8th ed.). St. Louis; Elsevier.
- Fowler, M.D.M. (Ed.). (2015). *Guide to the code of ethics for nurses: With interpretative statements: Development, interpretation, and application* (2nd ed.), Silver Spring, MD: American Nurses Association.
- Fowler, M.D.M. (Ed.). (2015). *Guide to nursing's social policy statement: Understanding the profession from social contract to social covenant*, Silver Spring, MD: American Nurses Association.

Required Article(s):

- Aiken, L.H., Clarke, S.P., Sloane, D.M., Lake, E.T. & Cheney, T. (2008). Effects of hospital care environment on patient mortality and nurse outcomes. *Journal of Nursing Administration*, 38(5), 223-229.
- Aiken, L.H., Clarke, S.P., Cheung, R.B., Sloane, D.M., & Silber, J.H. (2003). Educational levels of hospital nurses and surgical patient mortality, *Journal of the American Medical Association*, 290, 1617-1623.
- Dreher, D., & MacNaughton, N. (2002) Cultural competence in nursing: Foundation or fallacy? *Nursing Outlook*, 50:181-6. doi:10.1067/mno.2002.125800
- Ellis, S., (2014). To BSN or not to BSN - That is the nurse's question! Retrieved from <http://www.healthguidance.org/entry/2361/1/To-BSN-or-not-to-BSN---That-is-the-Nurses-Question.html>
- Institute of Medicine (2009). *To err is human: Building a safer health system*. Washington, DC: National Academy of Science.
- Texas Board of Nursing, (2010). *Differentiated essential competencies of graduates of Texas nursing programs*. Austin, TX: Texas Board of Nursing
- The American Association of Colleges of Nursing (AACN), (2014). *Fact sheet: The impact of education on nursing practice*. Washington, DC: Author
- The American Association of Colleges of Nursing (AACN), (2012). *White paper, expectations for practice experiences in the RN to baccalaureate curriculum*. Washington, DC: Author

NURS 3370 Fall 2017 Course Calendar with Content Outline

Week	Module: Unit	Content Assignment	Learning Activity Due*
Jan 17	1:1 Returning to School	SHSU RN-BSN Student Handbook	Discussion: Introductions Jan 19 @ 2359 Responses by Jan 30 @2359
Jan 31	1:2 Nursing Transitions Today	Black Chapter 1 Ellis, S., (2014). AACN (2014) AACN (2012).	Discussion: Transitions in Practice**
Feb 7	1:3 Historical and Social Context Influences on Professional Nursing Practice	Black Chapter 2 Aiken, et.al. (2008). Aiken, et.al. (2003)	Discussion: Social Influences**
Feb 14	1:4 Theoretical Foundations for Professional Nursing	Black Chapter 12 & 13	Discussion: Applying Theory to Practice**
Feb 21	1:5 Evidence-Based Practice	Black Chapter 11	Discussion: Evidence-Based Practice**
Feb 28	2:1 Expanding Professional Nursing Identity	Black Chapters 3 & 6	Quiz 1 Due Feb 26 @ 1700 Discussion: Pathway to Professionalism**
Mar 7	2:2 TX DEC's 2:3 Scope and Standards	TX DEC's Black Chapter 8 ANA Scope and Standards (2016). p 1-51 ANA Nursing's Social Policy Statement (2015) p. 29-58	Discussion: DEC's Role Comparison** Discussion: Professional Socialization**
Mar 14	March 12-16	Spring Recess	
Mar 21	2:4 Nursing Ethics	Black Chapter 5 Fowler, Guide to the Code of Ethics for Nursing (2015) p. 73-90	Discussion: Ethics in Practice**
Mar 28	3:1 IOM Future of Nursing	IOM Future of Nursing Report	IOM Paper Due Apr 15 @ 2359
Apr 4	3:2 Communicator	Black Chapter 9	Quiz 2 Due Apr 2 @ 1700 Discussion: Interview with BSN**
Apr 11	3: 3 Leader & Change Agent	Black Chapter 4 & 7	Discussion: Leader and Change Agent**
Apr 18	3:4 Risk Manager	Black Chapter 10 & 14	Discussion: Just Culture**
Apr 25	3:5 Policy Advocate	Black Chapter 15	Quiz 3 Due May 2 @ 1700 Discussion: Political Advocacy**
May 4	3:6 Contemporary Issues: The Call for Transformation	Black Chapter 16	Presentations Due May 2 @ 1600 Discussion: Transformation in Practice <i>Note Thursday and Saturday dates for this discussion</i>

**Initial Post Due Saturday @ 2359. Replies due Tuesday @ 2359.

* Tentative and subject to change. – No assignment will be due earlier then currently scheduled.

Color Key: Discussions Quizzes Papers Presentations

Assignment Instructions & Grading Rubrics/Evaluation

Specific assignment instructions and grading rubrics are available in Blackboard.

Course Policies/Expectations

Classroom Conduct and Civility: The instructor will conduct this class in an atmosphere of mutual respect. The instructor encourages active participation in online discussions. We may have strongly differing opinions on the various topics of class discussions. Conflicting ideas are encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. Faculty will manage the discussions so that the exchange of ideas can proceed in an orderly fashion. You should expect that if your conduct during discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

Faculty/Student Communication: Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account regularly (every 24-48 hours) and reply, as appropriate, to faculty, using their SHSU email account. Students may text faculty when the faculty member has indicated that this as an acceptable means of communication. Students should include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (ie: no phone calls/texts after 9pm or on the weekend). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

Group Assignments: Group dynamics and the group process are important learning outcomes for the School of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.
3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution.

Late Work: All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after the assigned deadline will generally receive a “0”. There may be circumstances in which the instructor allows a student to hand in an assignment after the due date with a reduction in grade.

School of Nursing Policies

Absence Policy

Participation in weekly online activities is an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Non-participation or late participation in online activities is obstructive to this process and will be considered an absence. Presence at clinical rotations is required for satisfactory completion of clinical courses.

There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

Examination Policies: When possible, test grades will be posted within 48 hours of the exam. Written exams and written assignments must be completed as scheduled. If a student is unable to complete a written (clinical or class) assignment, arrangements must be made with the instructor(s) in advance.

See *Absence from Scheduled Examinations Policy* in the SON RN-BSN Student Handbook for guidelines.

University Policies

Academic Honesty/Plagiarism

Students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays, the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Director of the School of Nursing and to the Dean of the College of Health Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

Student Absences on Religious Holy Days (AP 861001)

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20..." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy

day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

Academic Grievance Procedures for Students (AP 900823)

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.

FERPA

[Disruptive conduct under Dean of Students-General Conduct And Campus Regulations](#)
[Withdrawal/resignation](#)

Students with Disabilities Policy:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>