

RECEIVED

Course Information

Date Submitted: 4/29/2015

Current Prefix and Number: NUR - Nursing , NUR 350 CONCEPTS IN PROFESSIONAL NURSING

Other Course:

Proposed Prefix and Number: NUR 350

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

APR 30 2015

OFFICE OF THE
SENATE COUNCIL

1. General Information

a. Submitted by the College of: NURSING

b. Department/Division: Nursing

c. Is there a change in 'ownership' of the course?

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Patricia Burkhart

Email: pvburk2@uky.edu

Phone: 7-8701

Responsible Faculty ID (if different from Contact)

Name: Jessica Wilson

Email: JessicaL.Wilson@uky.edu

Phone: 7-9336

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Fall 2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: CONCEPTS IN PROFESSIONAL NURSING

Proposed Title: Concepts in Professional Nursing

c. Current Transcript Title: CONCEPTS IN PROFESSIONAL NURSING

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

OTHER: 75

OTHEREXPLAIN: online

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 5

Proposed number of credit hours: 5

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course will provide students with an opportunity to explore and understand theories from other disciplines and to apply these theories in nursing practice. Student learning will be facilitated with the use of case studies,, scholarly journal articles, peer review of classmates? writing, and informatics. Additionally, this course will focus on client education that encompasses the assessment of the learner and consideration of the learner?s needs in various health care situations. The student will learn how to develop a teaching plan and will demonstrate effective teaching strategies in the classroom setting. Students will expand their knowledge of cultural diversity and evidence based practice to promote quality and safe patient care. This course is taught in a distributed learning format, meaning that ½ of the class is online, ½ of the class is independent study, and 1/3 of the class is in the classroom. Students must be active, self-directed learners to be successful in this class. Students will practice skills of critical thinking and writing within the discipline.

Proposed Course Description for Bulletin: This course will provide students with an opportunity to explore and understand theories from other disciplines/professions and to apply these theories in nursing practice. Student learning will be facilitated with the use of case studies, scholarly journal articles, peer review of classmates' writing, and informatics. Additionally this course will focus on client education that encompasses the assessment of the learner and consideration of the learner's needs in various health care situations. The student will learn how to develop a teaching plan and will demonstrate effective teaching strategies. Students will expand their knowledge of cultural diversity and evidence-based practice to promote quality and safe, patient-centered care. This course is taught in an online format. Students must be active, self-directed learners to be successful in this class. Students will practice skills of critical thinking and writing within the discipline.

2j. Current Prerequisites, if any: Prereq: Admission to College of Nursing RN-BSN option.

Proposed Prerequisites, if any: Admission to College of Nursing RN-BSN option.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Jessica Wilson

Instructor Email: JessicaL.Wilson@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The learning system platform allows for virtual meetings among all members of the class- among students and between students and faculty. Discussion threads that will enhance engagement and collaboration are included in the course activities and assessments. Faculty have clearly delineated how they are accessible to students and student are assured a timely responses based on course policies lined out in syllabus.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Textbook, course goals, and student learning outcomes remain unchanged. The presentation which was done live will now be submitted in a video format. Lecture content will be delivered through Camtasia powerpoint presentation with audio.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. Quizzes are password-protected online. Theory paper is entered in Safe Assign to evaluate for issues of plagiarism or using other students' work. The University academic offense policy is clearly relayed in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes

If yes, which percentage, and which program(s)? The RN-BSN degree option is already 50% distance learning with 4 of 8 nursing courses offered online historically. This course has been offered in a hybrid format and is transitioning to totally online.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Student support services are emphasized in the syllabus and the College assures equivalent access to student services for all students regardless of traditional or DL.

6.How do course requirements ensure that students make appropriate use of learning resources? Students are directed in syllabus to resources such as the distance learning library and writing center.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Computer hardware and software requirements as well as internet access have been delineated. No other specific laboratory, facilities, or equipment are needed.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? All online assignments are due during normal business hours so that faculty are available to assist. Also students have been given information to access technology support through UKIT, Media Depot, and CELT.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology. Prior to taking this course, students will attend a day long orientation for the degree option and will be asked to bring their laptops or tablets. The College will provide hands-on instruction on technology use by faculty and instructional design staff. Students are provided multiple resources in the syllabus to utilize College and University resources if they need help with using the technology to participate in the course, submitting electronic assignments, or experience technical difficulty.

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jessica L. Wilson

SIGNATURE|PVBURK2|Patricia Burkhardt|NUR 350 CHANGE College Review|20150423

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 350 CHANGE HCCC Review|20150424

SIGNATURE|PVBURK2|Patricia Burkhardt|NUR 350 CHANGE Approval Returned to College|20150424

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 350 CHANGE HCCC Review|20150427

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 350 CHANGE Undergrad Council Review|20150430

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4938	Revised NUR 350 Online Syllabus Fall 2015.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		NUR - Nursing NUR 350 CONCEPTS IN PROFESSIONAL NURSING	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	NUR 350
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		NURSING		Submission Date: 4/29/2015
b. Department/Division:		Nursing		
c.* Is there a change in "ownership" of the course?				
<input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* * Contact Person Name: Patricia Burkhart Email: pvburk2@uky.edu Phone: 7-8701				
* Responsible Faculty ID (if different from Contact): Jessica Wilson Email: Jessical.Wilson@uky.edu Phone: 7-9336				
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval		OR
				Specific Term: ² Fall 2015
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that changes do not affect DL delivery.				
b. Full Title:		CONCEPTS IN PROFESSIONAL NURSING	Proposed Title: *	Concepts in Professional Nursing
c. Current Transcript Title (if full title is more than 40 characters):			CONCEPTS IN PROFESSIONAL NURSING	
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-listing:		<input type="checkbox"/> N/A		OR
		Currently ² Cross-listed with (Prefix & Number):		none
Proposed - ADD ² Cross-listing (Prefix & Number):				

Proposed - REMOVE 3rd Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours² for each meeting pattern type.					
Current:	Lecture	Laboratory ²	Recitation	Discussion	Indep. S
	Clinical	Colloquium	Practicum	Research	Residence
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture	Laboratory ²	Recitation	Discussion	Indep. S
	Clinical	Colloquium	Practicum	Research	Residence
	Seminar	Studio	Other 75	Please explain: online	
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	5		Proposed number of credit hours:*	5	
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes (
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes (
If YES:	Maximum number of credit hours:				
If YES:	Will this course allow multiple registrations during the same semester?				<input type="radio"/> Yes (
i. Current Course Description for Bulletin:					
<p>This course will provide students with an opportunity to explore and understand theories from other disciplines and to apply these theories in nursing practice. Student learning will be facilitated with the use of case studies, scholarly journal articles, peer review of classmates' writing, and informatics. Additionally, this course will focus on client education that encompasses the assessment of the learner and consideration of the learner's needs in various health care situations. The student will learn how to develop a teaching plan and will demonstrate effective teaching strategies in the classroom setting. Students will expand their knowledge of cultural diversity and evidence based practice to promote quality and safe patient care. This course is taught in a distributed learning format, meaning that 1/2 of the class is online, 1/4 of the class is independent study, and 1/3 of the class is in the classroom. Students must be active, self-directed learners to be successful in this class. Students will practice skills of critical thinking and writing within the discipline.</p>					
* Proposed Course Description for Bulletin:					
<p>This course will provide students with an opportunity to explore and understand theories from other disciplines/professions and to apply these theories in nursing practice. Student learning will be facilitated with the use of case studies, scholarly journal articles, peer review of classmates' writing, and informatics. Additionally, this course will focus on client education that encompasses the assessment of the learner and consideration of the learner's needs in various health care situations. The student will learn how to develop a teaching plan and will demonstrate effective teaching strategies. Students will expand their knowledge of cultural diversity and evidence-based practice to promote quality and safe, patient-centered care. This course is taught in an online format. Students must be active, self-directed learners to be successful in this class. Students will practice skills of critical thinking and writing within the discipline.</p>					
j. Current Prerequisites, if any:					
Prereq: Admission to College of Nursing RN-BSN option.					
* Proposed Prerequisites, if any:					
Admission to College of Nursing RN-BSN option.					
* 					
k. Current Supplementary Teaching Component, if any:					
<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both					

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus? <input type="radio"/> Yes <input type="radio"/> No	
* Proposed to be taught off campus? <input type="radio"/> Yes <input type="radio"/> No	
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed? <input type="radio"/> Yes <input type="radio"/> No	
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change? <input type="radio"/> Yes <input type="radio"/> No	
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program? <input type="radio"/> Yes <input type="radio"/> No	
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/>	Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation for undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for distance learning. **Fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: <u>NUR 350</u>	Date: <u>4/24/2015</u>
Instructor Name: <u>Jessica Wilson</u>	Instructor Email: <u>Jessical.Wilson@uky.edu</u>
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
 The learning system platform allows for virtual meetings among all members of the class- among students and between students and faculty. Discussion threads that will enhance engagement and collaboration are included in the course.
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.
 Textbook, course goals, and student learning outcomes remain unchanged. The presentation which was done live will now be submitted in a video format. Lecture content will be delivered through Cantasia powerpoint presentation with

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
 Quizzes are password-protected online. Theory paper is entered in Safe Assign to evaluate for issues of plagiarism or using other students' work. The University academic offense policy is clearly relayed in the syllabus.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via as defined above?
 Yes

Which percentage, and which program(s)?

The RN-BSN degree option is already 50% distance learning with 4 of 8 nursing courses offered online historically. This course has been offered in a hybrid format and is transitioning to totally online.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL del months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
 Student support services are emphasized in the syllabus and the College assures equivalent access to student services for all students regardless of traditional or DL.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students are directed in syllabus to resources such as the distance learning library and writing center.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Computer hardware and software requirements as well as internet access have been delineated. No other specific laboratory, facilities, or equipment are needed.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
 All online assignments are due during normal business hours so that faculty are available to assist. Also students have been given information to access technology support through UKIT, Media Depot, and CELT.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
 Prior to taking this course, students will attend a day long orientation for the degree option and will be asked to bring their laptops or tablets. The College will provide hands-on instruction on technology use by faculty and

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Jessica L. Wilson

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/09

¹¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

¹²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

¹⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

¹⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

¹⁶You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

¹⁷In order to change a program, a program change form must also be submitted.

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING
Fall 2015

A Distance Learning Course

TITLE: NUR 350: Concepts of Professional Nursing

CREDIT HOURS: 5 credit hours

PRE-REQUISITES: Admission to the RN-BSN Option. This is a writing-intensive (W) course approved to fulfill the upper tier of the Graduation Composition and Communication requirement (GCCR). To receive GCCR credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework.

FACULTY:

Jessica Wilson, PhD, APRN
Assistant Professor, RN-BSN Option Coordinator
429A, CON Bldg.
859-257-9336
JessicaL.Wilson@uky.edu
Virtual Office Hours: By appointment

COURSE DESCRIPTION:

This course will provide students with an opportunity to explore and understand theories from other disciplines/professions and to apply these theories in nursing practice. Student learning will be facilitated with the use of case studies, scholarly journal articles, peer review of classmates' writing, and informatics. Additionally this course will focus on client education that encompasses the assessment of the learner and consideration of the learner's needs in various health care situations. The student will learn how to develop a teaching plan and will demonstrate effective teaching strategies. Students will expand their knowledge of cultural diversity and evidence-based practice to promote quality and safe, patient-centered care. This course is taught in an online format. Students must be active, self-directed learners to be successful in this class. Students will practice skills of critical thinking and writing within the discipline.

REQUIRED TEXTS:

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

Bastable, S. B. (2014). *Nurse as educator: Principles of teaching and learning* (4th ed.). Boston: Jones & Bartlett.

CLASSROOM: This course will use an online learning format. The course will be taught via a web-enhanced format and alternative and experiential learning assignments. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

LEARNING OUTCOMES: At the end of this course, students will be able to:

1. Develop skills in critical thinking through reflection, identification and appraisal of assumptions, inquiry, interpretation, analysis, reasoning, and considerations of context.
2. Discuss selected theories from other disciplines/professions and their applicability to nursing practice.
3. Communicate in a style appropriate to the professional nurse, through writing, speaking, and group participation.
4. Use informatics to retrieve nursing literature and to participate in an on-line learning community.
5. Assess patient's learning needs and demonstrate an evidence-based teaching plan.
6. Discuss current patient safety standards and the assurance of quality care into nursing practice.
7. Discuss the effect of cultural diversity on patient care.
8. Integrate evidence-based information into clinical case studies and writing.

GCCR OUTCOMES: This is a writing-intensive course approved to fulfill a portion of the GCCR (Graduation Composition and Communication Requirement). At the end of this course, students will be able to:

1. Write a 4,500 word paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the professional nurse.
2. Demonstrate information literacy by discovering, evaluating, and clearly presenting evidence in support of an argument in the subject area utilizing documentation that conforms to APA style.
3. Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
4. Write a capable, interesting essay about a complex issue in nursing for a general university audience.

TEACHING/LEARNING METHODS: NUR 350 will be taught using a combination of methods. Students must be very self-directed and demonstrate initiative to be successful in an online course. Reading, reflection and writing will occur independently but course faculty are available for support and feedback. The course content/lectures and assignments will be available on Canvas. Students will utilize the internet to perform literature searches, respond to case studies by applying the literature, participate in discussions, use email and connect with faculty and classmates through virtual technology in Canvas. Computer technology will enhance the learning process by allowing collaboration with peers and faculty for group assignments and review and feedback for writing assignments. The course is interactive and participation will be required. All students are required to meet the computer and technology requirements listed below.

COMPUTER ACCESS EXPECTATIONS:

Students must meet assignment deadlines, but are not required to be online at specific, assigned times. This is an interactive course and we highly recommend accessing the course in Canvas at least three times per week to be fully engaged and successful. If for some reason, you cannot access the site at home due to temporary computer breakdown or other circumstances, it is your responsibility to access the site through other means (e.g., going to local public or school library). This course is heavy in reading and writing/communications requirements; plan time for interactions and completion

of assignments. Technical support is available at: **UK Information Technology Center**
<http://www.uky.edu/UKIT/> See the Tech Tips Link

Excused Absences/ Make-Up Policy:

Students need to notify the professor of absences prior to class when possible. S.R.

5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Per Senate Rule 5.4.2, students missing any graded work due to an excused absence bear the responsibility of informing the professor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The professor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

What does online learning mean?

This means that the course materials will be available to you on the web and that you will turn assignments in on the web. This does not mean, however, that the course is not interactive. For example, you may participate in on-line discussions with other class members and faculty as needed using virtual meeting technology available through Canvas. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

Computer requirements: This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable or DSL connection) and an internet browser.

Minimum required laptop computer hardware:

- Processor: Dual Core 1.8 Ghz or higher
- RAM: 4 GB minimum (more preferred)
- Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
- Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)

- Operating system: Most recent version for your hardware (for example, Mac OS 10.10+ or Windows 8+)
- Up-to-date virus software, preferably installed before coming to campus
- Webcam (many laptops come with an integrated webcam and will not require an external device)
- Headphones or headset with microphone
- *Other helpful options:* 2 GB or higher USB Flash Drive, external hard drive (for data backup/extra storage), wired or wireless external mouse, video out adapters (dvi/hdmi), and a laptop security cable

Minimum required tablet computer hardware:

- Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher
- Storage capacity: 32 GB or larger
- Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 8)

Because tablets have less storage than laptops, tablet users with high-speed Internet connectivity can use UK's virtual desktop and application solution (www.uky.edu/VirtualDEN) to expand the number of applications available to them. See further below in this document about the software this service provides. Also, many tablets have HDMI or USB ports for connecting external monitors, keyboards, mouse, headset, and other devices.

Software

Visit <https://download.uky.edu/> to learn about software available free of charge or at a reduced rate.

(2) An active University of Kentucky e-mail account that is not forwarded to another email address, and
 (3) Microsoft Office 2007, which is available free to all university students from
<http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1>

Contact the University of Kentucky Instructional Technology Customer Service Center (257-1300) for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit <http://www.uky.edu/Libraries/hub>. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

STUDENT SUPPORT

If you have problems with Canvas: Following are the resources available to help you if you are having problems or technical challenges/conflicts when using Canvas. If the problems you are having affects completion or submission of an assignment, please email the instructor explaining the problem and the steps you are taking/have taken to correct the problem.

Support from UKIT

NUR 350, Fall 2015

UKIT's Academic Technology Group (ATG) offers online tutorials and face-to-face training, as well as technicians who specialize in troubleshooting issues that arise for students.

- UKIT technicians can be reached by calling 859-218-HELP (4357), where the Customer Service Center can troubleshoot many issues immediately. You can also email 218help@uky.edu. Complicated issues will be escalated to the technicians in ATG.
- Web: <http://www.uky.edu/UKIT/>
- If you need one-on-one assistance, ATG can meet with you to discuss your needs and walk you through the steps. Call 257-8195 to request one-on-one time with one of our staff or student team.

Other UK technology support services:

Need help with recording your video assignments or uploading them to Canvas?

The Media Depot is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects.

Media Depot Hours
Mon-Thur: 10AM-10PM
Fri: 10AM-8PM
Sat: Closed
Sun: 12:30PM-10PM

<http://www.uky.edu/ukat/mediadepot>

Phone Number: (859) 323-1105

Center for the Enhancement of Learning and Teaching (CELT)

<http://www.uky.edu/celt/>

859-257-8272

EVALUATION:

General: Evaluation will be based on assignments, including internet assignments. Students are to complete class activities by the due date. A **grade reduction of 2 percent of the assignment grade** may be assessed for each day an assignment is late. Remember also that computers do fail and always seem to fail at the worst possible time. Please send your papers early enough to allow for breakdowns. Specific evaluation criteria for each assignment may be found in the Week by Week Content Tab of Canvas and later in this syllabus.

GCCR Specific Evaluation: Papers written in this class will be submitted through Google docs to peer reviewers, revised, and submitted through Canvas to faculty. Both peers and faculty member reviewers will return the papers with suggestions and corrections. Details on the peer review process are included later in this syllabus. Students in need of writing assistance may make an appointment with the faculty member who reviewed their paper. Students may also be advised to utilize the assistance of the Writing Center. To receive an A on the writing assignment, papers must demonstrate correct grammar and spelling; APA style is required (including punctuation, typing, references, etc.). The paper should have a logical flow, be clear and concise, and yet contain all necessary information. B papers must demonstrate correct grammar and spelling; contain all

necessary information, and APA style is required (including punctuation, typing, references, etc.). ***Please note that a minimum grade of C must be achieved on the final submission of the writing intensive assignment to pass this course. An explanation of grading criteria can be found in the assignment guidelines.**

COURSE GRADING SCALE:

A	92-100
B	84-91
C	76-83
D	68-75
E	below 68

***Please note that a minimum grade of C must be achieved on the final submission of the GCCR assignment Theory Paper to pass this course.**

ASSIGNMENT WEIGHTS: The percentage of the course grade applied to assignments follows:

GCCR*	
Theory Paper	45%
Peer Review	5%

*Students who fail to earn the minimum grade of C on the final submission will receive an additional submission. If an extra submission is needed, the highest grade the student can receive on the assignment will be 76%.

Other Assignments	
Graded Homework	5%
Web Critique Assignment	3%
Nursing Diagnosis Assignment	2%
Discussion 1 (Safety)	2%
Discussion 2 (problems with teaching)	8%
Discussion 3 (cultural diversity)	2%
Teaching Quiz	8%
IPE article summary	2%
APA List of Articles for Part 2	2%
Hospice Assignment	6%
Group Teaching Assignment	10%
Teaching Plan (2%)	
Presentation (8%)	

COURSE POLICIES:

SUBMISSION OF ASSIGNMENTS: Students are required to complete class activities by the due date. A grade reduction of 2 percent of the assignment grade may be assessed for each full day an assignment is late . Assignments are due by 12 NOON on the due date and most are to be submitted through Canvas. In case of an emergency which will prevent completion by the due date/time, please contact faculty for an extension prior to the due date.

ROUNDING: Standard rounding rules apply; 0.5 and above will round up.

DISCUSSIONS: Threaded discussions are scholarly group discussions conducted on-line through

Canvas. Questions will be posted for each discussion group; these questions will relate to course content. These discussions are designed to stimulate thought, interest, and analysis between and among participants. The class will be divided into discussion teams and each member will have an assigned role; the teams will be posted on the announcements page prior to the beginning of the discussion. Your presence in the discussion will be monitored and graded. Once closed, discussions will NOT be reopened for late submissions.

Each discussion will start on Sunday and span several days so that each student has multiple opportunities to participate in each discussion; your first original post will be due by Wednesday. To receive the points available for each discussion, you must *actively participate in the discussion with substantive postings* which address the questions in the individual assignment guidelines – you can use multiple posts to address the questions, support your discussion points with literature and add citations if so required, and respond to other student's posts. As in a face-to-face discussion, during threaded discussion you may raise questions, ask for clarification, answer questions, and comment on the remarks of others. *Note that a quick response to another student (e.g. "Yes, I hadn't thought about that") will NOT count toward your postings.* Your responses to the original questions and to postings from your fellow classmates should be thoughtful, meaningful, informed, and polite.

ACADEMIC INTEGRITY: Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud> Specific information on plagiarism may be found at: http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf

A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others needs to be properly credited. Part II of *Student Rights and Responsibilities* (SR 6.3.1) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever.

Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). PLEASE NOTE THAT ASSIGNMENTS MAY BE SUBMITTED TO AN ELECTRONIC DATABASE TO CHECK FOR PLAGIARISM.

TEACHER/COURSE EVALUATIONS: The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses a web-based course evaluation. All students enrolled in this course are encouraged to visit the Course Evaluation website to fill out evaluations. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members, program directors, associate dean, and dean only after final grades are submitted.

CLASS PARTICIPATION GUIDELINES: Class participation in web activities, is an integral part of this course. At times it is the springboard for future class assignments and other times it culminates several individual and group activities. It helps us formulate new ideas from studies, theories, and literature. It is therefore required that all students participate in class. Effective participation involves preparation, asking thoughtful questions that contribute to class discussions, and the sharing of experiences and learned information. These experiences will help the student move toward new understandings.

Accommodations due to disability

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.

INSTRUCTOR COMMUNICATIONS: Instructors have agreed to try to maintain the following communication standards:

- Faculty will check email at least twice daily every day. If unable to do so, they will post an announcement of their unavailability on Canvas.
- Faculty will try to respond to all questions submitted by 9:00 PM every evening.
- If students have several big questions about something or are confused, please call your faculty member. If they are unavailable, they will return your call as soon as possible.
- There is a discussion board set up in Canvas where you may post questions and view answers to other students' questions. Faculty will check this board daily.

LIBRARY RESOURCES:

Bev Hilton, Nursing Liaison at the Medical Center Library, is also available to help you.

Email: bhilton@uky.edu
Phone: 859-323-8008

Distance Learning Library Services

o Web: <http://libraries.uky.edu/DLLS>

- Carla Cantagallo, DL Librarian Phone: 859 257-0500, ext. 2171
- Long distance phone number (800) 828-0439 (option #6)
- Email: carla@uky.edu

DL Interlibrary Loan Service: http://libraries.uky.edu/page.php?lweb_id=253

CONTENT OUTLINE (in non-chronological order):

- I. Writing
 - A. Writing basics
 - B. APA Style
 - C. Writing in nursing
 - D. Common theories used in nursing
 - E. Applying theory to practice
- II. Evidenced-Based Practice
 - A. What is evidence?
 - B. Searching for the literature
 - C. Application of the evidence
 1. To case studies
 2. To current practice situations
- III. Teaching/Learning
 - A. Learning theory
 1. Defined
 2. Personal learning style
 - B. Assessment of the learner
 - C. Teaching Methods
 1. Defined
 2. Application to learning style
 3. Development of teaching plan
 4. Design of teaching materials
 - a. Reading level assessment
 - b. Visual impact
 - D. Writing a teaching plan
 - E. Presentation of patient teaching
- IV. Reflection on current practice
 1. Practicing quality care, safely
 2. Cultural awareness
 3. Teaching
- V. Reflection on learning (incorporated into most assignments)

Assignment Guidelines may be found on Canvas and later in this syllabus.

WEEK 1 & 2

AUGUST 26, 2015 – September 5, 2015

COURSE SHELL REVIEW

Review the capture of the resources available on the Canvas and learn how to navigate the site

SYLLABUS REVIEW

Review the capture of the explanation of the syllabus. You may wish to print the syllabus so you can make notes.

Ask any questions on the FAQ discussion board

Complete the form stating that you have reviewed the syllabus and asked any questions you have (You will find a link to submit the form in the Week 1 & 2 week-by-week tab)

DISCUSSION BOARD

Getting to know each other: Practice discussion board postings by telling us something about yourself. Where do you practice? How long have you been a nurse? Any pets? Any children?

Check out the pictures we took on Orientation Day under the Class Pictures Tab.

WRITING:

REVIEW: Formatting Your Papers (available in the Course Helpful Content & Documents tab, APA Tips)

WATCH: Power Points:(See Power Points Content Tab) – consider printing the power points for future reference.

Sentence Structure (30 minutes)

APA (30 minutes)

Plagiarism (10 minutes)

Scholarly Articles(15 minutes)

Graded Homework covering this content and worth 5% of your grade will be posted on Canvas on September 8 and will be **due on September 26.**

READ: Most Common Writing Errors (Later in this document) ... you won't be alone ☺

SIGN UP: Go to the Sign Up Theory Wiki ... and sign up for a theory from the list you received on orientation day. List 3 theories and rank them 1, 2, and 3

WRITING: Review captures on literature searching

EVIDENCE-BASED PRACTICE:

WATCH: *Why can't I just Google?* (3 minutes) available at <http://www.youtube.com/watch?v=N39mnu1Pkgw&feature=relatedlibrary@latrobe.edu.au>
Researching online for college students: Five easy steps (5 minutes), available at <http://www.youtube.com/watch?v=Ylp9nJpGak4&feature=related>
Evaluating websites.wmv (4 minutes) available at <http://www.youtube.com/watch?v=14KFEJIEUrM&feature=related>
Review: <http://nccam.nih.gov/health/webresources>

BEGIN: Web Critique Assignment: Discover what makes a credible site and begin looking at sites. **(Assignment due September 19)**
Assignment Guidelines appear on p. 11 & 12 of this document.

WATCH POWERPOINT PRESENTATION and REFLECT:

What is a profession? Is nursing a profession?

Why Quality and Safety in Nursing/Nurse Sensitive Indicators are important?

The use of theories in nursing

Things to Watch Out For!!!!

Most Common Errors in Formal Papers

1. Wrong word – 13.7%

Watch homonyms (example they're and their) -- spell check won't catch those.

Don't blindly accept spell checker suggestions – make sure it's suggesting the word you really mean.

If you're using a word you don't often use, make sure you have the meaning correct. For example:

Although some may find them similar, there's a big difference between monotony and monogamy ©

2. Missing comma after an introductory element – 9.6%

3. Incomplete or missing documentation—7.1%

4. Vague pronoun reference—6.7%

5. Spelling error (including homonyms)—6.5%

6. Mechanical error with a quotation—6.4%

7. Unnecessary comma—5.2%

8. Unnecessary or missing capitalization—5.2%

9. Missing word—4.6%

10. Faulty sentence structure—4.4%

11. Missing comma with a nonrestrictive element—3.8%

12. Unnecessary shift in verb tense—3.8%

13. Missing comma in a compound sentence – 3.6%

14. Unnecessary or missing apostrophe – 3.1% (including its/it's)

15. Fused (run-on) sentence—3.0%

16. Comma splice—2.9%

17. Lack of pronoun-antecedent agreement—2.7%

18. Poorly integrated quotation—2.5%

19. Unnecessary or missing hyphen—2.5%

20. Sentence fragment—2.4%

Adapted from: Lunsford, A.A.
(2009). From theory to practice: A
selection of essays (3rd ed.). Boston,
MA: Bedford/St. Martin's.

ASSIGNMENT GUIDELINES

WEB CRITIQUE ASSIGNMENT

The World Wide Web makes a large amount of medical information easily available to anyone with access to a computer. Every day information providers add new information to the Web; the information available is increasing at an exponential rate. Consumers are exploring this information. This healthcare consumer exploration can be a good thing because it means that clients are informed about their health conditions and can participate more knowledgeably in healthcare decisions. However, what assurance do consumers have that the information they obtain from the Web is accurate? How can we help consumers to sort out the vast array of information to find valid information? One way to begin is to search the Web ourselves to see what is out there. The purpose of this assignment is to begin to explore the information that is readily available to consumers on the World Wide Web and to learn to evaluate that information. For this assignment, approach the assignment as a member of the general public, not as a healthcare professional; search for information that is readily available to anyone. Choose a medical diagnosis that interests you and begin searching. To begin the search, you must access a search engine such as Google, Ask.com, yahoo.com, etc. If you are unfamiliar with web searching, a useful link to explain the use of search engines is <http://www.monash.com/spidap1.html> Once you've found some sites you're interested in, you need to determine the credibility of the sites. Please watch the three short videos listed on the first page of the Week 1& 2 document and review the NCCAM document to help you complete this assignment. Assignments guidelines follow this page.

WEB CRITIQUE ASSIGNMENT WRITTEN REPORT GUIDELINES

1. Choose a medical diagnosis or procedure that interests you. Search the web and find five web sites that can provide you with information about the topic.
2. Evaluate each site using the criteria explained in the videos – decide which two are the best
3. Create a document that
 - identifies the two best sites and explains in some detail
 - a. why you believe each site is credible and
 - b. why each site is one of the best sites available, and
 - contains a list of the 5 sites you found, formatted as a reference page.

This document should be formatted according to the guidelines in the Formatting your papers document (available in the Helpful Content Tab, APA Tips). This written report should be 2-3 pages of body + a cover page and a reference page. This assignment is due September 19. Submit this assignment through the link in the Week 4, Week by Week Activities Tab

Grading Rubric (Web Critique Assignment):

CATEGORY	Criteria
10 points	Two sites are identified. The explanation of the credibility of each site is thorough and follows the criteria established in the video. APA citations have fewer than five errors. Paper is formatted correctly.
7 points	Two sites are identified. The explanation of the credibility of each site is not as thorough, but follows the criteria established in the videos. APA citations have fewer than 8 errors. Fewer than 2 formatting errors.
5 points	Two sites are identified. The explanation of the credibility of each site is minimal and/or does not follow the criteria established in the videos. APA citations have fewer than 8 errors. Fewer than 4 formatting errors.
3 points	Only one site is listed. Explanation of credibility is minimal. Many APA errors or no APA citations given. More than 4 formatting errors.
0 points	Assignment not received.

Your earned points/10 = percentage grade. This assignment is worth 3% of the course grade.

HINTS: For assistance with electronic references in APA format, see the APA power point, your APA manual or the UKCON Undergraduate APA guidelines. Remember to try to find the elements of a typical APA entry – author(s), date, title –and to include a retrieved statement with the web address. Make sure NOT to put a period (.) at the end of the address unless it is actually a part of the URL.

DO take the reader directly to the page you want him/her to see (e.g., if you've investigated sites for breast cancer, DO NOT send the reader to the American Cancer Society site and make them search for the information on breast cancer).

The web address is NOT the name of a web site ...

Please check the web site addresses used on your reference page by attempting to click on them. *The address is the most important element of the entry.* **You will experience an automatic 5% deduction for each entry for which we are unable to reach the site from the address you have used.**

Hyperlinks are OK for this assignment, but for the formal paper you will do later, hyperlinks are not useful. If the computer automatically added a hyperlink as you typed, you must remove the hyperlink. To remove the hyperlink, position your cursor on the link, click on the INSERT tab, click on Hyperlink (near the middle of the toolbar), click on remove Hyperlink (bottom right side of box). Practice removing them now.

ACTIVITIES FOR WEEK 3 (September 6– September 12, 2015)

REFLECTIVE PRACTICE:

DISCUSSION 1: Nursing's Impact on Patient Safety(Open dates – 9/8-9/17/13).
Assignment guidelines follow in this document

WRITING: Graded Homework is posted on 9/8; Due 9/26

EVIDENCE-BASED PRACTICE:

READ: Case Study 1 (follows this page);

Choose 2 nursing diagnoses from the following list and post on the Nursing Diagnosis WIKI on **September 12, 2015**, ranking them as 1st and 2nd choice. Assigned nursing diagnoses will be posted on Canvas as an announcement by **September 15, 2015**. **Assignment guidelines for the Nursing Diagnosis assignment due September 27, may be found on p. 18 of the syllabus.**

Nursing Diagnoses:

1. **Situational low self esteem** related to poor body image, inability to fulfill her goals as a mother, change in her ability to function as a social worker as evidenced by comments about others thinking she does not "pull her load", being overwhelmed by the increase in tasks for her daughter and grandson.
2. **Activity intolerance** related to inadequate energy sources secondary to obesity and inactivity secondary to sedentary lifestyle as evidenced by shortness of breath, and reported decrease in energy level.
3. **Excess fluid volume** related to impaired venous return secondary to increased peripheral resistance as evidenced by shortness of breath, peripheral edema, and elevated blood pressure.
4. **Acute pain** related to inflammation of knees and lower back as evidenced by complaints of pain, redness, swelling, and palpated crepitus in knees bilaterally and pain in her lower back at L3-5.
5. **Ineffective health maintenance** related to intake in excess of metabolic requirements secondary to stress, self image, pain, decreased mobility evidenced by a 20 lb. weight gain in past 6 months.
6. **Interrupted family processes** related to daughter and grandson moving into household as evidenced by arguments between client's husband and daughter and client's expression of anger when discussing her daughter.

Case Study 1

Barbara Rogers is a 68 year old female who was born and resides in Lexington, Kentucky. She is married with two grown children. Barbara has a master's degree in Social Work and currently works full time for the Kentucky Cabinet for Human Resources.

History:

Barbara has noticed some shortness of breath when climbing stairs, especially when visiting clients. Three years ago she was diagnosed with hypertension and was placed on Minipress 5mg daily. Her last BP was 140/80 (about 3 months ago); she has gained 10 pounds in the last two months putting her at 80 pounds overweight. Other medications include Ibuprofen 800mg three times daily and Vitamins A, B, C, D, & E. She has a family history of heart disease. Her father died of a heart attack at the age of 60, and her mother has hypertension as well.

Treatments:

Barbara understands she should be exercising more and eating better; however, she has not been attending to this concern. Her recent development of shortness of breath "scares" her. Other than the birth of her two children and a tonsillectomy at age 10, she has had no other hospitalizations or illnesses.

Health Maintenance - Health Perception/Pattern:

S: Patient's last routine physical was 3 years ago and included pap smear and mammogram; she has yearly dental and eye exams. Her hypertension was discovered three years ago. She became normotensive after starting her BP medication and has had no other issues.

O: Sitting in a chair, alert, slightly SOB, clean and neat in appearance.

Nutrition-Metabolic Pattern:

S: Patient complains of having problems with weight gain most of her adult life, gaining 20 pounds in the last six months. Most meals consist of eating "convenient" food, including cereal, fast food (when on the road for her job), and take out for dinner. Although she does try to eat chicken and salads, that does not always happen. She does mention that desert is included several nights a week with dinner. She has no c/o nausea, vomiting, or loss of appetite. She denies family history of cancer of the mouth, esophagus, stomach or liver. She has no history of cirrhosis. She started taking vitamins, calcium and bee pollen on her own, hoping the vitamins would start giving her some energy.

O: Patient's skin is warm, dry and pink. Capillary refill is WNL. Fingernails short, clean and without ridges or breakage. Oral mucous membranes are pink and moist with no lesions noted on lips or within the oral cavity. No difficulty swallowing is noted as well. Abdomen is soft and flat; bowel sounds in all four quadrants.

Elimination Pattern:

S: Patient states no problem with urination and bowel movements. No history of hemorrhoids or rectal bleeding. No family history of cancer of the bowel and/or urinary system.

O: Urine clear. Urinalysis pending. Stool not examined.

Activity-Exercise Pattern:

S: Patient does not exercise on a regular basis, stating that her "job keeps her active." Her job activity consists of two home visits per day with driving in between. She occasionally climbs stairs but has recently noticed an increase in shortness of breath and knee pain with this activity. She has taken on more sedentary responsibilities at work due to her inability to climb stairs. She also complains of a "skipping heart" in the past month.

O: Heart sounds are audible and clear. Mild SOB. Auscultation of the lungs shows a few scattered rales in the lung bases that clear with coughing, and wheezing in the upper lobes with exertion. EKG shows 2 PVC's per minute. Patient has 1+ lower extremity edema with a sluggish capillary refill in the toes and a dusky, cool look to the feet.

Cognitive-Perceptual Pattern:

S: Patient has no c/o memory loss, balance, coordination, changes in personality or difficulty hearing. Pain in her knee without Ibuprofen is 5-6 on a 0-10 scale. She uses a heating pad for low back pain when needed. She realizes she needs to lose weight due to her risk for cardiovascular disease. Patient states "I've heard that acupuncture could help the pain. Does it work? Where can I go for it?"

O: Patient is alert and oriented x3. Responds to questions appropriately. Neuro assessment WNL except for a slight decrease in sensation to pinprick to bilateral feet.

Sleep-Rest Pattern:

S: Patient c/o not sleeping well for a month. Averages about 5-6 hours a night. Patient has c/o feeling tired and less energy.

O: Alert. No difficulty concentrating or responding to questions.

Self Perception-Self Concept Pattern:

S: Describes self as a hard worker looking forward to retirement and traveling with her husband. She is concerned about her health now. States "I don't like for my co-workers to feel I'm not doing my fair share of the work since I cannot do as many home visits. I know I need to lose weight to be able to do my job better, but it isn't that simple."

O: Speaks clearly and coherently. Neat and clean in appearance. Eyes divert down when speaking of co-workers.

Role-Relationship Pattern:

S: Husband does help a little around the house, likes to eat out and have "hearty meals" at home and likes his wife to be on the "plump" side. Two months ago her daughter moved back home with her 10 year old son, which was not what Barbara wanted but agreed to keep the peace in the family. The daughter expects Barbara to fix the meals and wash her clothes as she is "working to make enough money to move out on her own." Son lives four hours away and has a close relationship with patient. They speak once a month.

O: Patient smiles while talking about son, but looks angry when talking about daughter. Husband not present at time.

Coping/Stress Pattern:

S: Patient states her stress level has increased since her daughter's return to the house. Her husband argues with the daughter about helping out more around the house, but Barbara feels her grandson needs healthy meals and a steady environment. She feels her husband cannot be her support person in this situation, and feels that she is having a hard time concentrating at work as the situation is getting her down. She states "What am I going to do? I cannot think straight any more. Should I try alternative therapy such as therapeutic touch? I took St. John's Wort for a week but I didn't notice any changes."

O: Patient is tearful. She has audible wheezing and increased SOB.

Value-Belief Pattern:

S: "I love my husband and daughter, but I know this arrangement is not good for my health. I do not want to have a heart attack, but I need help to get better." Patient states that she is a non-practicing Catholic and her husband is Jewish, which makes organized religion a challenge. She believes in God and prays silently when having a troubled state of mind. She states she has been praying a lot lately.

O: Patient speaking very softly.

DISCUSSION #1 ASSIGNMENT GUIDELINES

Quality and safety are the current "buzz words" in healthcare -- as they should always have been! Some quality and safety concerns have been designated as nurse sensitive indicators -- meaning that nursing care can impact these conditions. Examples are decubitus ulcers, falls, Foley catheter associated urinary tract infections, and ventilator associated pneumonia. These issues are important, not only for the well-being of our patients, but also for the financial impact they can have on our institutions, since facilities will not be reimbursed for expenses resulting from caring for these conditions.

This discussion DOES NOT require references; it is your opinion from your experience or from talking with others on your unit.

In this discussion,

1. Describe a nursing or patient care concern, issue, or problem with safety or quality that you have encountered in your facility.
(Thorough description, 10 points; some description, 6 points; little description, 3 points)
2. Describe in some detail at least one thing that your home institution is doing to resolve common safety or quality concerns. (20 points)
(Thorough description, 20 points; some description, 15 points; little description, 5 points)
3. Tell us what impact you believe the designation of some concerns being called "Nurse Sensitive Indicators" will have on the practice of nursing. (20 points)
(Thorough discussion, 20 points; some discussion, 15 points; little discussion, 5 points)
4. Points for posting to others – please begin these posts with the name of the person you are responding to. (Posted to 4 others with meaningful comments, 20 points; posted to 2 others with meaningful comments, 15 points; posted to only 1 other student or comments were not meaningful, 5 points)
5. Post over several days
(Posted meaningful posts on at least 4 days, 20 points; posted meaningful posts on 2-3 days, 15 points; posted only on one day OR posted only on the last day, 5 points)
6. **First original post made by 9/10.** Remember, you do not have to answer all questions in one posting 😊 (10 points)

The discussion will begin on 9/8 and end on 9/17. There are 100 possible points. Your points /100 total points = posted percentage grade. **This** discussion is worth 2% of your course grade

ACTIVITIES FOR WEEK 4 (September 13-September 19, 2015)

REFLECTIVE PRACTICE: Discussion 1 closes on September 17

DUE: Web Critique Assignment due September 19

EVIDENCE-BASED PRACTICE: Nursing Diagnosis assignment posted September 15

ASSIGNMENT: The purpose of this assignment is find and use the research literature to support nursing interventions. Assigned nursing diagnoses will be posted on Canvas as an announcement on **September 15**.

Once you've received your assigned nursing diagnosis: Write two interventions with rationale that is supported by two research studies. Include an APA list of your references. Post on Canvas using the Week by Week Activities, Week 5 Link.

WRITING:

Assignment Grading criteria:

2 interventions, appropriate rationale from two studies, APA list of references = 10 pts

2 interventions, appropriate rationale from one study, APA list of references = 8 pts

1 intervention, appropriate rationale from 1 study, APA list of references = 5 pts

Your points/10 = percentage posted; this assignment is worth 2% of your grade.

BEGIN: Theory Paper Part 1. 1st draft due to peers by **September 29, 2014**.
Assignment Guidelines follow in this document.

TEACHING & LEARNING:

READ: Bastable text.
Chapter 1, Chapter 3, Chapter 4, and Chapter 11.
Consider outlining your readings in preparation for a timed open book, open note quiz.

ASSIGNMENT GUIDELINES—GCCR THEORY PAPER

The purpose of this assignment is to help you learn to write in style of a professional nurse and to help you become familiar with theories from other disciplines which are commonly used in nursing. You will write a 4,500 word paper (no more than 20 pages excluding the cover page) on a theory that you signed up for at the beginning of class. This paper should explain the theory, discuss how this theory has been used in nursing research, and discuss application of the theory in the clinical setting.

This paper meets the writing portion of the GCCR requirement; the presentation portion of the GCCR requirement will be met in the RN-BSN Capstone course. The assignment will be submitted in three parts. Each part will be submitted to peers, reviewed by peers and returned for resubmission faculty. Faculty will review the paper and return it to you as explained in the Peer Review Process document. The *first drafts* are due as follows: Part I is due to your peers on September 29; Part II is due to peers on October 27; Part III is due November 24. **A grade for the paper will be applied following the submission of the entire paper** on December

13. The paper will be graded as follows:

Part I Background and explanation of the theory (15 points). This should include historical development of the theory, a definition of the key terms of the theory, and an explanation of how the key terms relate to one another. *This section should include at least 3 credible references; credible web sites may be used in this part of the paper.*

Part II An exploration of existing original, data-based research literature using this theory (20 points). You must identify and include at least five (5) scholarly sources* (at least 4 original, data-based research articles; 1 meta-analysis is acceptable) in this literature review. Describe how the authors used the theory in their study, and summarize their work. You do not need to evaluate the research articles for methodology, etc.

Part III Application of the theory to a problem/issue in your practice (30 points). Choose an example from your practice. Describe the situation/problem and write about how you believe the theory might be helpful in explaining or resolving this situation. Use the terms of the theory when discussing how the theory can be applied to this situation.

Spelling, grammar, logical sequence, clear language and expression of thought (½ point will be deducted for each of these errors up to a maximum deduction of 20 points).

APA style (½ point will be deducted for each type of APA error up to a maximum deduction of 15 points)

Page/Word length: 5 points will be deducted for papers that exceed the 20 page limit;
Papers less than 4,500 words will not be accepted..

** Acceptable scholarly sources are primarily professional journals and books. Research literature is literature that describes primary research, studies conducted by the authors. Unless articles and/or books are classics in their field (meaning they are groundbreaking work or are consistently cited in current work), sources should be no more than 7 years old. No more than three (3) classic sources should be used. Basic nursing texts and lay journals are not considered scholarly sources. Credible web sites may be utilized for background information in Part 1 of the paper.*

Please note that a minimum grade of C must be achieved on the final submission of the GCCR Theory Paper to pass this course. *Students who fail to earn the minimum grade of C on the final submission will receive an additional submission. If an extra submission is needed, the highest grade the student can receive on the assignment will be 76%. Note that the minimum penalty for plagiarism is a zero on the assignment.*

ACTIVITIES FOR WEEK 5 (September 20-September 26, 2015)

WRITING: Continue work on Theory Paper Part 1 – due to peers on September 27
Review the Peer Review Documents ([See Course Documents Tab](#))

DUE: Graded Homework due by September 26.
Submit to Canvas through link in Week by Week Activities Tab, Week 5 .

Continue: Work on Nursing Diagnosis Assignment, due in on Canvas **September 28**

TEACHING & LEARNING:

Continue reading and outlining in Bastable. ... see next week for more readings if you want to get ahead.

ACTIVITIES FOR WEEK 6 (September 27-October 3, 2015)

WRITING:

DUE: Part 1 of Theory Paper due to peers on 9/29

Submit to your Peer Review Group (given earlier as an Announcement on Canvas) *as an attachment via email* through the **Tools, Send email** section of Canvas.

BEGIN: Peer Review of draft 1; your report is due back to the author and to Canvas using the link in the Peer Review Tab by **October 6, 2014**.

TEACHING & LEARNING:

READ: Bastable text, Chapters 5, 6, 8, 9, 10, 11, 12, 14.
Consider outlining the chapters as you read.

There will be an open-book, open-note TIMED quiz on Canvas October 19-20. You will have 1 hr. to complete the quiz once you open it. The following chapters are fair game for the quiz.

Chapter 1: Overview of Education in Health Care

Chapter 3: Applying Learning Theories to Healthcare Practice

Chapter 4: Determinants of Learning

Chapter 5: Developmental Stages of the Learner

Chapter 6: Compliance, Motivation and Health Behaviors of the Learner

Chapter 8: Gender, Socioeconomic, and Cultural Attributes of the Learner

Chapter 9: Special Populations

Chapter 10: Behavioral Objectives

Chapter 11: Instructional Methods and Settings

Chapter 12: Instructional Materials

Chapter 14: Evaluation in Healthcare Education

Again, consider outlining your readings so that, if you need to look things up, it won't take as much time. The quiz is timed.

ACTIVITIES FOR WEEK 7 (October 4-October 10, 2015)

WRITING:

- DUE:** The Peer Review document you created (See Peer Review Tab) on **October 6**.
Submit created peer review documents the original author by email and to faculty using the Canvas link in the Peer Review tab on **October 6**
- REVISE:** Theory Paper Part 1 ... Due to faculty on **October 13**. **Submit through Canvas** and include a statement on how you used the Peer Reviews to improve your paper. You will not get faculty feedback until this statement is submitted.

TEACHING AND LEARNING:

- CHOOSE:** One patient education handout from your work place. Analyze the reading level using one of the tools in mentioned in Bastable, p. 281-284. You may Google the test you choose to use and find free calculators to use to analyze the reading level.
- DISCUSSION #2:** Reflection on problems with teaching.
Check the Canvas Announcement for your group assignment.
(Discussion is open **October 6-October 15**).
Assignments Guidelines follow this document.

EVIDENCE-BASED PRACTICE:

- DUE:** Compile an APA list of research articles and other sources you plan to use in your theory paper. Submit to Canvas through the Link in Week 7 by **October 8**. This assignment is worth 2% of your grade, and it's insurance that you won't have to start over later as you work on Part 2 of the Theory Paper.

ASSIGNMENT GUIDELINES: Threaded Discussion #2

This purpose of this assignment is for you to reflect on your clinical experience about a problem involving patient education (an educational event or a need for education of the client or family), analyze this event, and apply information from your Bastable textbook to the analysis, and then to communicate with others in the class to find that many of us face the same issues. Your grade will be based on the inclusion of the following areas in your discussion:

- A description of the problem/question (Thorough description, 5 points; some description, 3 points; little description, 1 point)
- A thoughtful, thorough reflection/explication of the issues involved, i.e. context, related factors, etc. (Thorough discussion, 10 points; some discussion, 6 points; little discussion, 2 points)
- An explanation of how your textbook readings relate to this problem/question. Cite your sources in APA style. (Thorough explanation with at least 6 references from your text, 30 points; some explanation with at least 5 references from your text, 20 points; little explanation with two references from your text, 5 points; no references from your text, 0 points)
- An explanation of your reading level analysis of patient teaching materials (Thorough explanation including a description of the material analyzed and how the analysis was performed, including the results of your evaluation, 10 points; some explanation, only one other point included, 6 points; little explanation, no other points included, 2 points)
- An explanation of what you learned through the examination of this problem/question. *It is a good idea to explicitly say, "I learned..." in your discussion...* (Thorough explanation, 5 points; some explanation, 3 points; little explanation, 1 point)
- Points for posting to others (Posted to 4 others with meaningful comments, 10 points; posted to 2 others with meaningful comments, 7 points; posted to only 1 other student or comments were not meaningful, 2 points)
- Post over several days (Posted meaningful posts on at least 4 days, 10 points; posted meaningful posts on 2-3 days, 7 points; posted only on one day OR posted only on the last day, 2 points)
- References listed in APA style (1-3 errors, 10 points; 4-6 errors, 6 points; 7-8 errors, 3 points; more than 8 errors, 0 points).
- **First original post by 10/8** – remember you don't have to answer all the questions in one posting. (10 points)

This discussion is worth 8% of your course grade. There are 100 possible points. Your points / 100 total points = the grade that will be posted.

Remember that Bastable has individual chapter authors for some chapters ... and there's a particular way to cite information from those chapters.

ACTIVITIES FOR WEEK 8 (October 11-October 17, 2015)

WRITING:

DUE: Theory Paper part 1 due to faculty **by October 13**. Submit using the Link in the Week 8 folder; include a statement about how you used the peer reviews.

ASSIGNMENT GUIDELINES

The Teaching Presentation

The teaching presentation can be an individual or group project. You may choose up to three people to work together on this assignment.

As a group, you will

1. Decide on one teaching method to use.
2. Decide what you will teach. You should plan to teach something relevant to nursing – please do not plan to teach how to bake cookies, how to improve your backhand, etc. Discuss your topic with your reporting faculty for approval,.
3. Write a draft teaching plan and group contract and submit it to your reporting faculty for review **by November 15th**.
4. **Submit your teaching video and final teaching plan on Canvas by December 13th.**

The Assignment guidelines (which include the Teaching Plan Format, guidelines for preparing a presentation, and the criteria by which your presentation will be graded) appear on the following pages.

ASSIGNMENT GUIDELINES—NUR 350 TEACHING PLAN DOCUMENT

TITLE OF PRESENTATION:

Length of Presentation (**20 MINUTES** maximum; **15 minutes** minimum):

Description of Target Audience (10 points):

Who will you be teaching? What experience with the topic do they have? Give substantial detail.

Estimated Number in Attendance:

Goals of Teaching/Learning Plan -- Outcome Statement

At the end of this presentation, the audience will be able to (20 points)

Specific Behavioral Objectives (20 points)

Refer to your Bastable text when writing objectives.

Consider your teaching method.

Evaluation Techniques (20 points)

How will you know learning occurred?

Teaching Plan Format -- Page 2

Presentation Outline* (20 points)	Presenter:	Instructional Method:	Time
We're looking for an outline, not a script			

References: Please include a minimum of two references. (10 points)

NOTE: See the Course Documents tab for a copy you can download, type into, and save

100 possible points; this is worth 2% of your grade. All group members will receive the same grade.

ASSIGNMENT GUIDELINES—THE TEACHING PRESENTATION

PREPARING A PRESENTATION OUTLINE FOR THE TEACHING PLAN

There are several parts of this presentation: the introduction (to the class), the introduction to the group you are teaching to, the content, and the closure. Your presentation outline should address specifically how you will cover each of these parts. Timing is important and should be planned and practiced prior to videotaping.

Part 1: Pre-introduction to the class

See evaluation criteria on the next page for items to include in this section.

Part 1A: The introduction -- to the audience being taught

- A. Introduce the topic. Try to engage the audience.
- B. Establish a common base of knowledge and the need for further knowledge.
- C. Describe the benefits of learning the content you will present.

Part II. The content

Part III. The closure

- A. Summarize your main points
- B. Provide the audience with a sense of achievement.
- C. Try to relate back to your introduction.

HOW THE TEACHING PRESENTATION WILL BE GRADED

The teaching presentation will be evaluated according to the behaviors and skills listed below.

Part A. Pre-Introduction to the class(Suggest no more than 5 minutes)

- A1. Briefly explain the teaching method you have chosen. (5pts)
- A2. Explain how the topic you have chosen to demonstrate application of the method is appropriate for the method you are using. (5 pts).
- A3. Describe the developmental age of the audience and how you have taken that into consideration when planning your teaching. (5 pts)
- A4. Describe the audience/clients, the prerequisite knowledge of the audience/clients; and the objectives, setting, and timing (week before admission, day of discharge, second and fourth post-operative day, second class of a four part series). (10 pts).

Part B. Demonstration of the teaching method (15 minutes maximum; 10 minutes minimum)

- B1. The teaching process began with a method to catch the interest of the clients/patients. (5 pts).
- B2. Instructions to the clients/patients were clear and concise and appropriate to the level of their understanding. (10 pts).
- B3. The selected method of teaching was correctly implemented. Interaction with the clients/patients was appropriate for the specific teaching methodology. (15 pts)
- B4. The outcome of the teaching experience was evaluated. (5 pts)
- B5. The summary brought the experience together and to a close. (5 pts)
- B6. The teaching presentation was creative. (5 pts)
- B7. Time limits met (5 pts)

Part C. Presentation Skills

- C1. The teaching experience was organized. The environment was conducive to learning for the audience/clients. (5 pts)
- C2. The teachers knew their roles and presented in a professional, coordinated, and logical sequence. (10 pts)
- C3. Audiovisuals (if applicable) were appropriate for the specific teaching methodology, for the level of understanding of the patient, and for content. Written materials/handouts or power points were appropriate, clear, neat, and large enough to be easily read by the audience. (10 pts)

This presentation is worth 8 % of your grade. All group members will receive the same grade.

ACTIVITIES FOR WEEK 9-12 (October 18–November 14, 2015)

WRITING:

REVIEW: Writing a Literature Review (located in the Power Points Tab) (8 minutes)

BEGIN: Theory Paper Part 2 (First draft is due to peers on **October 27**)
Assignment guidelines appear on p. 19.

BEGIN: Peer Review of Part 2. Return the Peer Review form to the original author by email and submit to faculty in the Peer Review tab by **November 3.**

DUE: Theory Paper part 2 due to faculty by **November 10.** Submit using the Link in the Week 9-12 folder. Remember to include a statement as to how you used the peer reviews to improve your document.

EVIDENCE-BASED PRACTICE:

READ: Case Studies 2 and 3 (which follow this document).

As you read, think about the theory you are writing about. Does the theory you have chosen have any application to the case studies? We will discuss the Case Studies and Theories in **Class 4.**

Case Study Part 2 Hospital Admission

Yesterday B. R. was at work in the office after having made a home visit when she had a sudden onset of substernal chest pain which radiated to her back, accompanied by diaphoresis and nausea. One of the other social workers in the office called 911 and she was taken to the hospital. In the ambulance she was given oxygen and an IV was started. In the emergency room she was diagnosed with an acute anterior myocardial infarction. She was given chewable aspirin 160 mg., 3 nitroglycerin tablets without relief followed by an infusion of Activase (T-PA), a bolus of heparin 5000U and started on a heparin drip at 1000U per hour; then started on a nitroglycerin drip at 10 mcg/min, stabilized and transferred to CCU where she received Lopressor 5 mg. IV q 2 minutes x 3 doses. During the infusion of TPA she developed an episode of accelerated idioventricular rhythm and her chest pain significantly improved. A Swan-Ganz, pulmonary artery, catheter was inserted in her right subclavian vein when congestive heart failure was not resolved with nitrates and diuretics.

Health Maintenance/Health Perception

S: B. R. last visited her physician 3 months ago at which time she was put on a 1500 calorie diet and given a program to walk 1 mile briskly 3 times a week, take Xanax .5 mg BID as needed for anxiety and Naproxen 220 mg. BID for her knee pain. She has tried to follow the recommendations, had lost 10 lbs, but her home situation had not changed significantly.

O: She is lying in bed with her eyes closed, HOB at 30 degrees, pale, respirations slightly labored.

Nutrition/Metabolic

S: According to the patient's husband, B. R. has been sticking to her diet at home and had lost 10 lbs. but they had noticed some swelling in her feet.

O: Height 5' 4", weight 250 lbs. She is receiving D5W in a peripheral line in her left arm at KOR and has Nitroglycerin drip infusing through her Swan Ganz catheter and the heparin drip has been increased to 1400U/hour. She has 1+ pitting edema of her feet and sacral area. Abdomen is soft, tender in RUQ, with distant bowel sounds. No changes in hair, nails, or mouth from previous assessment. Temp 100 po. She has been eating less than 25% of her 1800 calorie consistent-carbohydrate diet. She is offered ice chips when she asks for a drink to keep her on a 1000 cc fluid restriction.

Elimination

S: Husband states that B. R. has been getting up to urinate more in the past week, at least 2x a night. She had not complained of burning or frequency. He doesn't know about any problems with constipation or diarrhea.

O: Foley catheter is draining an average of 20 cc/hr. Urine clear yellow. No rectal exam done.

Activity/Exercise

S: B. R. had been trying to walk about 1 mile 3x a week for the last month although she was SOB and had pain in her knees. Her medications were Vasotec for her hypertension, Xanax for anxiety and Naproxen for knee pain. The night before her MI she had c/o discomfort in her chest after eating supper but had attributed it to the food. It eased with rest leaving her very tired so she went to bed early

O: Color pale. Skin cool. Cap refill 6 sec. PTT: 71 sec. Nailbeds dusky. Lips dusky. On admission ABGs pH 7.48, pCO₂ 30, pO₂ 72, Sat 85%, HCO₃ 22.on room air. Presently on 40% O₂ venti mask pH 7.36, pCO₂ 35, pO₂ 92, Sat 93%, HCO₃ 22.Rales audible in lower lung fields halfway up

bilaterally. Sputum frothy pink. Resp. 24, slightly labored and symmetrical. S1 and S2 distant. S3 audible. 2 PVCs per min. EKG shows a loss of positive R wave progression in V2, ST segment elevation in leads I and aVL and V1-V5, T wave inversion in leads III, aVF. Radial and pedal pulses 1+/1+. BP 102/64, p 100, CO 3.2 L/min, CI 1.5, MAP 76, PCWP 21, CVP 12, SVR 1600, Nitroglycerine infusing at 50 micrograms/min. Lasix 20 mg IVP to be given q1h for PCWP>18. Has received 40 mg since admission. SOB increases when she tries to move in bed. Knees still reddened and mild enlargement noted. Thigh high T.E.D. hose on. Neck veins pulsating 8 cm. above clavicle, HOB 45°.

Cognitive/Perceptual

S: "My chest still hurts. Where is my husband?"

O: Level of consciousness varies. Has short periods of being alert then later opens her eyes to name but doesn't know where she is. Nods her head when asked if she is having any pain in her chest but that it is less than it was. Moans when turned on her side. Morphine SO4 15 mg given on admission to CCU. Pupils 3 mm, RTLA. Recognizes her husband and tries to talk to him. Face symmetrical, tongue midline, grasps and leg strength equal bilaterally.

Sleep/Rest

S: Says she is very tired and wants to go to sleep.

O: Dozes when she is not being assessed by the nurses. Has had many interruptions for vital signs and having blood drawn. Appears to not sleep well. Restless. Moving shoulders and making a fist with her hands.

Self Perception/Self Concept -- Deferred

Role/Relationship

S: Husband has been at hospital since B. R. was admitted and has not slept. He says he wants to be called at any time if she needs him. Daughter was notified after she went home from work and she has been to hospital but went home for the night to be with her son. Mr. R. has told her that this heart attack was her fault, if she hadn't demanded so much from her mother this would not have happened. The daughter has been in to see her mother and told her that she loved her. She went out crying and went home.

O: Both husband and daughter have talked to B. R. She will hold hands with them but often keeps her eyes closed.

Sexuality-Reproductive -- Deferred

Coping/Stress

S: B. R. says she is scared. She wants them to help her get rid of the pain in her chest. Whenever she is alert she asks to see her husband. She told him to try to help their daughter and not argue with her.

O: Holds her husband's hand tightly and looks at him. Heart rate increases slightly when she sees him but it drops as he talks to her and tries to comfort her.

Value/Belief

S: "I'm afraid to die. Would you ask a priest to come see me. Don't tell my husband. It may upset him. My family needs me. Why did I have to have a heart attack now? I was trying to be so good with what the doctors told me to do. I guess I waited too late."

O: No religious artifacts at the bedside. Looks at the ceiling with tears in her eyes.

Case Study Part 3 In the ICU

BR has now been in the ICU for one week. Her condition has not improved and her physician has indicated that she does not expect much improvement -- there's just been too much damage to BR's heart. BR has indicated to the nurse that she knows she's very ill, that she feels she will die soon, and that she has decided that she wants no extraordinary measures taken. She's talked with her priest and has come to terms with her probable impending death. She wonders about being transferred to a room elsewhere in the hospital where her family could visit with her more often; she's lonely in the unit, and misses her family.

When the family arrives at the hospital for the day, the nurse talks with them about B. R.'s comments. Mr. R begins yelling, "That damned priest talked her into this ... she'd never have made this decision if she'd talked to me first. I won't accept this! I want everything possible done for my wife. Find her doctor! Tell her I want everything done for my wife! Do you hear me! Everything!" Mr. R is red-faced, pacing, and agitated. BR's daughter sits quietly in the corner of the room, sobbing.

After speaking with the family, BR's physician informed the nurse that she would not write DNR orders. She feels that in the event of a code situation the family would insist on a code, and that if BR were not coded, the family would sue both her and the hospital. The physician also believes that, since BR is on a morphine drip to control pain and dyspnea, BR lacks decisional capacity to make this decision. She also advises the nurse that she does not feel BR's death is imminent and that, therefore, they can ignore BR's decisions for the time being.

SW&gcl
Revised /gcl

ACTIVITIES FOR WEEK 13-14 (November 15-November 21, 2015)

WRITING:

BEGIN: Theory Paper Part 3. Assignment guidelines appear on p. 19 of this syllabus. Submit the first draft of this paper by email to your peer review group by **November 24**.

BEGIN: Peer Review. Submit your Peer Review Form to the original author by email and to faculty using the Canvas link in the Peer Review tab by **November 30**.

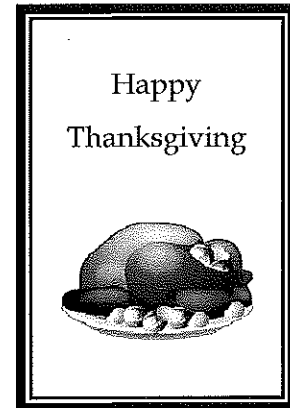
EVIDENCE-BASED PRACTICE:

READ: Case Study Part 4 (follows in this document)

FIND: Literature which will help you make a decision about home or hospice care for the Case Study patient in preparation for an assignment due December 11th. Make sure to examine literature on caregiver stress.

REFLECTIVE PRACTICE:

DISCUSSION #3: Cultural diversity and patient care
(Open from November 17-November 26)
Guidelines follow this document.



EVIDENCE-BASED PRACTICE:

The American Association of Colleges of Nursing believes that all BSN prepared nurses should have an understanding of alternative/complementary practices. Visit the website <http://nccam.nih.gov/health/whatisacam> Read about the types of CAM. Choose one type of CAM, find a data-based research article available on the web site on this modality, and write a one page summary of the research article. You may begin the paper with the name of the article and avoid citations/reference pages unless you use wording directly from the article. Submit under the Canvas link in week 15 by **November 30**. This assignment is worth 2% your grade.

Case Study Part 4

A Decision to Make

B. R.'s condition has now stabilized, but her condition is very guarded. The cardiologist has informed the family that there has been major damage to B. R.'s heart and that there is, basically, no chance that she will live more than a few months without a heart transplant. For several reasons, a heart transplant is unlikely. Her family now understands the extent of her illness and has finally consented to DNR status in accordance with B.R.'s wishes; a DNR order has been written. B. R. has transferred from the ICU to a telemetry floor. Her transfer to a medical floor is anticipated within a few days.

Since her heart function is so erratic, the physician informs B. R. and her family that she most likely would not have a problem justifying keeping her in the hospital for the duration of her life. She also states that hospice care at home or on a hospice unit might be an option they would like to consider.

A hospice social worker visits with the family to provide information and to evaluate B. R. for hospice care. A decision is made that B.R. is an appropriate candidate for hospice; the local hospice will be able to provide B. R. with necessary care and medications, and B. R.'s daughter has agreed to take off work to serve as primary caregiver if hospice care is indeed the choice. B. R. and her family now have a decision to make -- home with hospice or stay in the hospital.

Discussion #3: Cultural Competence and Nursing

Understanding the challenge: The United States is possibly the most diverse nation in the world (Shah, 2004). Approximately one million immigrants arrive in the U.S. every year. One in ten people in the U.S. is an immigrant (Munoz, 2005). It's therefore essential that nurses develop cultural competence to provide sensitive, individualized care to their patients. Cultural competence implies an increasing level of consciousness and sensitivity by "maintaining an open and inquiring attitude about cultural beliefs and behaviors" (Bartol & Richardson, 1998). In this discussion, we would like you to use your opinion and perhaps, the opinion of your coworkers, to answer the following questions. **No scholarly references are required.**

- Describe one of your own experiences or one you witnessed that demonstrates either a lack of, or insufficient use of, cultural congruent care to clients of a diverse culture. You may also describe an experience that demonstrated an effective use of culturally competent care. Thorough discussion, 10 points; some discussion, 6 points; little discussion, 3 points)
- Do you think nurses have the awareness, knowledge and skills needed to deal with culturally diverse patients? Is this a problem? Thorough discussion, 10 points; some discussion, 6 points; little discussion, 3 points)
- In the institution where you work, what would make it easier for you to care for culturally diverse patients? Thorough discussion, 10 points; some discussion, 6 points; little discussion, 3 points)
- What education have you had with regards to culturally competence? Was this education useful to you? Thorough discussion, 10 points; some discussion, 6 points; little discussion, 3 points)
- Points for posting to others (20 points) (Posted to 4 others with meaningful comments, 20 points; posted to 2 others with meaningful comments, 15 points; posted to only 1 other student or comments were not meaningful, 5 points)
- Post over several days (20 points) (Posted meaningful posts on at least 4 days, 20 points; posted meaningful posts on 2-3 days, 15 points; posted only on one day OR posted only on the last day, 5 points)
- **FIRST POST BY 11/19. Remember you do not have to answer all questions in your first post. (10 points).**

This discussion is worth 2% of your course grade. There are 90 possible points. Your points / 90 total points = the grade that will be posted.

References:

- Bartol, G., & Richardson, L. (1998). Using literature to create cultural competence. *Journal of Nursing Scholarship*, 30 (6), 75-79.
- Munoz, C. (2005, October 5). *Effective transcultural communication: A diversity education lecture*. Columbus OH: Riverside Methodist Hospital.
- Shah, M. (2004). *Transcultural aspects of perinatal health care, A resource guide*. Harrisburg, PA: National Perinatal Association.

ACTIVITIES FOR WEEKS 15-16 (November 29-December 12, 2015)

WRITING:

- DUE:** Theory Paper Part 3 Peer Review due back to original author by email and to faculty using the link in the Peer Review tab by **November 30**
- DUE:** CAM paper. Submit under the Canvas link in week 15 by **November 30**.
- DUE:** Theory Paper Part 3 due to faculty on **December 5**. Submit to Canvas through the link in WEEK 15-16.. Remember include a statement about how you used the peer reviews.
- REVISE:** Theory Paper Part 3 and combine the 3 parts into one paper for submission to faculty – **Due December 13, 2014**.
Submit to Canvas through the link in WEEK 15-16.

EVIDENCE-BASED PRACTICE:

- ASSIGNMENT:** Decision paper (Assignment Guidelines follow)
Paper due December 11. Submit through the link in Week 16

ASSIGNMENT GUIDELINES –A Decision About Hospice

This short paper will be worth 6% of your grade. The purpose of this assignment is to ask you to apply readings to help a family make a decision on end-of-life care. BR appears to be close to the end of her life. Where is the best place for her to spend what's left ... at home? In the hospital? To answer this question, you must learn about what services/care hospice provides and place yourself as an advisor to the family in the Case Study – do **NOT** think from the perspective of your own family. Your paper should include the following:

- *As an academic exercise, you must make a decision about which option to recommend for terminal care is best for **this** patient and family and support your decision with a thoughtful, thorough reflection/explication of the issues involved, i.e., context, related factors, etc., including costs/benefits/family impact of the decision. (Decision and Thorough discussion, 30 points; some discussion, 15 points; little discussion, 3 points)*
- An explanation of how your readings relate to this problem/question Cite your sources! (Thorough explanation with at least 6 references, 30 points; some explanation with at least 5 references, 20 points; little explanation with two references, 5 points)
- An explanation of what you learned through the examination of this problem/question/interview (Thorough explanation, 5 points; some explanation, 3 points; little explanation, 1 points)
- A list of references in APA style (10 points) (No errors, 10 points; 1-3 errors, 6 points; 4-6 errors, 3 points; more than 6 errors, 0 points).
- Spelling, grammar, punctuation (10 points): ½ point will be deducted for each error.

You may use web sites as well as other resources as references ... It will be important that you consider what you've learned about this family AND what you have learned about end of life care through your research and readings.

The paper should be formatted in APA style. Writing concisely and organizing your thoughts coherently is important. We expect this paper to be 3-4 pages + a cover page and reference page.

This paper is worth 6% of your course grade. There are 85 possible points. Your points / 85 total points = the grade that will be posted.