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NURS 305: Professional Nursing Concepts syllabus

Katherine Sullivan

University of Northern Colorado

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UNIVERSITY of
NORTHERN COLORADO



College of Natural and Health Sciences
School of Nursing

**NURS 305
Section 901**

Professional Nursing Concepts

Fall Semester 2020

Instructor:
Katherine (Kathy) Sullivan PhD, RN, CNE, CTN-A
Gunter 3170
973-534-6167 (cell)
Katherine.sullivan@unco.edu

Course Number and Prefix: NURS 305-901

Title: Professional Nursing Concepts

Credits: 3

Pre-requisites: Admission to the RN-BSN/Dual Enrollment Nursing Program. Successful completion of the NURS 303 - Transition to Baccalaureate Nursing course

Course Description:

Develops knowledge and skills in patient education, communication, cultural sensitivity, quality and safety, informatics, and health literacy for nursing practice and professional nursing roles.

Program Outcomes/Course Objectives:

1. Safely and competently demonstrate comprehensive patient-centered therapeutic interventions guided by the nursing process and evidenced-based standards of care to restore, maintain, and promote optimal health and/or quality of life in individuals, families, groups, communities, and populations.
 - 1.1 Develop the role of the nurse in educating patients, families, groups, communities, and populations.
 - 1.2 Apply the principles of teaching and learning with diverse learners in varied situations.
 - 1.3. Examine the application of technological innovations in patient care and healthcare delivery.
 - 1.4 Apply the principles of quality and safety in the provision of health care.
2. Demonstrate intellectual inquiry and analysis by integrating information, knowledge, research and other evidence from the humanities, arts, general sciences and nursing science in the design and provision of quality patient care.
 - 2.1 Recognize the importance of using information and knowledge from other disciplines to support patient education in nursing practice.
 - 2.2 Explore various teaching/learning theories to facilitate the development of effective teaching strategies.
3. Employ effective communication strategies, techniques and technologies to provide a patient-centered, inter/intradisciplinary approach in the delivery of safe, ethical, and therapeutic care of individuals, families, groups, communities and populations.
 - 3.1 Identify strategies to enhance professional communication skills
 - 3.2 Integrate effective verbal, non-verbal, and written communication skills to promote peer collaboration and collegiality.
 - 3.3 Examine communication techniques that facilitate learning and health literacy.
 - 3.4 Describe culturally sensitive communication strategies.
 - 3.5 Examine the various ways that technology influences professional communication in care delivery.
 - 3.6 Discuss the use of computer information systems to provide quality and safe patient care within the healthcare environment.
 - 3.7 Discuss necessary steps to ensure patient confidentiality and data security of patient information.

4. Practice nursing with respect and caring for all persons through awareness and integration of social, cultural and spiritual factors, patient preferences and social justice.
 - 4.1 Apply theories, principles, and concepts of culture in preparation for providing culturally-sensitive care
 - 4.2 Reflect on personal and professional awareness and responses to cultural differences of others, including spiritual, economic, social status, and health literacy considerations.

5. Assume the roles of leader, manager and professional nurse through participation in measures to improve the quality of health care delivery outcomes within complex systems, promote the nursing discipline and demonstrate accountability for professional conduct.
 - 5.1. Identify measures to enhance safe and high quality patient care.
 - 5.2 Evaluate the role of the professional nurse as a nurse educator.

Outline of Course Content:

- I. Culture
 - A. Cultural theories, principles, and terminology
 - B. Nurses' role and responsibility in ensuring the provision of culturally-sensitive care
 - C. Awareness of cultural influences on health and health care needs; implications for nursing care

- II. Communication
 - A. Communication skills that promote collaboration and collegiality
 - B. Effective written, verbal, and non-verbal communication skills
 - C. Culturally sensitive communication strategies
 - D. Professional communication through technology
 - E. Communication strategies that enhance learning

- III. Health literacy/Patient Education
 - A. Nurse as educator
 - B. Nursing role in promoting health literacy
 - C. Theories and principles of teaching/and learning: domains of learning
 - D. Applying nursing process to patient teaching
 - E. Developing and using behavioral objectives and learning outcomes
 - F. Client education/teaching strategies: developmental and cultural considerations

- IV. Quality and Safety
 - A. National quality and safety initiatives for health care
 - B. Impact of evidence based practice on quality, safe care

- V. Informatics
 - A. Legal, ethical and economic considerations
 - B. Applications of technology in health care
 - C. Use of technology in healthcare delivery and management

Course Requirements:**Course Requirements:**

Assignments	% of grade	Due Date	Evaluation:
Culture Assessment Presentation	20%	Sept 20, 11:59p	<u>Grading Scale:</u> A = 90-100 B = 80 - 89 C = 70 - 79
Teaching Project with Web Quest	20%	Oct 04, 11:59p	
Unit Worksheets/Homework:	20%	Due:	
Culture Worksheet 10%		Sept 06, 11:59p	
Communication Worksheet 10%		Sept 24, 11:59p	
National Patient Safety Goals Presentation	20%	Oct 18, 11:59p	
Discussion Board Participation <ul style="list-style-type: none"> • Week 1: Introductions • Week 3: Patient Education • Week 7: Communication & Safety • Week 9: Informatics 	20%	Due: Aug 30 Sept 13 Oct 11 Oct 25	A grade of "C" or better is required to pass this course.

**Students must complete each requirement of the course in order to pass the course*

Due dates for the assignments are final unless prior arrangements have been made with the faculty. Each day an assignment is turned in late will result in **5% subtracted** from the total score.

Method of Evaluation:

90-100	=	A	A grade of C or better is required to pass this course.
80-89	=	B	
70-79	=	C	
60-69	=	D	
Below 60	=	F	

Required Textbooks:

Readings will be posted on Canvas weekly, and will be available as websites, Open Educational Resources or UNC reserved readings as allowed by copyright law. Students are not required to buy a textbook. Students are expected to complete weekly readings.

Papers should be written using APA format. We will use 7th edition for this course. A 2019 7th edition APA handbook is helpful. However you may also access APA guidelines from Michener library at <http://libguides.unco.edu/apa> and <https://libguides.unco.edu/apa/New> You may also use Purdue University OWL resources at <https://owl.english.purdue.edu/owl/resource/560/01/>

Instructional Strategies: The instructional strategies selected for this course will be based on the course objectives, content and learning needs of the course students individually and as a group. These strategies will include (but are not limited to): Zoom and Panopto lectures, group discussions, case studies, PowerPoints, independent reading, webquest, online videos and shared presentations.

On-line Resources for Writing: Accurate and clear writing at the level of a student working toward a BS degree is an important expectation in this course. **Students who are “writing challenged” or have difficulty with writing** (word usage, grammar, conciseness, accuracy, clarity, etc.) should access the following for additional help:

- The UNC Writing Center provides one-on-one sessions for students at any level to improve specific projects and become better all-around writers. Visit the website to arrange an online appointment: <https://www.unco.edu/writing-center/#services>
- ... <http://andromeda.rutgers.edu/~jlynch/Writing/> Grammar and writing style examples.
- ... <http://owl.english.purdue.edu/owl/>. An excellent on-line resource from Purdue University for questions about the writing process, grammar, punctuation, and language.

What to do each week in Canvas:

- Each week, **check NURS 305 Canvas Home page** for announcements (if any), and then go to the **Modules** for that week’s readings, learning activities, assignments. ***Each week of the semester will run from Monday morning to Sunday evening.*** Some units run for 2 weeks, and readings are posted at least one week ahead. This is an intense online course. You are free to work one week ahead, but remember to go back and participate in small group activities when scheduled.
- **Complete the assigned readings, learning activities and assignments.** In each unit there will be a different combination of readings and activities. Thoughtful and scholarly participation in each assigned activity is expected. Baccalaureate education includes reading a variety of assigned and self-discovered materials and bringing that information into the virtual classroom to share with class members. All individual assignments will be submitted via the appropriate link in **Assignments**. Check due dates listed in syllabus and Canvas.

School of Nursing Policies The School of Nursing policies and guidelines will be followed. These can be found in the School of Nursing Handbook at <https://www.unco.edu/nhs/nursing/resources/current-student/student-handbooks.aspx>

UNC Syllabus Statements

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students’ inclusion or to accurate assessments of students’ achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should please communicate about these aspects with their instructor(s) professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will

contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code). <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>

COVID-19

Due to the current global pandemic, the fall 2020 semester will be unlike any other that the University has experienced. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors.

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. Therefore, students should review frequently the Return to Campus website: <https://www.unco.edu/return-to-campus/> for updated information. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations.

To mitigate the spread of COVID-19, students, faculty and staff are expected to follow university requirements about wearing face coverings when on campus, including in the classroom. Additionally, members of the university community are expected to follow physical or social distancing requirements by keeping at least 6 feet from others, covering their coughs, and practicing good hand hygiene.

Persons who fail to adhere to these requirements will be reminded of them so that they can address and correct their noncompliance. Thereafter, persons who fail to correct their behavior will be asked to leave the classroom (until such time as they comply with UNC's requirements) and may be referred to the Dean of Students Office or Human Resources.

It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance .

(Note from instructor: Please notify me if you would prefer gender-neutral pronouns, or if there are other ways I can show that you are respected and included in the class).

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem,

UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness or injury. The Dean of Students Office/SOS can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944

NURS 305: Professional Nursing Concepts Class Schedule- Fall 2020		
Week 1 Aug 24- 30	Course Introduction Unit I: Culture Introduction	
	<p>Unit Objectives: At the completion of this unit the learner should be able to:</p> <ol style="list-style-type: none"> Describe the role and responsibility of the nurse in ensuring the provision of culturally-sensitive care Define culture and the meaning and application of cultural sensitivity Describe how cultural theories, principles and concepts promote culturally-sensitive care Identify culturally-sensitive communication strategies with patients and health team members Analyze cultural influences on health, health care needs, and their implications in the provision of culturally-sensitive care. 	
	<p>Readings & Learning Activities</p> <ul style="list-style-type: none"> -Review Culture power point See Canvas for readings: -Cherry, B. & Jacob, S. (2017): Chapter 10: Cultural Competency and Social Issues in Nursing and Health Care -Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. <i>Journal of Transcultural Nursing</i>, 13(3), 181-184. 	<p>Assignments</p> <ul style="list-style-type: none"> -Review the syllabus, navigate Canvas course -Due Sunday Aug 30 by 11:59 pm via Main Discussion Board: Please post an <i>introduction of yourself</i>. -Review guidelines and rubric for <i>Culture Worksheet</i> and begin process.
Week 2 Aug 31- Sept 6	Unit I: Culture (continued)	
	<p>Readings & Learning Activities</p> <ul style="list-style-type: none"> Complete Unit 1 readings Make sure to watch videos Continue to work on Culture Assessment Presentation 	<p>Assignments</p> <ul style="list-style-type: none"> Submit <i>Culture Worksheet</i> in Canvas by 9/06 Work on <i>Culture Assessment Presentation</i>

NURS 305: Professional Nursing Concepts Class Schedule- Fall 2020		
Week 3 Sept 07-13	Unit III: Health Literacy/Patient Teaching	
	<p>Unit Objectives: At the completion of this unit the learner should be able to:</p> <ul style="list-style-type: none"> a. Identify factors that impede and promote health literacy. b. Describe professional expectations and standards related to client/patient education including ANA standards. c. Interpret theoretical principles of teaching and learning d. Employ components of the teaching process recognizing their similarity to the nursing process. e. Describe the three domains of learning f. Develop behavioral objectives and learning outcomes in the three domains of learning. g. Choose appropriate methods of instruction and teaching strategies in consideration of domains of learning, learner characteristics, and setting. h. Develop an individualized teaching plan incorporating developmental and health literacy considerations of the learner i. Reflect on personal effectiveness in role of nurse as educator. 	
	<p>Readings & Learning Activities See Canvas for readings, PowerPoint and learning activities</p>	<p>Assignments -Participate in Week 3 Discussion by 9/13 -Keep working on <i>Culture Assessment Presentation</i></p>
Week 4 Sept 14-20	Unit III: Health Literacy/Patient Teaching (continued)	
	<p>Readings & Learning Activities: Please check Canvas for readings</p>	<p>Assignments: -<i>Culture Assessment Presentation</i> due on 9/20 -Review guidelines and rubric for <i>Teaching Project—Web Quest</i> and begin process.</p>
Week 5 Sept 21- 27	Unit II: Communication	
	<p>Unit Objectives: At the completion of this unit the learner should be able to:</p> <ul style="list-style-type: none"> a. Identify factors that can positively and negatively affect the communication process. b. Discuss the effects of gender and generational communication differences in the healthcare setting. c. Compare and contrast effective and ineffective communication patterns and behaviors including assertive/aggressive/passive communication. d. Examine professional communication tools that promote collaboration, collegiality, and advocacy with members of the health care team. 	
	<p>Readings & Learning Activities Please check Canvas for readings</p>	<p>Assignments -Communication Worksheet is due on 9/27 - Continue working on: <i>Teaching Projects-Web Quest</i></p>

NURS 305: Professional Nursing Concepts Class Schedule- Fall 2020		
Week 6 Sept 28- Oct 04	Unit IV: Quality & Safety Introduction	
	<p>Unit Objectives: <i>At the completion of this unit the learner should be able to:</i></p> <ol style="list-style-type: none"> Describe driving forces for quality and safety competency in nursing. Apply principles of quality management to the role of the professional nurse. Analyze the basis for the increasing emphasis on health care quality and medical errors. Discuss the role process improvement can play in ensuring patient safety and improving quality in the health care system. Evaluate and discuss the professional nurse's role in promoting patient safety and improving health care. Define the six core quality competencies integrated into nursing curricula to prepare nurses for working in systems focused on quality. Base nursing care delivery on the knowledge, skills, and attitudes defining the six core competencies. 	
	<p>Readings & Learning Activities</p> <p>Please check Canvas for readings</p>	<p>Assignments</p> <p>-<i>Teaching Project- Web Quest</i> due 10/04</p> <p>-Review guidelines and rubric for <i>National Patient Safety Goals Presentation</i> and begin process.</p>
Week 7 Oct 5- Oct 11	Unit IV: Quality & Safety (Continued)	
	<p>Readings & Learning Activities</p> <p>Please check Canvas for readings</p>	<p>Assignments</p> <p>-<i>Participate in Week 7 Discussion</i></p> <p>- <i>Continue working on: National Patient Safety Goal (NPSG) Presentation</i></p>
Week 8 Oct 12- 18	Unit V: Informatics	
	<p>Unit Objectives: <i>At the completion of this unit the learner should be able to:</i></p> <ol style="list-style-type: none"> Identify how informatics and healthcare information technology (HIT) support quality patient care. Describe the processing and application of health related data through the use of technology to support all aspects of health care. Describe key attributes of electronic health record systems and their influence on patient safety and quality care. Identify various types of point-of-care technology and their use in promoting safe patient care the clinical setting. Explore how future trends in technology will affect health care delivery. 	
	<p>Check Canvas for readings</p>	<p>Assignments</p> <p>-<i>NPSG Presentation is due on 10/18</i></p>
Week 9 Oct 19-25	Units 1- V Wrap-up	
	<p>Check Canvas for readings</p> <p>We will focus on Informatics as we explore how all the unit objectives will be incorporated into your practice.</p>	<p>Assignments</p> <p>Participate in Week 9 Discussion by 10/25</p>
	Enjoy your journey toward becoming a RN BSN!	

Assignment descriptions and rubrics are posted on the next few pages, and also on Canvas.

NURS 305 Unit 1 Culture Worksheet, due end of Week 2

CULTURE WORKSHEET

Directions: Please complete this worksheet **by 9/06** and submit it through Canvas Assignments. There are 8 questions. You may type directly on this form, or you may write in pen and scan/photo the document and upload it to Canvas. Canvas submission is preferred, but if you have technical issues, you can email it to katherine.sullivan@unco.edu .

Purpose: This worksheet will help you meet course objectives 2.1, 4.1, 4.2 and 5.1.

Your name: _____

1. Watch the 17 minute video on racism and health by Dr. David Williams. The link is in Week 1 Module and also copied here for your convenience.
https://www.youtube.com/watch?v=VzyjDR_AWzE
 Explain the main points of the video in two or three sentences.

2. Name at least one new fact that you learned from Dr. Williams's video.

3. Click on this PBS link about race: http://www.pbs.org/race/001_WhatIsRace/001_00-home.htm
 Spend at least 10 minutes clicking around and exploring this website to learn about race.
 When you are done, write this statement below: "I, _____ your name _____ verify that I explored this website for at least 10 minutes."

4. Name at least one new fact that you learned from this PBS website.
5. Open this website: <http://depts.washington.edu/pfes/CultureClues.htm>
 Click around and explore this site. **Save this link** as you may be able to use some of this information and reference it for your **Culture Assessment Project**.
 Now, in two or three sentences, explain how you can use this site in your clinical nursing work.

6. Open this website: <https://sis.nlm.nih.gov/outreach/multicultural.html>
 Click around and explore this site. **Save this link** as you may be able to use some of this information and reference it for your **Culture Assessment Project** and your **Patient Education Project**.
 Now, in two or three sentences, explain how you can use this site in your clinical nursing work.

7. In your Cherry & Jacobs text, read the assigned chapter, and find the Table on "Standards of Practice for Culturally Competent Nursing Care." Choose one standard and explain it in a few sentences.

8. Read the assigned article by Dr. Josepha Campinha-Bacote. Which of the 5 constructs of her model can you work on, to improve your own cultural competence?

NURS 305: Professional Nursing Concepts Teaching Project—Web Quest

Description/Purpose:

This project is designed to provide you with practice in developing, implementing, and evaluating a short teaching session conducted with a client and possibly his/her family members or friends. If you are not in clinical you can work with a family member or friend that has a health care need. You will conduct the teaching with a patient/client from your practice. The teaching session will be approximately 15 minutes. The intent is to have you reflect on your application of teaching and learning principles and your self-assessment in the educator role (e.g., what you did well, what was lacking, what you would continue to do, what you would have changed), not necessarily whether the actual teaching session was exemplary.

You will be required to access and use a **minimum of 3 references**, one of which must be research-based and related to teaching. Be sure references are integrated into your worksheet as rationale for your approach to teaching this particular patient/client. This will involve in-text citing in the body of the worksheet (e.g., Smith, 2008) and a reference list. Remember that only sources actually cited in the worksheet should be included in the reference list and the reference list must always include each article or text cited.

Finally, you will also complete a search of the internet for **one patient teaching website** that you will evaluate (based on usability and validity) and describe why and how you utilized this site in your teaching. You must complete the Teaching Website Critique (see below) for the website chosen and this critique must be submitted with the patient teaching paper.

Please type directly on the worksheet.

Student Name:	
Assessment	/50pts total
<p>Please describe significant demographic and assessment findings regarding the learner. Include age/gender/cultural considerations, psychosocial developmental level according to Erikson and related implications, diagnosis/significant comorbidities, previous experience/knowledge regarding topic, readiness to learn, and setting. Please use pseudonyms or initials only and do not include any identifying information such as date of care, name of employer, name of agency, etc. (20 pts)</p>	
<p>Assess obstacles to learning. Any health literacy considerations? What factors affected the learner's ability to learn? What adjustments did you make in consideration of these factors? (10 pts)</p>	
<p>What is the identified learning need of the learner? (5 pts)</p>	

State your nursing diagnosis *or* patient problem. (5 pts)

What is your purpose for the teaching/learning session? (3 pts)

What is your overall goal for the teaching/learning session? (2 pts)

Identify what learning theory best applies to this learner’s situation? How will you use that learning theory to provide foundational structure to your planning? (5 pts)

Plan

/20 pts total

As you write out your objectives, consider whether all the necessary elements are included to make them measurable and of the proper domain. Also consider whether your chosen methods of instruction and evaluation are appropriate and whether all over your columns were aligned with your original objectives and goal. **Must have at least 2 objectives and from 2 different domains.**

(Adapted from Bastable (2014), p. 449-453.)

<p>Objectives. Be sure to include SMART goal: -Who: -When: -What: What is the desired behavioral change in the learner? -How will you measure? Identify the measurement criteria you will use to evaluate the behavioral change in your learner. -Domain: Identify the domain of learning for each objective.</p>	<p>Content Outline (Key elements-aligned with stated objective)</p>	<p>Method of Instruction (With referenced rationale for choosing)</p>	<p>Time Allotted (minutes)</p>	<p>Resources</p>	<p>Method of Evaluation (With referenced rationale for choosing)</p>
<p>Objective 1:</p>					

Objective 2:					
Other objective?					

Evaluation	/20pts total
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Evaluate each of your learning objectives individually. Discuss whether or not each of you behavioral objective were met or not.

Next evaluate the teaching session and your role as teacher. Reflect on your planning; whether your objectives were realistic and measureable, the appropriateness of your chosen method(s) of instruction, resources/tools, and the timing of your session. Also reflect on the actual teaching session and your overall effectiveness as a teacher. Address strengths and limitation below.

What were the strengths of the session?

What were the limitations of the session?

Lastly, please reflect on what you learned from this teaching experience and ***what you would do differently*** in future client/patient teaching sessions.

References (Correct APA)	/5 points
Organization Web-site Critique	/5 points
<p>The purpose of this assignment is to introduce students to patient teaching resources available on the internet. Students will explore the impact of these resources and choose a website that will be utilized in their patient teaching project (see above). The worksheet will be used to evaluate the websites according to their validity and reliability.</p> <p>URL: _____</p> <ol style="list-style-type: none">1. How did you choose this particular website?2. How did you utilize this website for your specific teaching project?3. How did you determine the validity of the content of this website?4. What did you find most useful about this website?5. Would you consider recommending this website to your nursing colleagues for future patient teaching? Why or why not? (1 point)	
Total points:	/100

**NURS 305: Professional Nursing Concepts
Communication Worksheet**

Name:

As you are viewing the *Effective Communication in Healthcare* PowerPoint please reflect and respond to the following questions. Please no names or situations that might be recognizable by your peers.

1. Identify 3 examples of ineffective communication in the first Inpatient Surgical Patient video.
 - a.
 - b.
 - c.

2. Describe 3 strategies that were used to enhance interdisciplinary communication in the second Inpatient Surgical Patient video.
 - a.
 - b.
 - c.

3. Describe a clinical/work situation where gender expectations *or* generational differences in communication impacted the effectiveness of the exchange. What adjustments could be made to promote more effective communication?

4. Describe a clinical/work situation where your communication style required assertiveness but lacked its effectiveness. If you had an opportunity for a “take-two”, what would you do differently? Consider how you could use “CUS” words, Two-Challenge Rule, or providing Mutual Support when providing peer feedback.

5. Consider a clinical example of how you can “partner with the patient”. Describe how you anticipate the patient’s hospital experience will be impacted by this practice.

**NURS 305: Professional Nursing Concepts
National Patient Safety Goals Presentation
Guidelines and Rubric**

Description/Purpose:

This assignment is designed to facilitate greater understanding of professional nursing responsibilities and standards of nursing care in a constantly and rapidly changing health care delivery system. An emphasis is placed on the personal responsibility of nurses to understand and accept these responsibilities and standards as leaders and professionals in the health care system.

For this assignment, each student will choose one of the National Patient Safety Goals (NPSG) generated by The Joint Commission (TJC). NPSG's have been written in the following areas: ambulatory care, behavioral health, critical access hospital, home care, hospital, lab services, nursing care center, and office-based surgery. These can be found at:

https://www.jointcommission.org/standards_information/npsqs.aspx

(Link also found on Canvas)

The presentation format **should be no more than 10 PowerPoint slides** (not including Title Slide and Reference Slide). The presentations will be shared with the class.

Content	Points Possible	Points Received
1. National Patient Safety Goal chosen <ul style="list-style-type: none"> Describe the goal and list the area (ie, hospitals, behavioral health, etc.) 	5	
2. Summarize the rationale for this goal. <ul style="list-style-type: none"> Why is this chosen as a national goal? 	10	
3. Implementation <ul style="list-style-type: none"> Describe expected efforts toward achieving this goal. How do organizations work toward this goal? 	10	
4. Responsibility <ul style="list-style-type: none"> Focusing on your goal, describe why it is important for you, as a professional nurse, to work toward achieving this NPSG. 	20	
5. Leadership <ul style="list-style-type: none"> Focusing on your chosen goal, describe two ways how you, as a nurse, could serve as a leader in ensuring The Joint Commission expectations are met and this NPSG could be achieved. 	45	
6. Presentation style <ul style="list-style-type: none"> Quality of presentation and creative use of presentation media (PowerPoint, etc.) 	10	
Total Points	100 points	

NURS 305 Class Participation in Discussions

Week 1

Week 3

Week 7

Week 9

Collaborative Work Skills: Discussion Rubric

CATEGORY: Each category is up to 25 points	23-25 Excellent	20-22 Good job	19- 21 Needs improvement	18 or less Unsatisfactory
Contributions and Quality of Work	-Always provides useful ideas when participating in the group or classroom discussion. -A definite leader who contributes high quality work - Responds accurately and respectfully to other's input documenting sources with critique	-Usually provides useful ideas and quality work when participating in the group or classroom discussion. - Does not always use substantive information and documentation -Responds to others' but may be superficial	-Sometimes provides useful ideas when participating in the group or classroom discussion. -Contributes primarily personal opinion or personal observation -Primarily poses questions to other group members	-Rarely provides useful ideas when participating in the group or classroom discussion. -Reluctant or refuses to participate. -No contribution by due date -Disrespectful contribution
Preparedness-incorporates readings into discussion	Brings needed resources into discussion and is always ready to interact / contribute to learning activities.	Brings some resources to discussion and is ready to contribute to learning activities.	Off task or sometimes lacks contribution to learning activities.	Postings do not show evidence of readings.
Professionalism and Civility	Consistently polite and respectful in discussions. Can politely disagree while supporting the efforts of others. Tries to keep people working well together. Uses proper grammar; posts are easy to understand.	Courteous and respectful. Does not cause "waves" in the group. Occasional grammar or spelling errors.	Several grammar or spelling errors make some sentences difficult to understand.	Rude or shows a lack of respect in postings. Incoherent postings that cannot be reasonably understood.
Timeliness	All required postings present. Postings appear before Thursday with 2 or more postings each week before midnight Sunday.	All required postings; some not in time for others to read and respond to	All required postings most at the last minute without allowing for response time	Postings not submitted. This is an automatic 0.
TOTAL:_____				