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E-mail: Use the email within the course
Fax: (361) 825-5853  Attention: Professor Crane

Faculty: Norma Vela, MSN, RN
Online Office Hours: via BlackBoard, or in person by appointment
Office Phone: (361) 825-3942  Office: Island Hall 342F
E-mail: Use the email within the course
Fax: (361) 825-5853  Attention: Professor Vela

Credits: Three semester hours (3.0)
Prerequisites: None
Course Description: Emphasis is on caring as an essential dimension of professional nursing. Theories are presented to explain the relationship between human behavior and health and illness and the impact of interpersonal relationship skills to effect positive changes in individuals. Application of theory as a basis for understanding human behavior in health and illness and as basis for critical thinking in nursing practice in clinical settings.

Theory Course Objectives with Specific Learning Outcomes:
At the completion of this course the student should be able to:
1. Analyze factors related to professional role.
   1.1 Identify characteristics of a profession.
   1.2 Evaluate nursing's current status as a profession
   1.3 Describe models of professional socialization
   1.4 Discuss factors that influence professional socialization
   1.5 Discuss the theoretical foundations of personal and professional roles.
   1.6 Discuss the impact of the multiple roles experienced by the professional nurse
   1.7 Analyze common role stressors as they relate to the role of the nurse
   1.8 Describe selected roles commonly assumed by the professional nurse and the responsibilities associated with each.
   1.9 Discuss the importance of actively participating in professional nursing associations.

2. Describe the relevance of a specific theory for practice, education, and research.
   2.1 Describe the relevance of a specific theory for practice, education, and research.
   2.2 Distinguish between a concept, theory, conceptual framework, and model.
   2.3 Identify and define the four central concepts of nursing theories.
   2.4 Compare and contrast the main precepts of selected theories of nursing.
   2.5 Identify and discuss a specific theory and how it relates to practice, education, and research.

3. Utilize interpersonal communication theory to influence positive health changes in individuals, families, aggregates, communities and society (IFACS).
3.1 Identify and describe the components of the communication process.
3.2 Discuss the characteristics of each of the four phases of the nurse-client relationship.
3.3 Analyze interpersonal relationships by applying theories of communication.
3.4 Evaluates the quality of professional communication in the workplace.
3.5 Identifies the stages of empathy (identification, incorporation, reverberation, and detachment)
3.6 Differentiate between effective and ineffective caring responses

4. Design and implement nursing interventions reflecting theories of caring for clients with health problems.
4.1 Discusses how a balance of sensitivity, knowledge, and skills allows nurses to manage diversity effectively.
4.2 Describes how selected nursing theories guide the nursing process.
4.3 Distinguish between human care and professional care.
4.4 Explain care as a context for nursing intervention.
4.5 Relate one of the theories of caring (Watson, Benner, etc…) to your portfolio.

5. Integrate selected adult learning principles and processes into the learning experience.
5.1 Discusses the relationship of critical thinking to problem solving and decision-making.
5.2 Distinguishes between child-centered and adult-centered teaching and learning.
5.3 Participates in the creation of a positive learning environment.
5.4 Evaluates own progress toward achievement of long term goals within the nursing profession.
5.5 Compares and contrasts the different approaches to nursing research and how they can be used to answer different nursing questions.
5.6 Utilizes information technology to communicate with peers and faculty.

Textbook: Required


American Nurses Association (ANA) Code of Ethics for Nurses

Learning Experiences and Teaching Methods:
Course objectives may be met through individual and/or group study using suggested resources, formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching-learning methods include individual study, small group work, independent study of the internet discussions with faculty, and without faculty, appointments with faculty member during office hours and other scheduled times, and independent study of texts and library resources.
BlackBoard will focus on application, utilization, and evaluation of the concepts covered in the assigned readings and activities. **ALWAYS** meet the assignments by the end of each module (unless approved by faculty), or 5 points will be taken off of that module’s grade. **Evaluation** is ongoing to enhance experiential learning, providing the student with feedback about performance in meeting course objectives. Conferences with the faculty provide opportunities to discuss progress toward course objectives. A variety of evaluation methods are used providing the student opportunities to meet course objectives.

**Grading** is a process of measuring the outcome of learning against standards and assigning a symbol to the level of performance achieved. The final determination of the grade, therefore, rests with the professor.

**The grading scale for this course is**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 to 100</td>
</tr>
<tr>
<td>B</td>
<td>83 to 89</td>
</tr>
<tr>
<td>C</td>
<td>75 to 82</td>
</tr>
<tr>
<td>D</td>
<td>74 to 67</td>
</tr>
<tr>
<td>F</td>
<td>66 and below</td>
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</tbody>
</table>

**Method of Scholarly Citations**

APA 6th or currently available edition must be used for citing literature sources.

**Course Grade Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of Theorist (group)</td>
<td>15 %</td>
<td>TBA</td>
</tr>
<tr>
<td>Essay of Concept of Caring (individual)</td>
<td>20 %</td>
<td>TBA</td>
</tr>
<tr>
<td>Communication Film Analysis (group)</td>
<td>20 %</td>
<td>TBA</td>
</tr>
<tr>
<td>Philosophy of Professionalism Paper (individual)</td>
<td>25 %</td>
<td>TBA</td>
</tr>
<tr>
<td>Web Discussion (individual within groups)</td>
<td>20 %</td>
<td>On-going</td>
</tr>
</tbody>
</table>

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failing the course.

**Dropping a Class**

We hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with us before you decide to drop to be sure it is the best thing to do. Should dropping the course be
the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **04 November** is the last day to drop a class with an automatic grade of "W" this term.

*Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

*Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS*