Texas A&M University-Corpus Christi  
School of Nursing and Health Science  
NURS. 4324.W01: The Nurse as Caregiver  

Fall 2014

FACULTY: Loree DuBose, RN, MSN  
Assistant Clinical Professor

OFFICE HOURS: Scheduled by Appointment Via Blackboard

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INTERNET Correspondence required through Blackboard e-mail message system  
UNLESS Blackboard is “Down”  
Alternative Correspondence ONLY: loree.dubose@tamucc.edu

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.
   a.) Identify characteristics of a profession.  
   b.) Evaluate nursing’s current status as a profession  
   c.) Describe models of professional socialization  
   d.) Discuss factors that influence professional socialization  
   e.) Discuss the theoretical foundations of personal and professional roles.  
   f.) Discuss the impact of the multiple roles experienced by the professional nurse  
   g.) Analyze common role stressors as they relate to the role of the nurse  
   h.) Describe selected roles commonly assumed by the professional nurse and the responsibilities associated with each.  
   i.) Discuss the importance of actively participating in professional nursing associations.

2. Describe the relevance of a specific theory for practice, education, and research.
   a.) Describe the relevance of a specific theory for practice, education, and research.  
   b.) Distinguish between a concept, theory, conceptual framework, and model.  
   c.) Identify and define the four central concepts of nursing theories.  
   d.) Compare and contrast the main precepts of selected theories of nursing.  
   e.) 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 among individuals, families, aggregates, communities and society (IFACS).
   a.) Identify and describe the components of the communication process.  
   b.) Discuss the characteristics of each of the four phases of the nurse-client relationship.  
   c.) Analyze interpersonal relationships by applying theories of communication.  
   d.) Evaluate the quality of professional communication in the workplace.  
   e.) Identifies the stages of empathy (identification, incorporation, reverberation, and detachment)  
   f.) Differentiate between effective and ineffective caring responses
4. Design and implement nursing interventions reflecting theories of caring for clients with health problems.
   a.) Discusses how a balance of sensitivity, knowledge, and skills allows nurses to manage diversity effectively.
   b.) Describes how selected nursing theories guide the nursing process.
   c.) Distinguish between human care and professional care.
   d.) Explain care as a context for nursing intervention.
   e.) 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.
   a.) Discusses the relationship of critical thinking to problem solving and decision-making.
   b.) Distinguishes between child-centered and adult-centered teaching and learning.
   c.) Participates in the creation of a positive learning environment.
   d.) Evaluates own progress toward achievement of long term goals within the nursing profession.
   e.) Compares and contrasts the different approaches to nursing research and how they can be used to answer different nursing questions.
   f.) Utilizes information technology to communicate with peers and faculty.

Textbook: Required


American Nurses Association (ANA) Code of Ethics for Nurses

Method of Scholarly Citations
APA 6th or currently available edition must be used for citing literature sources.

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, scheduled appointments with course faculty 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 turn in the assignments by the due dates (unless approved by course faculty). Late assignments will not be accepted for grading and the student will earn a zero in the gradebook for that assignment. Suggestion: Build a calendar of the course Due dates the first week of class.

Evaluation is ongoing to enhance experiential learning, providing the student with feedback about performance in meeting course objectives. Scheduled conferences with the course 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 course faculty.
CONHS GRADING POLICY
Students must earn a grade of 75 or better to receive credit for this course in the nursing major.

A = 90 to 100   B = 83 to 89   C = 75 to 82   D = 67-74   F = Below 67

Course Grade Components  100 percent

Presentation of Theorist (group)  15 %
Essay of Concept of Caring (individual)  20 %
Communication Film Analysis (group)  20 %
Philosophy of Professionalism Paper (individual)  25 %
Web Discussion (individual within groups)  20 %

ACADEMIC INTEGRITY

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 a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. In this class, academic misconduct or complicity is an act of academic misconduct on an assignment or test can result in a zero (0) for that assignment or test; course failure and/or dismissal from the program.

http://catalog.tamucc.edu/content.php?catoid=6&navoid=177&hl=academic+conduct&returnto=search#Academic_Integrity

Ethical Behavior, including honesty and confidentiality, is an expected professional behavior in the classroom or clinical setting. Refer to the College of Nursing policy for definitions of these expected behaviors (see the College of Nursing Student Handbook, Policies and Regulations, Academic Honesty and Professional Integrity Policy).

At the university level of the student’s education, honesty and integrity are expected in all approaches to learning. In order to maintain academic honesty and integrity two primary areas must be addressed.

Plagiarism (exemplified by but not restricted to):
- The offering of any work done by another as your own work.
- Using quotations or the paraphrase of a quote within your work without citing the source.
- Using a paper for one course that was prepared for another course without both instructors’ knowledge and permission.
- Collaborating with others on an assignment without the instructor’s permission.

Academic Honesty (exemplified by but not restricted to):
- Providing your fair share of input and effort for all group work that is required in a course.
- Preparing for every class. This includes careful reading of assignments, being prepared to participate in discussions and completing any mini-assignments.
- Preparing the answers for take home exams using the appropriate materials but without the assistance of any other person or persons.
• Refraining from giving, receiving, or downloading exam information unless authorized by the instructor.
• Refraining from using any materials during exams that have not been approved by the instructor.
• Refraining from consulting with others (including IM: instant messages) during exams or classroom discussions unless explicitly authorized to do so by the instructor.

ACADEMIC DECORUM

The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. A certain level of decorum facilitates this process for learners and teachers. Behaviors can also disrupt it. Use the following examples as guides to behaviors that support learning. Avoid behaviors that disrupt the learning process.

Supportive actions include:
• Coming to class prepared including reading all assignments and viewing DVD assignments.
• Being attentive and responsive to faculty and classmates.
• Respecting fellow student’s opinions and ideas.
• Contributing to the class by making topic specific comments.
• Offering critiques and alternative ideas in a non-condescending manner.
• Providing a fair share of work to group projects and team activities.
• Supporting the rights of classmates to contribute, even when disagreeing with content.
• Challenging or questioning the instruction in a non-threatening/non-demanding manner.

ELECTRONIC COMMUNICATION

The University and the College of Nursing and Health Sciences rely on electronic communication as the major avenue to distribute and receive information needed for academic work and life on campus. Only by using university e-mail addresses will communication be consistent and complete. This course will ONLY use university e-mail addresses to communicate with students electronically. It is each individual student’s responsibility to activate his/her university e-mail account.

https://listserv.tamucc.edu/mailman/listinfo/nurs-student

DROPPING A CLASS

TAMUCC hopes 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 the course faculty before doing this to ensure that it is the best decision. Should dropping the course be the best course of action, you must initiate the process to drop the course by contacting 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 course. This will result in a Failure of the course not a “W”. Refer to the TAMUCC semester calendar to see the drop date for this semester.

GRADE APPEAL PROCESS

Information regarding Student Grade Appeals can be found in the Student Handbook.
http://conhs.tamucc.edu/shb/
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 course faculty and then the CONHS academic review process prior to pursuing University Grade Appeal. Refer to the Student Handbook for this process.
EVALUATION INPUT FROM STUDENTS

The faculty of the College of Nursing and Health Sciences (CONHS) places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are on line through Blackboard. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the specific tracks within the undergraduate program. A link to evaluations will be available toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

ACADEMIC ADVISING http://conhs.tamucc.edu/advising_nursing.html

The CONHS requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Staff are located in Island Hall. Correspondence with advisors can also be done via e-mail using the directory located on the Home page for TAMUCC/CONHS. Current advisors are Rachael Verhayden 825-3748 and Angelica Santillan 825-2461.

SUPPORT SERVICES

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services. Many of these resources can be accessed via the TAMUCC web-site. See the Resources link via this Blackboard course. http://counseling.tamucc.edu/what-good-students-do.html

STUDENTS WITH DISABILITIES http://disabilityservices.tamucc.edu/

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 contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101.

EVENT OF CAMPUS CLOSURE

In the event of a campus evacuation the faculty will make every effort to continue teaching this course. Should such an event occur, we will continue to interact with you by using the Blackboard Announcement, Bb Messages, Email, Collaboration, Discussions, Blogs, Journals, and/or Wikis tools. If you have access to the Internet, you will be able to continue coursework by posting assignments and interacting with faculty as well as each other online. You will also be able to take tests online using the Assessments tool and see your grades on assignments, quizzes, and tests using the My Grades tool.
During the campus closure the faculty will communicate with you utilizing Blackboard tools NOT personal email accounts.

To access information regarding an emergency closing of the University, go to the Homepage of TAMUCC-The Island University. At the bottom of the page, under Campus News, there is an icon that reads Code Blue. Click on this for emergency information.