Texas A&M University - Corpus Christi
College of Nursing and Health Sciences

**NURS 4324.W01: The Nurse as Caregiver**

Syllabus

Fall 2015

**FACULTY:** Loree DuBose, RN, MSN
Assistant Clinical Professor

**OFFICE:** Home Office

**OFFICE HOURS:** Scheduled by Appointment Via Blackboard

**TELEPHONE:** 281-224-3873

**EMAIL:** Correspondence required through Blackboard e-mail message system UNLESS Blackboard is “Down”

Alternative Correspondence ONLY: loree.dubose@tamucc.edu

**CREDITS:** 3 Semester Hours (3:0)

**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.

**COURSE OBJECTIVES:**

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.

REQUIRED TEXTS AND RESOURCES:

- American Nurses Association (ANA) Code of Ethics for Nurses

POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences 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 online. 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 program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the
qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

- University Student Handbook and Code of Conduct:  [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty:  [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures:  [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](http://catalog.tamucc.edu/)

**Students with Disabilities**

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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Grade Appeals Process**

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See  [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University.
procedure and see http://conhs.tamu.edu/shb/ for the CONHS process identified in the Student Handbook.

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.