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
• Internet Access for Blackboard Course Management System

**Method of Scholarly Citations**

APA current 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 co-learners 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 and without faculty, scheduled appointments with course faculty and independent study of texts and library resources.

Blackboard is the course management system. All assignments will be submitted through Blackboard. Late assignments will not be accepted. Announcements will be posted to Blackboard and emailed through your Islander email address.

Evaluation is ongoing to enhance experiential learning, providing the student with feedback about performance in meeting 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.

**TAMUCC-CONHS COURSE POLICIES**

**Attendance Policy**

This course is completely online. Students are expected to check in weekly to complete assignments, discussions, and communicate with their faculty and course mates. Group work is required and therefore, attendance and involvement in the course is required.
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) 20%
- Essay of Concept of Caring 20%
- Journal entries (4 individual) 20%
- Communication Film Analysis (group) 20%
- Discussions and Assignments 20%

Discussion Assignments:

The students in this course are in a learning phase and although we all have our own opinions about things, for the purposes of applying what we're learning, we will use experts to help us form our opinion. Therefore, each Discussion will consist of an educated opinion with support from scholarly references (unless otherwise noted in the instructions), which may include the text. Students are also expected to write a response post to a minimum of 2-3 other posts by fellow students using the same criteria of using an expert to support their opinions. Initial posts will have a due date (usually Thursdays) accompanied with a due date for individual reply-posts (usually Sundays). It is the student’s responsibility to identify these due dates that are posted on the Discussion Board.

Scholarly Writing:

This and all nursing courses use APA format for scholarly writing. Papers are expected to use complete APA format (cover, body, and reference page), however assignments, Journals, and Discussions will only use APA reference citing. A few notes:

- Remember to paraphrase. Do not copy whole paragraphs of another’s work.
- You must cite a reference in the body in order to list it as a reference for your work.
- Try to limit quotes to partial sentences or 1-2 sentences at most.
- Use proper spelling, grammar, sentence and paragraph structure.
  - In general, a paper has an introduction that tells the reader what you’re going to tell them about; a body that tells the reader about your topic (multiple paragraphs); and a conclusion that tells the reader what you said (a summary).
  - A paragraph is more than 2 sentences.
  - A change in thought should constitute a change in paragraphs.
  - Capitalize “I” when using it as a personal pronoun (do not write like you may text!), use spell check, and proof read!
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 the learning environment. Use the following examples as guides to behaviors that support learning. Avoid behaviors that disrupt the learning process.

Supportive actions include:

• reading and the completion of assignments.
• being attentive and responsive to faculty and co-learners.
• respecting the opinions and ideas of others.
• 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.

CLASSROOM/ PROFESSIONAL BEHAVIOR

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

STATEMENT OF CIVILITY

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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
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.

**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.


**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.tamucc.edu/shb/](http://conhs.tamucc.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.