



School of Nursing | Camden

Fall 2020

Course Title & Number: Honors Seminar in Professional Nursing (57-705-102-H1)

Credits: 3 credits

Pre-requisite Courses: None

Co-requisite Courses: None

Course Hours: Tuesday 8:00 am – 10:50 am

Location: Virtual

Faculty: **Jamille Nagtalon-Ramos, EdD, WHNP-BC, IBCLC, FAANP**

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Course Description:

This introductory non-clinical course in nursing is designed to provide the student with a foundation in nursing knowledge that will provide the basis for ensuing theory and clinical nursing courses. Major foci will be the discipline and profession of nursing, its history, its conceptual and theoretical structures, and the patterns of knowledge needed for developing the science and practice of nursing. It will require the integration of previously acquired knowledge in the sciences, arts, and humanities, and will introduce basic concepts in epidemiology, demographics, cultural competence, as well as the knowledge necessary for a beginning understanding of the research process, and for development of interpersonal and interdisciplinary communication skills. The ethics and values of the profession as well as the scope of practice and other legal and regulatory aspects will be introduced. Current issues in nursing and the many roles of the baccalaureate prepared professional nurse will be examined and discussed as the student begins the transformation from layperson to professional nurse and becomes a self-reflective, accountable, lifelong learner given to self-appraisal as she/he navigates the route to achieving the terminal objectives of the curriculum.

Course Objectives:

At the completion of the course the student will be able to:

(AACN Essentials of Baccalaureate Education are noted in parentheses)

1. Articulate the roles and responsibilities of the professional nurse compared to other members of the healthcare team (I, VIII)
2. Understand the historical evolution of the discipline and profession (I, VIII).
3. Explore the conceptual and theoretical structures and patterns of knowledge that contribute to the science of nursing (I, VIII).
4. Describe the process of critical thinking and the nursing process (I, II, III, VI, VIII, IX).
5. Discuss state and national statutes and regulations that define the profession such as: Code of Ethics, Standards of Nursing Practice and other legal and regulatory aspects of providing nursing care (I, II, III, V, IX).
6. Describe nursing's advocacy role in caring for diverse populations across the lifespan, accounting for health status, culture, spirituality, and other individual and group characteristics and needs (I, VI, VII, VIII, IX).
7. Develop beginning interpersonal and interdisciplinary interaction and communication skills (I, II, VI, IX).
8. Perform literature searches using various data bases that contribute to evidence-based practice (I, II, III, VI, VIII, IX).
9. Examine selective issues in nursing such as safety and quality (QSEN), genetics/genomics and nursing, IOM Report on The Future of Nursing (2010), Healthy People 2020/2030, health disparities and health informatics/technology integration (I, II, III, IV, VII, VIII, IX).
10. Understand the terminal objectives of the curriculum and how the student will prepare to become a life-long learner to foster professional growth and development (I, IX).

Required Textbooks:

Black, B. P. (2020). *Professional nursing* (9th Ed.). Elsevier. (ISBN: 9780323551137)

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. (ISBN: 978-1-4338-3216-1)

Standards of Nursing Practice:

- Code of Ethics for Nurses - <https://www.nursingworld.org/coe-view-only>
- Nursing: Scope and Standards of Practice - <https://www.nursingworld.org/practice-policy/scope-of-practice/>
- NJ Board of Nursing: Nurse Practice Act - <http://caring4you.net/laws.html>

Methods of Instruction:

Required readings, classroom lecture, class discussion and discussion board, online resources, in-class and virtual activities, community engagement activities, case studies, interviews, reflective exercises, group presentations, written assignments, testing.

Writing Intensive Course Requirements:

This course meets the University specified criteria and outcomes as a “writing intensive course.” Forty percent or more of the course grade is based on writing assignments throughout the semester. Writing assignments will include drafts, revisions, papers, discussion boards, and reflections. Feedback on writing assignments will be provided by faculty and/or peers. Refer to grading rubric for each assignment.

Course Requirements:

1. **Attendance:** Attendance is expected in all synchronous classes. Please refer to the student handbook for attendance protocol. Assigned readings are to be completed prior to the scheduled lecture. The professor reserves the right to add additional readings during the semester.
2. **Assignments and Readings:** Assigned readings are to be completed prior to the scheduled lecture. The professor reserves the right to add additional readings during the semester. All written assignments are due on the dates provided on this syllabus and Canvas. Two points will be deducted each day for assignments that are handed in late. No submissions will be accepted after 3 days from due date/time, unless otherwise indicated. If you require more time for an assignment, you must notify the professor in a timely manner prior to due date. Granting the request is at the discretion of the professor.
3. **Class communication:** Students enrolled in this course are expected to check their Rutgers email accounts and log on to the Canvas online course every 24-48 hours to check for updates, announcements, and to access course materials. Most of the communication for this class will be facilitated through Canvas announcements; make sure to have the notifications for announcements on for this class.
4. **Student Communication:** Student communication must be via the Canvas platform or via a Rutgers email address. Please identify yourself with your student ID and the name of the class. Emails from personal accounts will not be viewed and thus not responded to.

Disclaimer:

The course faculty reserve the right to revise assignments and/or change due dates during the course semester.

Evaluation Criteria

Evaluation Criteria	% of Grade
Assignment 1 Written paper: Why do I want to be a nurse?	5%
Assignment 2 Discussion board: Ask a family, friend, acquaintance/stranger to describe a nurse	5%
Assignment 3 Discussion board: Interview a nurse	5%
Assignment 4 Written paper: Ethical principles of nursing	15%
Assignment 5 Discussion board: Patient Safety / QSEN	10%
Assignment 6 Discussion board: Influential nurses	10%
Assignment 7 Written paper and infographic: Health promotion	20%
Assignment 8 Executive summary and video: Hot topics/nursing issues	25%
In-class assignments, participation, and attendance	5%
Assignment 9 Civic engagement	Pass/Fail
Assignment 10 NURS Survey	Pass/Fail
Total	100%

Assignments Descriptions with Rationales

Refer to Canvas for expanded descriptions and directions

Note: Students are responsible for checking Canvas every 24 to 48 hours

Assignment	Details	Deliverable
<p>Assignment 1 Written paper: Why do I want to be a nurse?</p> <p style="background-color: yellow;">This is an individual assignment</p>	<p>This assignment requires that the student reflect on why they want to be a nurse. The student should ask themselves the following questions:</p> <ol style="list-style-type: none"> 1. What motivated me to become a nurse? 2. Why did I pursue a BSN in nursing (versus a diploma or associate degree)? 3. How will having a BSN affect my future nursing career? 	<ul style="list-style-type: none"> • Write an APA-formatted essay about why you have decided to pursue nursing as a career • Include a title page, 2-page body, and a reference page. Do not include an abstract. <li style="background-color: yellow;">• This submission MUST be written using APA format and uploaded in Canvas as an MS Word file • Have your paper handy during class and be prepared to share your paper with your colleagues. • Critique of writing and APA formatting may be conducted during the class period. • Refer to Canvas for full details and grading rubric
<p>Assignment 2 Discussion board: Ask a family member, friend, and an acquaintance/stranger to describe a nurse</p> <p style="background-color: yellow;">This is an individual assignment</p>	<p>Students are to select 3 individuals who are not in the nursing field and interview them by asking the following questions:</p> <ol style="list-style-type: none"> 1. What is a Nurse? 2. How do nurses make a difference in the lives of others? 3. What stereotypes, if any, do you know about the nursing profession? 4. What type of education is required to be a nurse? <p>After the interviews, the students are to reflect on the information they gathered and ask themselves the following questions:</p> <ol style="list-style-type: none"> 1. Do I feel that my family, friend, and acquaintance/stranger accurately depicted a nurse and the nursing profession? If so, how? If not, how did they miss the mark? 2. Were there any answers that surprised me? Why or why not? 	<ul style="list-style-type: none"> • Post a summary of the interviews and reflection on the Discussion Board in Canvas. • The summary should be a total of 4 paragraphs (at least 3-6 sentences in each paragraph) • One short summative paragraph for each interview that includes how the student is related to the family member interviewed, how long the student has been friends with the friend interviewed, and where they met the stranger/acquaintance interviewed. Also include their ages and their occupations. • In the same post, students must include answers to the reflection questions in last paragraph. <li style="background-color: yellow;">• This submission does not have to be in APA format • Students must post their discussion response <u>before</u> being able to view other posts or replies. • Students are expected to post a reply to a colleague's post within 72 hours of the original post. • Refer to Canvas for full details and grading rubric

<p>Assignment 3 Discussion board: Interview a registered nurse</p> <p>This is an individual assignment</p>	<p>Interview a registered nurse asking the following questions:</p> <ol style="list-style-type: none"> 1. Why did you choose to become a nurse? Was there someone or a situation that inspired you to pursue this career? 2. Was this career your first choice? If not, what was your first choice and what made you decide to switch to nursing? 3. How did you decide to specialize in _____? 4. How do you handle stress at work? 5. What effective self-care strategies do you use to prevent burnout? 	<ul style="list-style-type: none"> • Post a summary of your interview on the Discussion Board in Canvas (a total of 1-2 paragraphs) that includes how you know the nurse you interviewed, her/his/their age, years of practicing nursing, nursing specialty • This submission does not have to be in APA format • Students must post their discussion response <u>before</u> being able to view other posts or replies. • Students are expected to post a reply to a colleague's post within 72 hours of the original post. See Canvas for more details and grading rubric for DB posts • Refer to Canvas for full details and grading rubric
<p>Assignment 4 Written paper: Ethical principles of nursing</p> <p>This is an individual assignment</p>	<p>Complete the assigned weekly readings, review the posted content and watch short videos in the Canvas module and answer the following questions:</p> <ol style="list-style-type: none"> 1. Choose one of the 9 Code of Ethics Provisions and apply it to the nursing student cheating video found in Module 7 2. Watch the video about the nurse being arrested in Module 7. Read through the list of legal terms and apply one to the situation. Could the nurse have done anything else in this situation? How could have the situation been handled differently? 	<ul style="list-style-type: none"> • Write an APA-formatted essay answering the questions related to ethical principles in nursing • Include a title page, 2-3-page body, and a reference page. Do not include an abstract. • This submission MUST be written using APA format and uploaded in Canvas as an MS Word file • Have your paper handy during class and be prepared to share your paper with your colleagues. • Critique of writing and APA formatting may be conducted during the class period. • Refer to Canvas for full details and grading rubric
<p>Assignment 5 Discussion Board: Patient Safety / QSEN</p> <p>This is an individual assignment</p>	<p>Students will complete all assigned readings in Module 8: Values & Conflict. Students will also watch the posted videos on the Patient Safety and Health Care Quality module: the Lewis Blackman story, the Dennis Quaid twins, and the Josie King story. Students should reflect on these stories and the commonalities between them.</p> <ol style="list-style-type: none"> 1. Consider this: as a health care consumer (patient), what would you likely consider to be elements of quality care when you <u>receive</u> health care services? 2. As a professional nurse, what would you likely consider to be elements of quality care when you <u>provide</u> health care services? Discuss the commonalities and differences of these two lists, how much do they match? Differ? 3. In the post, students should also discuss the concepts of quality improvement, patient safety goals, and Quality Safety Education for Nurses (QSEN). 	<ul style="list-style-type: none"> • This submission does not have to be in APA format but you can use APA for practice. You will not have points taken off if you make mistakes with formatting • Students must post their answers to the discussion questions on the discussion board <u>before</u> being able to view other posts or replies. • Students are expected to post a reply to a colleague's post within 72 hours of the original post. • Refer to Canvas for full details and grading rubric

<p>Assignment 6 Discussion board: Influential nurses</p> <p>Students will be assigned in pairs and each pair will be assigned an influential nurse to research.</p>	<ul style="list-style-type: none"> • Create a digital poster of your assigned nurse as if they are running for President of the United States • Although students are not writing a paper, use the following questions to guide your research about the candidate. You will be expected to present on your candidate in class. <ul style="list-style-type: none"> • What attributes do they have and accomplishments they have achieved that would make them a successful presidential candidate? • What would be the main focus of their platform? Turn this platform into a slogan • Why should your colleagues vote for them? • Just like in politics, transparency is key. We need to know where you obtained the information on your candidates. Include a reference page along with your poster. 	<ul style="list-style-type: none"> • One-page digital poster with a photo of the nurse, their name, and slogan. Be creative with your poster! • This poster does not have to be in APA format • Additionally, students will need to submit a reference page. • The reference page MUST be in APA format. • Upload the poster & reference page in the DB as a PDF file • Students must post their poster <u>before</u> being able to view other posts or replies. • Students are not expected to post a reply to their colleagues' posts • During class, each student pair will have 3-5 minutes to share their poster and provide details about their candidate's background and platform. Each student pair will then have another 3-5 minutes to answer questions that their colleagues may have. • Refer to Canvas for full details and grading rubric
<p>Assignment 7 Written paper and infographic: Health promotion</p> <p>Students can choose to work in pairs or by themselves for this assignment.</p>	<p>PART I – Written paper: Patient education materials are designed to provide and/or reinforce knowledge, improve understanding, and compliance, and serve as a resource for patients. To complete this assignment, students will identify a topic of their choice from the Healthy People 2020 Topics & Objectives list (https://www.healthypeople.gov/2020/topics-objectives).</p> <ol style="list-style-type: none"> 1. In their paper, students should include statistics related to chosen topic, why is this topic is important, describe HP2020 chosen objective 2. Include a review of the literature - discuss objective and targeted goals of HP2020 related to this objective, provide an overview of the topic you chose, and why it is a health issue, integrate information from external nursing literature to support interventions to meet goals 3. Nursing Implications - describe one intervention that you think might work to meet the goals and objective <p>PART 2 – Infographic: For the second part of this assignment, students will create an educational infographic for patients. This infographic</p>	<ul style="list-style-type: none"> • Write an APA-formatted essay answering the questions related to health promotion • Include a title page, 2-3-page body, and a reference page. Do not include an abstract. • This submission MUST be written using APA format and uploaded in Canvas as an MS Word file • Students must have a minimum of three current references (published within the last 5 years) to support their work. • Refer to Canvas for full details and grading rubric <p>• One-page infographic that contains accurate information related to chosen HP2020 topic, description of topic, why topic is important, incidence, what you can do to improve</p>

	<p>summarizes the problem and aid in improving knowledge and understanding of the chosen topic. Additional resources for this assignment can be found at: https://www.cdc.gov/healthliteracy/pdf/Simply_Put.pdf https://www.cdc.gov/healthliteracy/developmaterials/plainlanguage.html The infographic should be aesthetically pleasing, attractive to the reader with organized structure (i.e. use of illustrations, headings, subheadings). It should be literacy appropriate (evidence that the CDC toolkit for health literacy was utilized). It should include current data regarding the problem (incidence, instructions) and should be culturally appropriate and/or inclusive of cultural specific wording.</p>	<p>topic/instructions. The infographic should be visually appealing (illustrations, visuals, color, font, headings), literacy appropriate, culturally appropriate, and well-organized</p> <ul style="list-style-type: none"> • This infographic does not have to be in APA format • Upload in Canvas Discussion Board as a PDF file • Have your infographic handy during class and be prepared to share your infographic with your colleagues. • Refer to Canvas for full details and grading rubric
<p>Assignment 8 Executive summary and video: Hot topics in nursing</p> <p>Students can choose to work in pairs or by themselves for this assignment.</p>	<p>PART 1: Executive Summary Students will be randomly assigned a current topic affecting the nursing profession. The summary should include:</p> <ol style="list-style-type: none"> 1. Summary of the nursing issue 2. Information in bullet-point form 3. Integration of nursing research/scholarly articles 	<ul style="list-style-type: none"> • Write an Executive Summary answering the questions related to the student’s assigned hot topic affecting the nursing profession • Include a title page, 2-3-page body, and a reference page. Do not include an abstract. • This submission MUST be written using APA format and uploaded in Canvas as an MS Word file • If you are working with a colleague, only one student needs to upload the document • Both students will receive the same grade unless major discrepancy of the workload is evident • Have your paper handy during class and be prepared to share your paper with your colleagues. • Students must have a minimum of three current references (published within the last 5years) to support their work.
	<p>PART 2: Video Students will create and present a video to the class on their assigned hot topic/nursing issue</p> <ul style="list-style-type: none"> • Students may utilize Adobe Spark Video (this free app can be downloaded to windows or IOS systems from the app store) or students may utilize any method in which to complete their video presentation. • Each video should cover the topics as outlined in the Executive Summary <p>Be sure to include in your video</p>	<ul style="list-style-type: none"> • One video that is 3-5 minutes long presenting the student’s hot topic/nursing issue • This video submission does not have to be in APA format • Upload in Canvas Discussion Board as a video file – make sure to test out that the video will play on Canvas • Do not upload as a link to Google Drive • If you are working with a colleague, only one student needs to upload the video file

	<ul style="list-style-type: none"> • How and why this topic impacts the profession of nursing so others can learn from your work • How and why you believe this topic will impact your role as a nursing student, and eventually as a professional nurse 	<ul style="list-style-type: none"> • Students must post their video <u>before</u> being able to view other posts or replies. • Students are not expected to post a reply to their colleagues' posts • Both students will receive the same grade unless major discrepancy of the workload is evident
	<p>PART 3: Video Presentation</p> <ul style="list-style-type: none"> • Prior to the day of your presentation, the students should make sure that their video plays on Canvas without problems • Students will present the video during class • Each student/pair will have 3-5 minutes to present their video and will have another 3-5 minutes to take questions and listen and respond to comments from their classmates 	<ul style="list-style-type: none"> • The video will be presented during the last two days of class: December 1 and December 8 • If you are working with a colleague, both students will need to take part in the presentation • Both students will receive the same grade unless major discrepancy of the workload is evident • Refer to Canvas for full details and grading rubric
Assignment 9 Civic engagement project	Students will be grouped in cohorts and assigned a community organization. Students will investigate the organization, spend a minimum of two hours at the organization, and provide a short synopsis to the class about their experience. The focus of the assignment is to gain insight into social determinants of health and how they affect people in the community.	Because of the current unprecedented situation with the COVID-19 pandemic, this assignment may be suspended for the semester. The implementation or suspension of this assignment will be discussed during the semester.
Assignment 10 Nursing Survey	In an effort to identify and connect students with appropriate resources available on campus we are asking each student to complete the Nursing Universal Retention and Success (NURS) survey. You will receive an email with the link to complete this survey. The completion of this survey (NURS) will be included as a part of your class participation grade.	<ul style="list-style-type: none"> • Complete the survey as soon as you receive the link. • The survey should be completed by September 11 to receive credit for this assignment. • Your response will be confidential to be viewed by faculty members to assist you when and if needed. • The survey should take less than 20-minutes to complete. Once you have completed the survey you will receive a certificate of completion. Upload your certificate of completion to the assignment box on Canvas. • You will be requested to complete a post-survey again between November 23 – December 4

Grading Scale:

A course grade of A, B+, B, or C+* is required for progression in the nursing major.

A	90 to 100	B+	85 to 89	B	80 to 84		
C+	75 to 79*	C	70 to 74	D	60 to 69	F	<60

Assignment/Exam Grades:

Final theory course grades are calculated using the above weighted criteria. *There will be no rounding of exam grades.* Final grades will be rounded at the discretion of the Faculty instructor.

Academic Integrity Policy:

The School of Nursing follows the Rutgers, The State University of New Jersey policies/procedures regarding Academic Integrity that can be found at:

<http://academicintegrity.rutgers.edu>

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Community Standards.

Academic dishonesty includes (but is not limited to):

- cheating
- plagiarism
- aiding others in committing a violation or allowing others to use your work
- failure to cite sources correctly
- fabrication
- using another person’s ideas or words without attribution
- re-using a previous assignment
- unauthorized collaboration
- sabotaging another student’s work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy

at <https://deanofstudents.camden.rutgers.edu/sites/deanofstudents/files/Academic%20Integrity%20Policy.pdf>.

Of note, any student who is aware of any academic misconduct has a moral and ethical responsibility to report it to the course faculty.

All papers will be submitted through Turnitin software.

Student Handbook 2019-2021:

All students are held to the policies and procedures and all information in the SNC Student Handbook.

Student Services:

- 1. SNC CARES (formerly, Office of Nursing Student Advising and Clinical Operations)**
Is a comprehensive center dedicated to positively impacting the nursing student experience. SNC CARES will serve as the core of student support from admissions to graduation including: Recruitment ▪ Admissions ▪ Progression Planning ▪ Advisement ▪ Mentoring ▪ Remediation ▪ Counseling ▪ Course Scheduling ▪ Clinical Placement ▪ and Clinical Compliance. **Please make an appointment through Raptor Connect or visit our website:** nursing@camden.rutgers.edu
- 2. Office of Disability Services**
The Office of Disability Services (ODS) provides students with confidential advising and accommodation services in order to allow students with documented physical, mental, and learning disabilities to successfully complete their course of study at Rutgers University – Camden. The ODS provides for the confidential documentation and verification of student accommodations, and communicates with faculty regarding disabilities and accommodations. The ODS provides accommodation services, which can include readers, interpreters, alternate text, special equipment, and note takers. The ODS acts as a signatory for special waivers. The ODS also works with students, faculty, staff and administrators to enforce the American with Disabilities Act of 1990. <http://learn.camden.rutgers.edu/disability-services>
- 3. APA Style**
<http://apastyle.org/learn/tutorials/basics-tutorial.aspx>
- 4. Center for Learning & Student Success**
<https://learn.camden.rutgers.edu/>
- 5. Canvas Information**
help@canvas.rutgers.edu
- 6. Registrar**
Student Information - <https://registrar.camden.rutgers.edu/student-information>
Last day to withdraw from an individual class with a W grade **Nov 3.**

Course Evaluation:

The course evaluation process is central to Rutgers' efforts to ensure that instruction at the University continues its history of excellence. School instructors and administrators take the information and feedback received from students very seriously. It is the expectation that all students complete all required course evaluation surveys while enrolled in courses at Rutgers University. The online course evaluation system provides security and confidentiality that far exceeds that which is possible with the paper and pencil method. Students can participate in the surveys with complete assurance that their responses will remain *confidential*.

Students are expected and encouraged to comment about their experiences in the classroom and to provide feedback on the quality of instruction in the course through the *Student Instructional Rating Survey [SIRS]* (a University-wide survey). SIRS is conducted at the end of every semester by the Center for Teaching Advancement and Assessment Research. When the course evaluation survey is launched for a semester, students will be contacted through e-mail from the CoursEval System (<https://sirs.ctaar.rutgers.edu/>).

Topical Outline/Schedule

Week	Topics	Preparation	Assignments
Week 1 (9/1)	Orientation to class & syllabus review	Canvas overview	
	Intro to Professional Nursing: History & Social Context of Nursing and Nursing in Today's Evolving Health Care Environment	<ul style="list-style-type: none"> • Chapter 1 & 2 Black (9th ed) • Module 1 	<ul style="list-style-type: none"> • Assignment 1, paper due Sunday, 9/6 at 11:59pm
Week 2 (9/8)	Basics of Researching a Topic & Writing in APA Format	<ul style="list-style-type: none"> • Module 2 • Basics of Research module • Writing Essentials module 	<ul style="list-style-type: none"> • Assignment 1, paper presentation during class
Week 3 (9/15)	Pathway to Professionalism	<ul style="list-style-type: none"> • Chapter 3 & 4 Black (9th ed) • Module 3 	<ul style="list-style-type: none"> • Assignment 2, DB original post due Friday, 9/18 at 11:59pm • DB reply due Monday, 9/21 at 11:59pm
	Nursing Education		
Week 4 (9/22)	Becoming a Professional Nurse & Socialization Into Practice	<ul style="list-style-type: none"> • Chapter 5 Black (9th ed) • Module 4 	<ul style="list-style-type: none"> • Assignment 2, paper presentation during class • Assignment 3, DB original post due Friday, 9/25 at 11:59pm • DB reply due Monday, 9/28 at 11:59pm
	Communication & Collaboration	<ul style="list-style-type: none"> • Chapter 12 Black (9th ed) • Module 5 	
Week 5 (9/29)	Legal Concepts & Issues in Nursing	<ul style="list-style-type: none"> • Chapter 6 Black (9th ed) • Module 6 	<ul style="list-style-type: none"> • Assignment 4, paper due Sunday, 10/4 at 11:59pm
	Nursing Regulation: Nurse Practice Act, State Boards of Nursing, & Nursing Licensure		
	Code of Ethics and Ethical Decision Making		
Week 6 (10/6)	Values & Conflict within Professional Practice	<ul style="list-style-type: none"> • Chapter 6 Black (9th ed) • Module 8 	<ul style="list-style-type: none"> • Assignment 4, paper presentation during class
	Moral Development & Accountability in Nursing		

Week	Topics	Preparation	Assignments
Week 7 (10/13)	Philosophical Foundations of Nursing	<ul style="list-style-type: none"> Chapter 8 Black (9th ed) Module 9 	<ul style="list-style-type: none"> Assignment 5, DB original post due Friday, 10/16 at 11:59pm DB reply due Monday, 10/19 at 11:59pm
Week 8 (10/20)	Nursing Theory: The Basis of Professional Nursing	<ul style="list-style-type: none"> Chapter 9 Black (9th ed) Module 10 	
Week 9 (10/27)	The Science of Nursing and Evidence-Based Practice	<ul style="list-style-type: none"> Chapter 10 Black (9th ed) Module 11 	<ul style="list-style-type: none"> Assignment 6, DB original post due Friday, 10/30 at 11:59pm
	Developing Judgement and Critical Thinking	<ul style="list-style-type: none"> Chapter 11 Black (9th ed) Module 12 	<ul style="list-style-type: none"> No replies needed for this DB
Week 10 (11/3)	Political Issues in Nursing & Health Care Policy	<ul style="list-style-type: none"> Chapter 15 Black (9th ed) Module 16 	<ul style="list-style-type: none"> Assignment 6, digital poster presentation during class
	Social & Economic Issues		
Week 11 (11/10)	Health Care in the U.S. & Factors Shaping Healthcare	<ul style="list-style-type: none"> Chapter 14 Black (9th ed) Module 13 	<ul style="list-style-type: none"> Assignment 7, Part 1: paper and Part 2: infographic – both due Sunday, 11/15 at 11:59pm
Week 12 (11/17)	Nurses, Patients, and Families: Caring for a Diverse Nation	<ul style="list-style-type: none"> Chapter 13 Black (9th ed) Module 14 & 15 	<ul style="list-style-type: none"> Assignment 7, infographic presentation during class
	Global Health Nursing		
Week 13 (11/24)	No class		<ul style="list-style-type: none"> Assignment 8, Part 1: executive summary and Part 2: video – both due Monday, 11/30 at 11:59pm
Week 14 (12/1) and Week 15 (12/8)	Nursing's Challenge: To Continue to Evolve	<ul style="list-style-type: none"> Chapter 16 Black (9th ed) Module 17 	<ul style="list-style-type: none"> Assignment 8, Part 3: video presentations during class
	Final presentations	Final Class Evaluation	