Course Number: N 39113

Course Title: The Discipline and Practice of Professional Nursing

Placement in Curriculum: First semester of the program (Summer)

Catalog Description:
Examines humanitarian aims and scientific principles that underpin professional nursing. Explores nursing phenomena in relation to complex adaptive systems theories. Nursing philosophy and praxis are compared with other ways of knowing and being-in-the-world. Emphasizes formal health care delivery systems, professionalism, legal issues, ethics, cultural competence, teaching strategies, and health promotion.

Course Objectives:
By the conclusion of this course, students will have demonstrated the ability to:

1. Analyze core knowledge, core competencies, and roles of the professional nurse.
2. Evaluate models of health and illness in relationship to clinical practice.
3. Compare the nursing process with other modes of knowing in nursing.
4. Explain how personal values, gender, age, and culture influence teaching/learning.
5. Identify the influences of psychosocial and physical factors in the environment on teaching/learning.
6. Analyze research studies about health education as a nursing role.
7. Explore the ethical and legal foundations of professional nursing.
8. Examine the influence of diversity on health beliefs and practices, health status, and formalized health care delivery.
10. Compare health care delivery in other countries.
11. Analyze the impact of nurses, other health care professionals, the government, and voluntary consumer groups on health care policy.
12. Recommend future changes in health care delivery in the U.S. that will improve access and quality of care while controlling costs.
13. Explore values and beliefs about health, human beings, professional responsibility, accountability, and the nurse’s role that form the core of a nursing philosophy.
14. Describe key factors influencing the history and development of professional nursing.
15. Develop goals for professional development.

Topical Outline:
I. Complex Adaptive Systems Theories (CAST)
   A. Theoretical background and justification
   B. Major elements and processes
   C. The HSN interpretation
   D. Course framework
   E. Nursing practice

II. Core Knowledge for the Professional Nurse
   A. Health promotion, risk reduction, and disease prevention
   B. Illness and disease management
   C. Information and health care technologies
   D. Ethics and the law
   E. Human diversity
   F. Global health care
   G. Population-based care
   H. Evidence-based practice
III. Core Competencies for the Professional Nurse
A. Assessment
B. Communication
C. Critical thinking
D. Technical skill proficiency

IV. Roles of the Professional Nurse
A. Provider of care
B. Designer, manager, coordinator of care
C. Member of profession and the health care team

V. Professional Nurse as Provider of Care
A. Models of Health and Illness
   1. Health-illness continuum
   2. Complex adaptive systems
   3. Acute and chronic illness models
   4. Health belief and health promotion models
B. Health promotion
   1. Health promotion of self
   2. Health promotion of clients
   3. Client as individual, family, or community
C. Influences on health status
   1. Ethnic and racial variations
   2. Cultural and religious indicators
   3. Social and demographic considerations
D. Nursing process
   1. Assessment
   2. Analysis
   3. Planning
   4. Implementation
   5. Evaluation

VI. Professional Nurse as Educator
A. Theories of Learning
B. Principles of Learning
C. Assessment
   1. Readiness/Motivation
   2. Abilities
   3. Needs
D. Analysis
   1. Learning Objectives
   2. Learning Domains
E. Planning
   1. Teaching Strategies
   2. Teaching Materials
F. Implementation
   1. Teaching Principles
   2. Principles of Reinforcement
G. Evaluation
   1. Success Measurement
   2. Teacher Evaluation
   3. Client Compliance
VII. Personal and Professional Values
   A. Values clarification
   B. Professional values
      1. Altruism
      2. Autonomy
      3. Human dignity
      4. Integrity
      5. Social justice
   C. Professional organizations
   D. Responsibility and accountability

VIII. Legal and Ethical Foundations of Professional Nursing
   A. Board of Nurse Examiners
   B. Nurse Practice Act
   C. Negligence
   D. ANA Code of Ethics
   E. Ethical decision-making

IX. Contemporary Health Care Systems and Policy
   A. U.S. Health Care System
   B. Health Care Finance
   C. Health Care Delivery
      1. Settings
      2. Providers
      3. Evaluation
   D. Health Care Reform
      1. U.S. Health policies
      2. The Global scene
      3. U.S. reforms

X. Development of Professional Nursing
   A. Population demographics
   B. Complex environments
   C. Historical influences
   D. Public as consumer
   E. Nursing philosophy
      1. Beliefs about health and human beings
      2. Nursing’s scientific worldview
      3. Other ways of knowing
      4. Nursing art and praxis

Teaching Strategies:
   1. Online & guided class discussions
   2. Instructional media
   3. Case studies
   4. Group exercises
   5. Written assignments/focused quizzes

Required Textbooks:

Other Required Reading:

Recommended:

Evaluation:
1. Midterm exam  20%
2. Final examination  30%
3. Position Paper on Health Policy (rough draft and final paper)  25%
4. Written Responses (Journaling, Threaded Discussions)  10%
5. Nursing Philosophy  10%

A grade of C or higher must be earned to successfully pass this course.

The final course grade is based on the total average as follows:
- 90-100%  A
- 80-  89%  B
- 70-  79%  C
- 60-  69%  D
- 59% & under  F

**Disability Statement**
Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator for Students with Disabilities in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive. Therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

**Academic Conduct Policy**
In order to encourage and preserve the honor and integrity of the academic community, Texas Christian University expects its students to maintain high standards of personal and scholarly conduct. Faculty members are encouraged to remind students in their classes of this written statement of policies and procedures developed by the University in regard to cheating, plagiarism, collusion and other acts of academic misconduct.

All instructors or proctors shall have the right to examine materials in the student's possession during any academic exercise. In instances of academic misconduct during an academic exercise, the instructor shall have the right to suspend immediately the student(s) who is (are) engaging in such acts of misconduct from further work on the academic exercise. Refer to section 3.4 in The Code of Student Conduct for specific rule information. For further information, see the Academic Conduct Policy in the Student Life section of the TCU website. A copy of the procedures used when a case of suspected academic misconduct is brought to a faculty member's attention may be obtained in the offices of the Academic Deans, Dean of Campus Life, Vice Chancellor of Academic Affairs and the Vice Chancellor of Student Affairs.
EXPANDED COURSE DESCRIPTION:

This course is designed to fulfill critical inquiry (CI) in the Explorations category and writing emphasis (W) in the Foundations category of the University Curriculum Requirements. Students in this course will examine a) nursing ethics, epistemology, and aesthetics as these influence professional practice, and b) policy formation as it relates to resources, finances, quality, and control of health care delivery.

This course meets CI – UCR requirement by using various methods to engage students in learning about a) the discipline of nursing and b) the U.S. Health Care System. Students will be provoked to ponder professional nursing practice as a reflective enterprise, critically analyze the aesthetic, ethical, and epistemological foundations of nursing praxis, and develop their own nursing philosophy. They will debate beliefs and values central to a scientific worldview and compare those beliefs and values with other ways of knowing and being-in-the-world. This course also prepares students to make informed judgments about their own health, explore policies that influence health care in the U.S., and grapple with complexities of global health issues. Themes, such as diversity, culture, and social justice, will steer discussions. Cost, access, and quality of health care in the U.S. are counterpoised with health care delivery in other countries. Throughout the course and based on class learning, students must engage in threaded discussions, prepare a philosophy of nursing, and write a position paper about an issue or policy in contemporary health care.

This course meets the W – UCR requirement by requiring at least three discrete writing assignments. The first writing assignment is a position paper on a controversial health care issue or policy (e.g. stem cell research). The student submits a draft of this paper comprised of approximately 1,200 words by a specified date; the instructor provides significant feedback and evaluation based on published criteria. Approximately three weeks after the draft is returned, the student submits a 2500 word paper reflecting changes made in response to instructor comments and the student’s deepening analysis of the issue. The second writing assignment demonstrates the student’s development of a nursing philosophy that will guide her/his professional practice. The third writing assignment includes a series of reflections documented as threaded discussions or journal entries. These will be analyzed based on clarity, organization, and synthesis of ideas relevant to this course.