Learner’s Guide

NUR402
Transition to Professional Nursing Practice
(Revised 01/20/04)
# College of Notre Dame of Maryland
## Accelerated College
### Learner's Guide
#### for
*NUR402, Transition to Professional Nursing Practice*

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NUR402 Course Syllabus

COURSE IDENTIFICATION INFORMATION:
NUR402, Transition to Professional Nursing Practice
Credit Hours: 2, i.e., eight (8) contact hours/credit or 16 total contact hours

COURSE DESCRIPTION: Introduces students to skills that are essential for the successful transition to professional nursing practice. Includes an overview of CND Nursing Program and an examination of: Transition Theory, the reciprocal relationship of theory and research, and critical events in nursing=s history. Students will explore the most recent advances in information retrieval, the essential components of professional writing and professional presentations, and skills that will enhance critical thinking.

OVERVIEW OF COURSE: This course is designed to assist the RN learner to make a successful transition to this RN-BSN completion program, i.e., professional nursing education and, therefore, professional nursing practice. As such, NUR402 provides the learner with an understanding of the CND nursing program, including its mission, philosophy, and conceptual framework and the interrelationship of these documents and the required nursing courses.

Learners will begin exploring the importance of theory and research as a basis for professional practice. They will examine their return to school within the context of Transition Theory and will look at other ways that this same theory is used as a basis of understanding client-related events in the practice setting. Learners will read and comment on several “mid-range” or practice theories, using recent nursing literature. It is anticipated that learners will be able to appreciate the connection among theories, theory development through research, and their individual practice settings.

Nursing has not developed in isolation. Therefore, NUR402 will provide learners with the opportunity to examine the insights nursing history can provide about the current status of nursing education and nursing practice in the United States. This “snapshot” exploration into the history of nursing will focus on the development of educational programs as well as the evolution of nursing practice over the 20th century.

Another goal of this course is to assist learners with the development of several essential skill sets: information retrieval/literacy, professional writing, professional presentations, and critical thinking. Using problem statements developed for this course, learners will be assisted to conduct on-line searches for relevant, reliable, and accessible information. Enhanced communication abilities are one of the three essential behaviors of the Nursing Program. Learners will use both the Department of Nursing rubrics and the APA Publication Manual to examine and hone their writing skills. Skills needed for successful presentations are described in the Department of Nursing rubrics; learners will examine these skills and will apply them in an in-class presentation on a leader in nursing’s history. Development of critical thinking skills is another of the essential curricular behaviors. In NUR402, learners will begin to intentionally examine their thinking skills.
and to apply a set of standards to the way they critically appraise all information presented to them. These standards will continue to be examined throughout the following three nursing courses and will culminate in the first clinical course.

**REQUIRED TEXTS/RECOMMENDED READINGS:**


Additional readings are assigned weekly and are available through the cohort’s Blackboard site.

**LEARNING OBJECTIVES/OUTCOMES:**
The faculty and the learner cohort group will work together to achieve the following learning outcomes during the course. Additional supporting objectives will be clearly defined throughout the course.

On successful completion of the course, the learner will be able to:

1. Describe the Department of Nursing’s Mission, Philosophy, and Conceptual Framework.

2. Apply concepts of Transition Theory to entrance into professional nursing education.

3. Describe the relationship of theory and research in professional nursing practice.

4. Relate critical events in nursing history to the current status of nursing in the United States.

5. Apply most recent methods of information retrieval.

6. Demonstrate beginning skills of professional writing.

7. Describe skills needed for successful professional presentations.

8. Relate components of critical thinking to professional nursing education and practice.
**Placement in Curriculum:** Initial Course in accelerated sequence; within first eight credits for partially accelerated

**Accelerated Format:** Four, four-hour sessions

**METHODS OF INSTRUCTION:**
- Assigned readings
- Class and Small Group Discussions
- In-class, group assignments/projects
- Rubrics for Oral Presentations
- Rubrics for Written Papers
- Exploration of Internet Websites
- Information retrieval activities through LNDL
- Written Assignments
- Oral Presentation
- Cohort Blackboard Site

**REQUIREMENTS/ASSIGNMENTS FOR THE COURSE:**
- Weekly readings
- Class preparation for participation in discussions
- Completion of all assignments listed below
- Active participation in small groups

**GRADING POLICIES/COURSE EXPECTATIONS:**

**Evaluation of Learning Outcomes:**
The following assignments are *all required* and will comprise the learners’ course grade:

**CINAHL Literature Search**  **20%**
- This literature search will be based on a practice problem identified by the learner. The learner will complete the search and turn in the citations for the first 10 references. The printout must show the keywords used to obtain the references. In the event that other keywords were used initially, learners should list those on a sheet of paper and attach it to the top of the search results. This information will provide the history of the search. (*See Week #3 for more information.*)

**Logic of an Article – Critical Thinking Exercise**  **25%**
- Using Elder and Paul’s guidelines for “Analyzing the Logic of an Article, Essay or Chapter,” (see *Miniature Guide to Critical Thinking*, pp. 10-11; *Foundations of Analytic Thinking*, pp. 24-27; *Asking Essential Questions*, pp. 5-7 & 24) learners will complete the eight critical thinking questions on the article by Meleis et al. The assignment should be computer-generated; the statement/question and the learner’s responses should both be provided. The total assignment should be limited to three pages. (*See Week #3 for more information.*)
Presentation on Nursing Leader  30%
- During Class 4, pre-assigned learner groups will give a 10-minute presentation on a leader in nursing’s history. The presentation will focus on general information about the nursing leader, two major contributions of the leader to nursing, and an explanation of ongoing/current influence of the leader’s contributions. The presentation will be graded according to the Department of Nursing’s Oral Presentation rubric. (15%)
- At the conclusion of the oral presentations, learner groups will each evaluate their own presentation, using the Oral Presentation rubric. In addition to the using the rubric, learners will write a paragraph that provides supportive evidence for their critique/evaluation of the presentation. The self-evaluation will be turned in for grading. All learners in the group will receive the same grade. (15%) (See Week #4 for more information.)

Scholarly Paper  25%
- No later than three days after the fourth class, learners will submit a three-page, double-spaced, computer-generated paper describing one new area of knowledge that was learned from the readings and course activities. Learners will describe the new knowledge then will discuss the implications for practice and two ways this information can be used to improve critical thinking. (See Week #4 for more information.)

All courses in the Accelerated College adhere to the Academic Policies of the Accelerated College. Learners will be held accountable for all policies in the Academic Policies section of the Accelerated College Handbook. The current version of this Handbook is available on each cohort’s Blackboard site, under the “Information” section.

Nursing Majors are also accountable for all policies in the current Department of Nursing Student Handbook. The current version of this Handbook is also available on each cohort’s Blackboard site, under the “Information” section.

Grades for Assignments:
According to Department of Nursing Policies, learners have a seven (7) day period of time – beginning with the date a graded assignment, exam, etc. is returned – to question the faculty member about a grade received. After this time period, grades are final.

Due Dates for Assignments/Late Assignments:
All assignments are required and must be completed to receive a passing grade. The learner is responsible for ensuring the faculty member receives all assignments by the date designated in the module, unless alternate dates are arranged with the faculty member prior to the due date. Missing class does not justify missing an assignment. Late assignments will not be critiqued or graded. The grade of zero will be recorded for these assignments.
Extra Credit:
Two extra credit assignments are offered in this course. These are the only extra credit options that will be offered since all learners have the same opportunity to perform to the best of their abilities using the criteria by which course grades are calculated. If learners fail to prepare adequately for presentations and/or class, their course grade will be adversely effected. Learners who experience difficulty with course concepts or requirements should immediately discuss these issues with the faculty member. The Accelerated College format requires proactive action.

Documenting Sources:
All information sources, including published references, Internet, or database information and personal interviews, must be documented. A reference list will be needed for many assignments. For nursing courses, the APA reference style must be followed.

AUTHORSHIP AND COPYRIGHT:
This module was developed by Sandra F. Dunnington, PhD, RN with the assistance of Department of Nursing Faculty and Department of Nursing Curriculum/Evaluation Committee.

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➢ Faculty Member’s Commitment to Learners

The faculty are committed to helping learners make a successful transition to professional nursing education. Faculty members value learner contributions to the class and believe that learner interactions are integral to learning in the RN-BSN classroom. Faculty are also committed to helping learners with the socialization process that is inherent in the RN-BSN educational process. To assist with this socialization, faculty will employ a variety of teaching/learning methods to promote critical thought. Therefore, learners can expect their thinking to be challenged in a productive and respectful manner. Likewise, learners will be challenged to express their thoughts in oral and written forms in a manner that is consistent with college-level, professional work. All learners’ work is valued and will be treated with respect.
Logistics Chart  The following chart to describes the general content of each hour of the four class session:

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<td>Framework for CND RN-BSN Program</td>
<td>Thinking Skills Test (CCTST) for Program</td>
<td>Nursing Practice.</td>
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<td>activities, grading/evaluation</td>
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<td>Evaluation.</td>
<td>Preparation for Next Week (10 minutes)</td>
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<td>Formation of study/discussion groups</td>
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<td>WEEK 2</td>
<td>Making the Transition to Professional</td>
<td>Introduction to Transition Theory</td>
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<td>Nursing Education</td>
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<td>Efficient Ways to Retrieve Useful and</td>
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<td>Writing for Success Using the APA Style</td>
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<td>20 minute break</td>
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<td>Guide (35 minutes)</td>
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<td>Writing for Success (30 minutes)</td>
<td>Preparation for Next Week (15 minutes)</td>
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<td>Group Presentations on Important Leaders in Nursing (con’t.)</td>
<td>Learning from Our History</td>
<td>Learning from Our History (con’t.)</td>
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<td>20 minute break</td>
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<td>Writing for Success</td>
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<td>Using the APA Style Guide (30 minutes)</td>
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<td>Course Evaluation (10 minutes)</td>
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Week One

Assignments Due

- **Print out** the module and **read** all materials up to and including Week One.
- **Read** the Syllabus in the Learner’s Module and **review** the entire Module.
- Each learner is to **write out** one sentence about her/himself to share during the class introductions.
- **Complete all assigned readings/activities** listed below under Class Session Logistical Outline prior to class.
- **Bring** two, No. 2 sharpened pencils, with clean erasers, to class.

Class Session Logistical Outline

Orientation to Course: Expectations, Assignments, Learning Activities, Grading/Evaluation; Formation of Study/Discussion Groups 50 minutes

**(Print out and read** the Progression Policy for Accelerated Option found in Department of Nursing Student Handbook on Blackboard under the Information Section)

Break 10 minutes

Orientation to Mission, Philosophy and Conceptual Framework for CND RN-BSN Program 50 minutes

**(Read** Mission, Philosophy, and Conceptual Framework in Module; **Highlight** the statements with which you agree; **underline** the statements/points with which you disagree/question/don’t understand.

**Visit** [http://www2.bc.edu/~royca](http://www2.bc.edu/~royca) and read the overview, history, and author data about the Roy Adaptation Model, i.e., RAM. **Using a sentence for each concept,** **write** your understanding of Roy’s description of each of the following: Nursing, Client/Person, Environment, and Health.)

Break 10 minutes

Administration of California Critical Thinking Skills Test (CCTST) 50 minutes

Break 10 minutes

Critical Thinking in Nursing Education and Nursing Practice 50 minutes


Preparation for Next Week 10 minutes
Learning Outcomes Emphasized this Week

- Describe the Department of Nursing’s Mission, Philosophy, and Conceptual Framework.
- Relate components of critical thinking to professional nursing education and practice.

Learning Activities

Orientation to Course: Expectations, Assignments, Learning Activities, Grading/Evaluation; Formation of Study/Discussion Groups 50 minutes

Activities (Review of Course Module; Formation of Learner Groups)

- Introduction of learners and faculty
  - Using the one sentence that you put in writing, be prepared to share the most important information about yourself that classmates should know.
- Discuss the course module with the learners
  - Be prepared to pose any questions you may have about the classes, class activities, or course assignments.
- Formation of study/discussion groups
  - You will be asked to form four groups, each with five to six fellow learners. You will complete many class activities in these groups and will do the final presentation as a group. Think about the persons you may want to work with.
  - Each group will then choose one of the following leaders from nursing’s history as the focus of their final presentation. In the event that two groups want to explore the same leader we will “draw straws or flip a coin” to complete the selection:
    - Florence Nightingale
    - Virginia Henderson
    - Margaret Sanger
    - Lillian Wald
  Your groups will be referred to by these group names throughout the course.
  - Your group will then be asked to select a Middle Range Theory to present in Week Three. A complete listing of the theories is provided under Week Three’s Class Session Logistic Outline.

Break 10 minutes

Orientation to Department of Nursing’s Mission, Philosophy, and Conceptual Framework 50 minutes

Activities (Discussion of CND Department of Nursing’s Philosophy and Conceptual Framework; Discussion of Roy Adaptation Model)

- Consider the following: (10 minutes)
What is a philosophy? What is the purpose of this one?

What are the assumptions (that is, what is taken for granted about people) in the philosophy? Should these be accepted as true or should they be questioned?

What are the key concepts in the philosophy?

Given the way the Faculty conceptualize nursing, client, environment, and health, what are the implications for your practice as you progress in this program?

• In your groups discuss: (15 minutes)
  o The statements in the philosophy with which they most agree; the statements they question/disagree/don’t understand.
  o As a group, identify one statement of agreement and one statement the group questions/disagrees/doesn’t understand.

• With the entire class, share your group’s one point of agreement and one point of question/disagreement. (10 minutes)

• In the entire class, discuss the relationship of the CND Conceptual Framework and the Roy Adaptation Model (RAM). Consider the following: (15 minutes)
  o What did you learn about Sr. Callista Roy? How/why did she develop the Roy Adaptation Model?
  o What is the purpose of the RAM?
  o What is Roy’s major point of view?
  o What is your understanding of the four major concepts in the RAM? (Share statements)
    ▪ As a class, come up with four statements – one for each concept – that indicate a common understanding of the class as a whole.

Break

10 minutes

Administer the CCTST (California Critical Thinking Skills Test) to the Class

50 minutes

Activity (Test Administration)

• During this time period, you will take the California Critical Thinking Skills Test. There is no preparation for this test. The test will be used to evaluate program outcome; all test data are examined and treated as aggregate or group data. Although you may obtain your individual score, the Faculty do not use individual scores for program evaluation.

Break

10 minutes

Critical Thinking in Nursing Education and Nursing Practice

50 minutes

Activities (Introduction to Critical Thinking)

• With the entire class: (15 minutes)
• Be prepared to discuss the framework for critical thinking on p. 18 of Paul & Elder’s Miniature Guide to Critical Thinking.
• Looking at the “Stages of Critical Thinking Development” on page 19 of Paul and Elder’s Miniature Guide to Critical Thinking, think about several activities that would help you move along the continuum.

- Be prepared to: (20 minutes)
  • Use pages 13-14 of the Miniature Guide to Critical Thinking and pages 43-44 of Asking Essential Questions to complete a self-assessment of your Intellectual Traits/Dispositions, indicating whether you are more likely to demonstrate Intellectual Humility or Intellectual Arrogance; Intellectual Courage or Intellectual Cowardice, etc. On the basis of that assessment, you will be asked to identify your stage of critical thinking development and to identify one action that will enhance this development.
  • Share your assessment with the entire class if asked to do so.

- Think about how you would use Elder and Paul’s guidelines for “Analyzing the Logic of an Article, Essay or Chapter” (see page 8-17 and 24-27 in Analytic Thinking) to complete the eight critical thinking questions on the article by Martin. (15 minutes)

Preparation for Next Week 10 minutes
MISSION:

The mission of the Department of Nursing is to empower registered nurses, through formal study of the liberal arts, the sciences, and nursing to broaden professional knowledge and competence, enhance self-awareness and self-determination, strengthen critical thinking and communication skills, develop leadership potential, and deepen social and ethical commitments.

PHILOSOPHY:

The Department of Nursing articulates its philosophy within the context of the mission of the College of Notre Dame: to provide a liberal arts education that is grounded in the Judeo-Christian tradition. Through a flexible program of part-time study leading to a Bachelor of Science Degree in Nursing, the Program prepares registered nurses for a dynamic, full partnership in health care delivery and in shaping health policy. This is accomplished through the refinement of core values and competencies that support expert nursing practice, based on current knowledge, theory, research and professional values.

The formal study of the arts, sciences, humanities, and nursing helps the registered nurse develop critical thinking skills, communication skills in a variety of contexts, and leadership skills. Educational experiences are directed toward enhancing interdisciplinary collaboration, strengthening professional integrity, and deepening social and ethical commitments of the nurse. As these attributes become part of the self, the nurse moves to a deeper understanding of human experience and becomes a more holistic, culturally sensitive caregiver.

The Faculty recognize the uniqueness of the adult registered nurse learner. The use of guided independent study, a cornerstone of the Weekend College, requires self-determination, active participation, intellectual discipline, and accountability by the learner. In this model, Faculty function as facilitators, partners, and role models to develop a culture of commitment to life-long learning in order to meet the needs of a rapidly changing society. Mutually supportive relationships between and among faculty, students, and the external and internal College community are catalysts for growth and effective teaching-learning. An environment of authentic community fosters respect for persons and diversity.

The faculty believe that professional nursing is a caring, practice-oriented, humanistic, and scientific discipline that views persons as unique, holistic, and dynamic. Nursing is based on respect for the dignity and worth of human beings and is grounded in an ethical code of conduct. Regardless of role, setting, or population, nurses use the nursing process and function within legal and ethical parameters to promote human system integrity. Concern for the welfare of society prompts professional nurses to develop therapeutic nursing interventions for diverse populations.

Human systems affect and are affected by the environment in which they live. They have innate and acquired ways of responding to the changing environment that can be adaptive or ineffectual. This person-environment interaction is manifested in patterns of health and illness. Health is a state and process of being and becoming integrated and whole.
Illness occurs when environmental stimuli exceed the usual capacity to adapt, resulting in compensatory or compromised functioning. In order to promote, maintain and restore optimal health, human systems may require the specialized knowledge and skills of the nurse and formal health care systems.

The goal of nursing is the promotion of adaptation. Adaptation, or positive response to the environment, is a process that supports healthy movement toward improved quality of life and well being. To promote adaptation, nurses must develop knowledge, a sense of personal power, and the essential behaviors of critical thinking, communication skills, and therapeutic nursing interventions. Whether working with human systems as individuals or aggregates, nurses strive to enhance system-environment relationships by fostering interdependence, choice facilitation, and promotion of positive, personal, and environmental transformations.

The way in which nurses facilitate health in today’s society requires a more global understanding of the world, as well as an ability to adapt to the dynamic, increasingly complex, and unpredictable nature of the health care environment. This adaptation requires nurses to approach client care as a member of an interdisciplinary, collaborative team. It requires them to access and incorporate global information by utilizing available technology. In a time of increasing economic disparity, nurses are asked to creatively negotiate financial constraints of the managed care environment.

Professional nurses are responsible for providing effective leadership and collaboration to sustain and enhance human system integrity. This role is especially important in the current environment of economic constraints and diminished resources. Professional accountability requires nurses to be involved in professional organizations and committed to political advocacy and social justice. Through awareness of its social contract with society, nursing demonstrates a commitment to testing, using and developing a theoretical, evidence-based foundation for professional practice. The changing needs of society, constant challenges in health care delivery, and core institutional and professional values structure the education of registered nurses at The College of Notre Dame of Maryland.

Approved by Curriculum Committee, 2/23/00; 11/01/00
Edited 5/30/00; 9/20/00; 10/12/00; 10/13/00
Department of Nursing

CONCEPTUAL FRAMEWORK

The Roy Adaptation Model is the conceptual nursing framework for the curriculum. The conceptualization of human beings, environment, health, and nursing presented in this model is consistent with the beliefs expressed in the program philosophy.

In this model, human beings, as individuals and as members of families, communities, and other groups, are perceived as adaptive systems. Human adaptive systems are self-determined, goal-oriented, and function as wholes in one unified expression of meaningful human behavior. They are inherently dynamic, non-linear, multidimensional, and complex; having interdependent parts and experiencing inputs, outputs, control, and feedback. Human systems have thinking and feeling capacities rooted in consciousness and meaning, by which they adapt to changing environments.

Environment in this model is defined as all the conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups as adaptive systems, with particular consideration of person and earth resources. Persons both affect and are affected by their environments. Internal and external environmental events challenge the system to make adaptive responses and can be classified as focal (immediate), contextual (contributory), and residual (unclearly understood) stimuli. These stimuli pool to make up the condition of the life processes, also called the adaptation level. The behavioral pattern of the life processes is described as integrated, compensatory (challenged), and compromised (inadequate to meet demands); it affects the human system's ability to respond positively in a situation.

Health is defined as a state and a process of being and becoming integrated and whole. Integrity of adaptive systems is attained and maintained through effective coping with environmental stimuli. At times, the totality of focal, contextual, and residual stimuli may exceed the system's capacity for effective coping responses. Ineffective coping responses of the cognator and regulator subsystems leads to illness, distress, and loss of well-being.

Nursing, as described in Roy's Model, is a humanistic, scientific, and caring discipline that is practice-oriented. The goal of nursing is to promote client system integrity. Client systems are human adaptive systems to whom the professional nurse is accountable for care. Nursing process is the methodology by which client system integrity is enhanced. This process, which is based on knowledge of human systems and their environments, includes a broad assessment of human behavior (observed, measured, or subjectively reported) within the physiologic-physical, self-concept-group identity, role function and interdependent modes/behavioral categories. The nursing process also includes assessment of focal, contextual, and residual stimuli that influence behavior. Interpretation of the database is followed by the formulation of nursing diagnoses and collaborative goal-setting with the client. Intervention strategies are selected to enhance the acquired coping mechanisms and to modify environmental stimuli, so that system integrity can be restored, maintained, and/or enhanced. Evaluation of attainment of client goals and outcomes is accomplished through ongoing assessment and validation. The verification of outcomes through the use of the nursing process is a means of testing and refining the knowledge base for practice.

Roy's Adaptation Model is applicable to health care and other systems in which nurses provide leadership and serve diverse populations and needs. Organizational and other processes of health care delivery can be conceptualized as adaptive systems that encounter and respond to environmental influences. As systems, their structure, processes, and environmental influences can be analyzed. Nurses modify and design health care delivery in order to promote integrity in individual, family, and community systems.

Eight curriculum concepts emanate from the philosophy and conceptual model and provide a framework for the structure and design of the curriculum. These concepts are client system integrity, collaboration, environment, leadership and management, nursing process, personal accountability, professional development, and scientific accountability. Emphasis on these concepts promotes students' achievement of the seven program outcomes. Inherent in the program outcomes are three behaviors essential to professional nursing practice—critical thinking, communication skills, and therapeutic nursing interventions.

Approved by Curriculum Committee, 10/12/00
Learning Outcomes Emphasized this Week
- Apply concepts of Transition Theory to entrance into professional nursing education.
- Apply most recent methods of information retrieval.

Learning Activities

Making the Transition to Professional Nursing Education

Activity (Discussion of Professional Practice: Developing a Job Description for the Professional Nurse)
- Discussion of Professional Practice (15 minutes)
  - This discussion will begin by asking you to compare and contrast the characteristics of egocentric and rational thinking and to apply the questions that target egocentrism (see pages 40-41 in Elder and Paul’s Asking Essential Questions) to the discussion of professional versus technical practice. These questions should set the context for today’s discussion.
  - Be prepared to participate in a brief discussion of how well nursing in the U.S. meets the characteristics of a profession.
  - In your pre-assigned groups, you will be asked to complete the following:
    - You are assigned to a committee that is differentiating professional and technical practice. Your sub-committee is developing a general job description for the professional nurse, using the information in the assigned readings. As a group, develop the job description as follows: (25 minutes)
      - Position Title: Professional Nurse
      - Qualifications:
      - Skills Required:
      - Functions:
      - Appropriate Positions within Agency:
    - As a class, using ideas from each group, we will develop a composite job description. This will be typed up and given to you. Please keep this for reference in future nursing classes. (20 minutes)
Activity (Applying Meleis et al.’s Framework to the Transition to Professional Education)

- Using the template for Analyzing the Logic of an Article, be prepared to discuss items 1, 2, 3, & 7 of the template. Consider how you might apply this theory in your practice setting. (20 minutes)
- In your learner groups, you will be asked to complete the following activity: (30 minutes)
  - Using Figure 1 in the article by Meleis et al., assess your transition to professional education. For example, what type and pattern of transition is this? In what way are the properties influencing your transition? Do you need to actively change any of these properties? What facilitators and inhibitors are influencing this transition? What roles are community and society playing in the transition? What process and outcome indicators are most desirable for this transition?
  - Share your responses with your group members.

Preparation for Next Week 10 minutes

- Verify the middle-range theory assigned to your group.
  - As you are reading, you will notice that the theory has a unique vocabulary and may use words that have definitions specific to the theory. Do not get “mired down” in the vocabulary. Instead, concentrate on the general focus of the theory and the implications of the theory for nursing practice.
  - Listen to the Faculty member’s explanation about the differences in grand, mid-range, and narrow theories and the description of what mid-range theories are and how they are used.
- You will be given a 3x5 index card. Prior to coming to Class 3, write one question that you need to have answered in order to understand the readings on theories in nursing. These cards will be collected at the beginning of the next class.

Break 10 minutes

Efficient Ways to Retrieve Useful and Reliable Information 90 minutes
(There will be a 10-minute break at some point in this portion of the class unless that time was used for a 20 minute break prior to the start of the class.)

Activity (Using Major Databases for Information Retrieval)

- This portion of the class will be led by Susan Cooperstein, User Education Librarian, Loyola/Notre Dame Library.
- If/when a computer lab is available at the off-site agency, the class will be held in the lab. Learners in on-campus cohorts will use one of the computer labs in LNDL.
- Susan Cooperstein will discuss various databases you, will demonstrate how to access each one, and will assist you to complete a variety of searches.
• You will be given time to begin/set up your searches about:
  o Historical nursing figure;
  o Practice problem identified and honed through Blackboard discussion with the faculty member.
    (If a lab is not available, you will be given time to discuss how to begin the searches when you have access to a computer.)
Week Three

- Assignments Due
  - Complete all assigned readings/activities listed below under Class Session Logistical Outline prior to class.
  - Using the refined question described in Class #2, conduct a CINAHL search and turn in the citations for the first 10 references or for the references (minimum of six) that you think would provide the best information about your problem. Attach a cover sheet that contains your name, the properly stated and approved problem (see directions under Week #2), a listing of all keywords used during your search, in the order they were entered (or print out the search history from CINAHL and attach it), and the type of question (refer to Paul and Elder’s Asking Essential Questions, pp. 8-9). The information on the keywords should clearly explain the history of the search. The assignment will be graded and comprises 20% of the course grade.
  - The assignment will be graded as follows:
    - Problem Statement – clearly described; nursing problem; problem statement in form of question or clearly delineates relationship, cause-effect, etc. – 10 points
    - Type of Question – 10 points
    - Search History – clarity, shows progression to final articles – 15 points
    - Reference Citations – relevance to problem – 15 points
  - Using Elder and Paul's guidelines for “Analyzing the Logic of an Article, Essay or Chapter,” complete the eight critical thinking questions on the article by Meleis et al. Using the written responses received in Week #1 on the Martin article as a guide, type out both the question and the response. The responses should indicate your critical thinking, so no quotes should be used. This assignment should be computer-generated, and limited to three pages. The analysis will comprise 25% of the course grade.
  - The assignment will be graded for clarity, accuracy, and evidence of critical thought as follows:
    - Questions 1, 2, 3, & 7 – 10 points each
    - Questions 4, 5, 6, and 8 – 15 points each
  - Bring the 3x5 card you were given last week. On that card write down the most essential question you need to have answered in order to understand what theories are and how they are used in nursing practice.

- Class Session Logistical Outline

  Theory and Research in Nursing Practice 30 minutes
  Middle-Range (“Practice”) Theories 70 minutes

In Week One, each of the four learner groups should have been assigned ONE of the following articles to read; when reading, the learners should focus on the implications of the theory for nursing practice:


Break 20 minutes
Successful Professional Presentations 30 minutes

(Print out and Read: Rubric for Oral Presentations - obtain from Blackboard Information Section)

Writing for Success 30 minutes

(Print out and Read: Rubric for Written Papers – obtain from Blackboard Information Section; Read: p. 27 in Elder and Paul’s *Asking essential questions*; Read the Sample Paper for Critique that follows in this module)

Break 10 minutes
Writing for Success Using the APA Style Guide 35 minutes


Preparation for Next Week 15 minutes

- Learning Outcomes Emphasized this Week
  - Describe the relationship of theory and research in professional nursing practice.
  - Demonstrate beginning skills of professional writing.
  - Describe skills needed for successful professional presentations.
Learning Activities

Theory and Research in Nursing Practice 30 minutes

Activity (Understanding Theories and Research)
- The class will begin with a discussion of the questions posed on the index cards.

Middle-Range (“Practice”) Theories 70 minutes

Activity (Understanding Theories and Research)
- In your learner group, discuss the following questions about the “middle-range” theory assigned to your group: (30 minutes)
  - What is the purpose of this theory? (Why was it formulated? To what contexts and situations can the theory be applied?)
  - What are the major concepts in the theory? (Were they identified through research or other means?)
  - How are the concepts defined? (Are they “measured” or defined in words? If the latter, what is/was the basis for the definition?)
  - How are the concepts related to each other?
  - What are the assumptions of the theory? What are the assumptions about nursing, client/individual, environment, and health? Could these assumptions be factually verified?
  - How would you use this theory in your practice?
- In the entire class, each group will be asked, in six to eight minutes, to share its discussion with the entire class, emphasizing the first and last question. (40 minutes)

Break 20 minutes

Successful Professional Presentations 30 minutes

Activity (Using Oral Presentation Rubric)
- Be prepared to discuss the purpose of a rubric.
- Please note that rubrics are often works-in-progress that change based on learner and faculty feedback; therefore, you may see both rubrics change over the course of the program. However, you should easily be able to adapt to the new rubric if you know how to use rubrics in general. The current version of the rubrics will always be posted on your cohort’s Blackboard site.
Activity (Using Rubric for a Research Paper)

- Using the Department of Nursing’s Rubric for Written Papers, your group will be given 15 minutes to critique and grade the Sample Paper for Critique that follows in the module. It is important that you have read this paper prior to class.
- In addition to circling the grade you would award the paper for each criterion on the rubric, and calculating the final grade, your group will write several sentences that provides evidence for and the reasons behind your critique/evaluation of the paper.
- The critique will be turned in for extra credit points. All learners in the group will receive the same points.
- The paper is worth 3 extra credit points – ½ point for accuracy of evaluation of each of the five major areas in the rubric and ½ point for the supportive statements. You will only earn the ½ point for each criterion of the rubric if you come within one full grade of the faculty member’s grade. Any points earned will be added to your self-assessment of the oral presentation and will be calculated into that grade.

Break 10 minutes

Activity (Using the APA Manual)

- You will be asked to share your responses to the APA study guide with the rest of the class.
- For responses involving reference citations, be prepared to write your answers on the chalkboard, a flip chart, or other appropriate material.

Preparation for Next Week

- You will be given some time to discuss your group’s presentation next week.
- Remember that your course evaluation will be completed at the end of the next class.
Sample Paper for Critique

Put the Title of the Paper Here

Use Both Upper and Lower Case for this Part

You May Double or Single Space the Title

Your name

Paper Submitted to: Name of Faculty

Course Name and Number

Date
Body Image Theorists

Neurologists

Discussions about body image originated in the 1920's with Henry Head, a British neurologist. Head (1920) noted that body attitudes were subject to very radical changes. He theorized that each person gradually constructs a mental image of the self against which body movements and postures are judged. As individuals experience new sensations, they compare them to other current and past sensations; this standard of comparison Head called a *schema*. He speculated that this integration of sensations was generally unconscious but it accounted for individuals' adaptation to their environment.

Schilder (1935), also a neurologist, expanded on Head's theory by adding an expressive or sociological component to Head's perceptive component. Kolb (1959) stated, "To Schilder the image of the human body is the picture or scheme of our own body which we form in our minds as a tridimensional unity involving interpersonal, environmental and temporal factors" (p. 750). Like Head, Schilder based most of his concept on observations of patient behavior. Moreover, Schilder's works included the behaviors of both neurology and psychiatric patients.

Psychiatrists

Kolb (1959), a psychiatrist, also made many observations of psychiatric conditions and added to the existing body image knowledge. Kolb extended the definition of body image beyond the postural model to include "the perceptions, attitudes, emotions, and personality reactions of the individual in relation to his own body" (p. 751). He expanded the word "image" from just being a mental picture to being the totality of the body as perceived by the ego of self. Although he did not substantiate these factors through his own testing, his development theory is still respected and
utilized today; some of his observations have withstood definitive testing by others (Fisher & Cleveland, 1968).

Socialization is also an essential factor in body image development, according to Kolb (1959). He wrote that early experiences with parents or significant others in the home help to determine the social aspect of body image, an aspect which influences the body image indefinitely. Although Kolb did not extend his socialization discussion, some authors (Fisher, 1973; Gilles, 1984; Kleeman, 1977; Norris, 1970; Rubin, 1968) have stated that significant others' opinions continue to be paramount in determining the feelings, attitudes, and perceptions that individuals have about themselves.

Horowitz (1966), a psychiatrist, also wrote about the body image he had observed and tested in his patients. He agreed with Kolb's (1959) findings and supported these with appropriate case studies.

*Sociologist*

Goffman (1963), a sociologist, wrote about the potentially devastating effects of societal attitudes toward the individual whose body does not meet the expectations of society. He explained that such an individual is stigmatized, "possessing an attribute that makes him different from others in the category of persons available for him to be" (p. 3). Goffman explained that because individuals are so negatively viewed and treated by society, they have immense difficulty developing an acceptable identity.

*Psychologists*

In psychology, Fisher and Cleveland (1968) are major contributors to the body image concept. They defined body image from the aspect of body boundaries, i.e., the individual's feelings about personal safety in the world and how the self and the body act to make the world
meaningful. Fisher and Cleveland concluded that an individual's learned attitudes about his or her body, rather than the actual body, are most important in the development of body image.

Shontz (1974), a psychologist, noted that body image has "become a thing" (p. 461) and is no longer an abstraction. He stated that the true meaning of body image has been lost through the diversity of definitions. He observed that body image literature lacks "useful descriptions of processes and events" (p. 462) which would aid medical personnel in accurately describing and treating body image disorders. Shontz defined body image in terms of its seven functions and its four levels, all of which must be integrated for the body image to be fully functional. He stated that if these functions and levels "provide reasonable approximations to what actually occurs, they outline a framework for understanding body image disorders" (p. 464).

Nurses

Body image has frequently been discussed in nursing literature. Although none of the authors (Beeken, 1978; Brown, 1977; Donovan & Girton, 1984; Donovan & Pierce, 1976; Gilles, 1984; Gruendemann, 1975; Kleeman, 1977; McCloskey, 1976; Norris, 1970; Roberts, 1976; Rubin, 1968) has added significantly to the development of the concept, these nurses have explored behavior changes common with body image alterations and have stressed the importance of early recognition. Guidelines for assessment are frequently offered and are supported with case studies in which such measures were used. Likewise, essential nursing interventions for patients with impaired body image are often discussed (Beeken, 1978; Gruendemann, 1975; Kleeman, 1977; McCloskey, 1976).
Measuring Body Image

Despite the lack of valid and reliable tools to measure body image, many theorists have stated that changes in body image almost always occur with certain medical and/or surgical conditions. For example, Kolb (1959), Horowitz (1966), Fisher and Cleveland (1968), and Shontz (1975) all reported that loss of a body part, such as occurs with a mastectomy, changes one’s body image. This change in perception of body image is corroborated by many nursing authors (Beeken, 1978; Brown, 1977; Gruendemann, 1975; McCloskey, 1976). Carroll (1981) suggested that tools are needed to assess body image changes of women who have undergone mastectomy or lumpectomy. Like the general literature about body image changes, classical (Bard & Sutherland, 1955; Rennecker & Cutler, 1952) and other (Carroll, 1981; Ray, 1971; Thomas, 1978) discussions about body image after mastectomy and breast surgery lack empirical evidence to support such changes. Empirical studies about body image following breast surgery (Jenkins, 1980; Mock, 1993; Polivy, 1977; Worden & Wiseman, 1977) provide conflicting results, which may be related to the lack of a specific reliable and valid assessment tool.
References


COLLEGE OF NOTRE DAME OF MARYLAND
Department of Nursing

USING THE APA STYLE (5th ed.) IN LEARNERS’ PAPERS

Style for Documented Papers

The current APA style guide is:


Documented papers assigned in nursing courses must be completed according to the APA style described in this Manual. Therefore, learners are encouraged to purchase the Publication Manual. The book is available in the Notre Dame bookstore and a variety of Web sites, including www.apa.org and www.amazon.com. Additional assistance with this style can also be found at the Publication Manual Web site: www.apastyle.org.

Not all of the guidelines given in the Publication Manual apply to written assignments for nursing courses. A description of the chapters in the 5th edition, including the importance of each to learner papers, follows.

Importance of Each Section of Publication Manual for Learners’ Papers

Introduction: Provides an overview of the Manual and identifies some of the general changes, from 4th to 5th edition, in its organization.

Chapter 1: Content and Organization of a Manuscript

Little to no application for learner papers. Provides detailed guidelines for submitting an article for publication in an APA journal.

Chapter 2: Expressing Ideas and Reducing Bias in Language

Contains very helpful information about how to organize thoughts and write quality papers. Pay particular attention to the section on reducing bias in language on pages 61 to 76.

Chapter 3: APA Editorial Style

Contains essential information; use this as a reference when writing papers. This chapter contains the following information:
• Punctuation; Spelling; Capitalization; Italics; and Abbreviations - first four areas highly recommended. Skim over section on abbreviations, will probably use less than others.

• Headings and Series - important section; follow these guidelines when setting up the format of your paper.

• Quotations - absolutely essential; although few papers will require a lot of quotations, it is essential to know how to do this properly, in order to avoid plagiarism. See pp. 117-122; note the differences in short and block quotes.

• Numbers - pay particular to the first several pages of this section that differentiate when to express numbers in figures versus words.

• Metrication; Statistical and Mathematical Copy; Tables; and Figures - generally not important for learners’ papers; you may want to skim over these sections in case you need this information at some future time.

• Footnotes and Notes - since footnotes are rarely used in the APA style, probably won’t need this section; in the event that you have some information that you think will enhance reader’s understanding, but it doesn’t seem to fit in the body of the paper, consult this section.

• Appendices - not needed for most learners’ papers; may want to review for group projects, since some may contain appendices.

• Reference Citations in Text - ABSOLUTELY ESSENTIAL SECTION! Must know the information in this section; this will be used in all learners’ papers. Review carefully; tab this section so you can readily find it – you will need to refer to it frequently when you are writing a paper.

• For some papers, you may be allowed to cite (a) secondary reference(s), meaning that you used (a) reference(s) on the basis of what another author, not the primary author, said about that work. Secondary reference citations are discussed in #22 on page 247.
Chapter 4: Reference List

**ABSOLUTELY ESSENTIAL CHAPTER!** This is another section to tab; you will use it frequently when writing a paper.

- Pages 215 to 222 contain general information about the reference list, including ordering of the references and appropriate abbreviations for this part of the paper. Note that there must be absolute agreement between references in the text and the reference list.

- Pages 223 to 232 provide all of the general rules for entering periodicals, magazines, books, electronic materials, and other sources in the reference list. Look over this section carefully. *This contains all of the directions needed to develop a reference list in the APA style.*

- Pages 232 to 239 contain an index that will point you to a clear example of any type of reference that you need to cite in the reference list.

- Pages 239 to 281 contain examples of a wide variety of references; each example also has an explanation about any variations contained in it. *You will find this section to be invaluable!*

Chapter 5: Manuscript Preparation and Sample Papers to be Submitted for Publication

- Although this section is designed for authors who are preparing papers for publication, some of the information is quite useful for learners.

- The following sections under “General Instructions for Preparing the Paper Manuscript” have directions that also apply to learners’ papers:
  - 5.01, Paper
  - 5.02, Typeface
  - 5.03, Double-Spacing
  - 5.04, Margins
  - 5.06, Page Numbers and Manuscript Page Headers
    (ALL learners’ papers MUST contain page numbers described; check with the course faculty member about the necessity of page headers.)
- 5.08, Paragraphs and Indentations
- 5.09 to 5.23 – Sections contain synopses of select sections in Chapters 3 and 4; use as needed.

• Pages 305 to 320 have sample papers with references to the sections of the Publication Manual that provide the directions for that aspect of the paper. This part of the Manual is an excellent reference and shows, in general, what your paper should look like.

• Added Note: The title page for learners’ papers should contain the title of your paper, your name, your teacher's name, the date, and the name of your course. Use any attractive format.

Chapter 6: Material other Than Journal Articles

Not applicable for learners’ papers; primarily discusses theses and dissertations, including how to prepare such papers for publication.

Chapter 7: Manuscript Acceptance and Production

Not applicable for learners’ papers; describes how to prepare accepted manuscripts for publication.

Chapter 8: Journals Program of the American Psychological Association

Good chapter to review for general information about the ethics of authorship and publication. Good description of how articles are reviewed for publication.

Chapter 9: Bibliography

Not directly applicable to learners’ paper preparation.

Appendices A, B, D, and E: Not applicable for learners’ papers. Information is related to publication of journal articles.

Appendix C: Good section on ethical principles related to publication. Review when you have time.
APA Study Guide

**Directions**: Complete the following items prior to Class 3. Bring the completed study guide to class and be prepared to share your responses. Sections of the *APA Publication Manual* that will assist you with your responses are noted in parentheses ( ) after the question.

Correct the following:

1. The data indicates that the learners returned to school to gain professional knowledge. (2.07)

2. The client is the best judge of whether or not he is having pain. (Table 2.1)

3. In the event of an emergency, call on a nurse; she will be able to help you. (Table 2.1)

4. The research study was conducted by Pellitier, Smith and Jones, 2001. (3.02 and 3.07)

5. The title of this manual is the Publication Manual of the American Psychological Association. (3.19)

6. You are writing a paper with three levels of headings. The first level is called History of Nursing; the second level is Important Nursing Leaders, and the third level is Florence Nightingale’s Contributions. Show how to properly format each level. (3.31)
7. On page 26 of Elder and Paul’s Asking Essential Questions, they write “Skilled readers are able to master a subject from books alone, without benefit of lectures or class discussion.” Show how to properly cite this direct quote in a paper. (3.34)

8. Correct the following:
The nurse routinely was assigned to care for 4 patients on day shift and 8 in the evenings. (3.42)

9. How should a work by one author be cited in the text of a paper? Two authors? Three, Four, or Five? Six or more? (3.95)

10. When is the word “and” versus the symbol “&” used to separate name of authors? (3.95)

11. Correct the following:
In a study on hopelessness in chronic illness, Smith et al (1999) states that she found … (3.95; grammar; parallel forms)

12. What is the ordering of the reference list arranged? (4.04)

13. Using the index on pages 232-239, where would you find an example of:
   - a chapter in an edited book?
   - a journal article with two authors?
- a newspaper article?
- unpublished paper presented at a conference?
- electronic journal article?
- a work with no author?

14. What information is provided about the authors in a reference list?  (4.08)

15. Where does the publication date appear in the reference citation?  (4.09)

16. What is unique about the capitalization of an article title and a book title in the reference list?  (4.10)

17. How is a journal title (as opposed to the article title) capitalized in the reference list?  (4.11)

18. The volume, issue and page numbers are listed after the title of the journal. What are the order and the punctuation for this information? What is the difference in the information provided for a journal that is continuously paginated and one that is not?  (4.11)

19. Given the following information, how would you write the reference citation?
   **Journal Article:**
   Authors: Elaine Simpson and Mary Courtney
   Journal: International Journal of Nursing Practice
   Article Title: Critical Thinking in Nursing Education: Literature Review
   Date of Publication: 2002
   Volume: 8
   Pages: 89-98
**Journal Article:**
Authors: Linda K. Niedringhaus, PhD, RN
Journal: Holistic Nursing Practice
Article Title: Using Student Writing Assignments to Assess Critical Thinking Skills: A Holistic Approach
Date of Publication: March 16, 2001
Volume: 15
Issue: 3
Pages: 9-17

**Book:**
Authors: Richard Paul and Linda Elder
Book Title: Critical Thinking: Tools for Taking Charge of Your Learning and Your Life
Date of Publication: 2001
Publisher: Prentice Hall
Place of Publication: Upper Saddle River, NJ 07458

20. You have cited 10 references in your paper. How many must appear on the reference list? What references should be on the reference list? (4.01)
Week Four

Assignments Due

- Complete all assigned readings/activities listed below under Class Session Logistical Outline prior to class.

- Come to class ready to discuss two events in nursing history that have influenced contemporary nursing, one that has influenced your current practice and one that has influenced contemporary nursing education. Be prepared to share source of information, including web sites visited.

- Come to class prepared for group presentation on important leader in nursing’s history. This presentation will be graded (15% of course grade) and the learners’ self assessment, using the Oral Presentation rubric, will also be graded. (15% of course grade). Directions for the presentation and the grading criteria are listed below under the Group Presentations activity.

- No later than three days after the fourth class, you will submit a three-page, double-spaced, computer-generated scholarly paper describing one new area of knowledge that you learned from the readings and course activities. You will describe the new knowledge, then will discuss the implications for practice and two ways this information can be used to improve critical thinking. (Comprises 25% of course grade.)
  - The paper should follow APA format and should be divided into the following three sections, each with an appropriate heading. Equal weighting should be given to each section:
    - New Area of Knowledge
      - This section should describe the new knowledge that you acquired. You should provide a clear, detailed description of the knowledge along with reference citations. References in this section should include class readings.
    - Implications for Practice
      - You should describe the implications of this information on your practice, as well as implications for professional nursing, in general.
    - Improving Critical Thinking
      - In the third section of the paper, you should identify at least two ways you can use this knowledge to improve your critical thinking. Appropriate critical thinking references should be cited.
  - In addition to class references, two additional references should be used in the paper. These references may be acquired from either a database search (i.e., CINAHL) or Internet sources. However, only one Internet source may be used.
  - A reference list in APA format must be included at the end of the paper.
The paper will be graded using the criteria in the Department of Nursing’s rubric for Written Papers.

Class Session Logistical Outline

Group Presentations on Important Leaders in Nursing’s History 100 minutes
Break 20 minutes
Learning from Our History 70 minutes

Break 10 minutes
Writing for Success Using the APA Style Guide 30 minutes
Course Evaluation 10 minutes

Learning Outcomes Emphasized this Week
- Demonstrate beginning skills of professional writing.
- Describe skills needed for successful professional presentations.
- Relate critical events in nursing history to the current status of nursing in the United States.

Learning Activities

Group Presentations on Important Leaders in Nursing’s History 100 minutes

Activity (Presentations on Nursing Leaders)
- Each learner group will have 10 minutes to present the assigned nursing leader and five (5) minutes to lead a discussion with the class. Each learner in the group must participate in the presentation.
- The order and content of the presentation should be as follows:
  - Explanation of general information about the nursing leader, i.e., schooling, other occupations, where and in what setting worked/practiced.
  - Description of two major contributions of this leader to nursing.
  - Explanation of ongoing/current influence of the leader’s contributions.
- The format of the presentation should follow the rubrics for the grade your group wants to earn for the presentation. Although PowerPoint may be
used, it is not necessary. Other forms of visual aids, such as overheads or handouts are most acceptable for this presentation.

- At the end of the presentation, in the event that other learners do not ask questions, your group needs to be prepared to lead a discussion on salient points.
- A reference list, in APA format, should be distributed to other class members.
- The faculty member will grade the presentation, using the Oral Presentation rubric. The presentation grade is worth 15% of the course grade. All learners in your group will receive the same grade.
- At the conclusion of all presentations, your learner group will be given 30 minutes to evaluate your own presentation, using the Oral Presentation rubric.
  - In addition to circling the grade you would award the paper for each criterion on the rubric, and then calculating the final grade, you should write a paragraph that provides evidence for and the reasons behind their critique/evaluation of the presentation.
  - The self-evaluation will be turned in for grading and is worth 15% of the course grade. All learners in your group will receive the same grade.
  - This self-evaluation is worth 75 points – five points for accuracy of evaluation of each of the twelve major areas in the rubric (attire will not be graded in this portion of the assignment) and fifteen points for the supportive statements. One point will be deducted for each complete grade that the group’s assessment differs from the faculty member’s (e.g., faculty grades as B, group grades as A or C; faculty grades as B-C, group grades as A-B) and one-half point will be deducted for being off by one-half grade (e.g., faculty grades as A-B and group grades as A or B).

Break 20 minutes

Learning from Our History 70 minutes

Activity (Relating Nursing History to Current Education and Practice)
- Using Elder and Paul’s elements of reasoning for history (p. 32 in Analytic Thinking), be prepared to discuss how the reading of historical data varies from reading scientific data.
- On a 3x5 index card, you will be asked to write your name on the card then identify two historical events, one that has influenced contemporary practice and one that has influenced nursing education.
- If called on by the faculty member, be prepared to describe one of the two events and the implications and consequences of that event. Also discuss the sources of information used to learn about the event and to critique the source, emphasizing the probability that the information is reliable/accurate.
Break 10 minutes

Writing for Success Using the APA Style Guide 30 minutes

Activity (Writing reference list in APA format)
- In your pre-assigned groups, you will be given two books (one with a specific chapter marked), two journals with an article marked in each one, and an Internet reference.
- Over a 30-minute period, your group will develop a reference list, in correct APA format, using the five references provided. You must print your list; circle any words that should be italicized.
- You may use your APA manual to complete this exercise.
- At the end of the 30 minutes, your reference list will be collected and will be graded for extra credit. The reference list will be worth three points; ½ point will be deducted for each type of error – capitalization, punctuation, names instead of initials, etc. The extra credit points will be added to the total points earned on the scholarly paper and will be calculated as part of the paper grade. All learners in your group will receive the same grade.

Evaluation of Course 10 minutes
You will be asked to complete the College and Department of Nursing course evaluations, if you have not already done so.
Department of Nursing  
*NUR402 Transition to Professional Nursing Practice*  
Course Evaluation

**Directions:** Please complete this course evaluation and turn it in at the end of the last class.

Circle the number that best describes your answer to the following question: *To what degree did you accomplish each of the following course objectives?*

<table>
<thead>
<tr>
<th>Objective</th>
<th>Not at All</th>
<th>Some of the Time</th>
<th>All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the Department of Nursing’s Mission, Philosophy, and Conceptual Framework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Apply concepts of Transition Theory to entrance into professional nursing education.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. Describe the relationship of theory and research in professional nursing practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. Relate critical events in nursing history to the current status of nursing in the United States.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>5. Apply most recent methods of information retrieval.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Demonstrate beginning skills of professional writing.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>7. Describe skills needed for successful professional presentations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>8. Relate components of critical thinking to professional nursing education and practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Continued on the following page→
Circle the number that best describes your answer to the following question: To what degree did the following resources enhance your learning?

<table>
<thead>
<tr>
<th>Teaching/Learning Strategy</th>
<th>Not at All</th>
<th>Some of the Time</th>
<th>All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Required Book: <em>Analytic Thinking</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>11. Required Book: <em>Asking Essential Questions</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>12. Required Book: <em>APA Manual (5th ed.)</em></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>13. Assigned articles and book chapters</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>14. Course Module</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>15. Small Group Activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>16. CINAHL Search</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>17. Logic of an Article – Critical Thinking Exercise</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18. APA Reference List</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>19. Critique of Scholarly Paper</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>20. Oral Presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>21. Self-Evaluation of Oral Presentation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>22. Scholarly Paper on New Knowledge</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23. Use of Blackboard</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Continued on the following page→
Rate the adequacy of the following resources in the Loyola/Notre Dame Library for completing course assignments and learning activities in this course. Please mark as N/A if you did not use the resource listed.

<table>
<thead>
<tr>
<th>Resources</th>
<th>N/A</th>
<th>Not at All</th>
<th>Some of the Time</th>
<th>All of the Time</th>
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</thead>
<tbody>
<tr>
<td>24. Books</td>
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<tr>
<td>25. Journal articles</td>
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<td>3</td>
</tr>
<tr>
<td>26. Audio-visual materials</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>27. Inter-library Loan</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

28. What were the primary strengths of this course?

29. What suggestions do you have for improving NUR402?

Thank you for offering your thoughtful feedback!