

**ROUTING FORM FOR PROPOSED CHANGES TO ACADEMIC POLICY, CURRICULUM CHANGES, STATUTES
EAST GEORGIA STATE COLLEGE**

NAME OF POLICY/ PROPOSAL: RN-BSN Bridge Program Cooperative Academic Arrangement

Attach a complete copy of the proposed change as acted upon by the APCC or Faculty Senate. If changes made to proposal prior to adopting, please note the person and governance body making the change on the proposal, initial and date the change. Copies of appropriate documentation should be attached to the form with each submission and should be retained at each level. Please indicate the type of proposal being submitted.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> New Courses | <input type="checkbox"/> New Degree Program | <input checked="" type="checkbox"/> Changes to Degree Program Requirements |
| <input type="checkbox"/> Deactivate Course | <input type="checkbox"/> Discontinue Course | <input type="checkbox"/> Reactivate Course |
| <input checked="" type="checkbox"/> Discontinue Courses | <input type="checkbox"/> Deactivate Degree Program | <input type="checkbox"/> Discontinue Degree Program |
| <input type="checkbox"/> Reactivate Degree Program | <input type="checkbox"/> Policy Revision | <input type="checkbox"/> Statutes Revision |
| <input type="checkbox"/> Policy Proposal | <input type="checkbox"/> Other | <input type="checkbox"/> Other |

ACADEMIC POLICIES AND CURRICULUM COMMITTEE (APCC)

Initiated and Submitted to APCC

Signature _____ Date 3/25/2021

Dean Approval: Darrel Chevalier Date 3/25/2021
Signature _____ Date _____

APCC Action: Approved Denied Returned Tabled
Dr. Dardia Sherman Date 1 April 2021
Signature of Vice President for Academic and Student Affairs, Chair _____ Date _____

Comments: _____

APCC Chair submits to Faculty Senate

FACULTY SENATE

Faculty Senate Action: Approved Denied Returned Tabled
Amy Chambers Date 4-1-21
Signature of Faculty Senate President _____ Date _____

Comments: _____

Faculty Senate President sends to EGSC President and to the Vice President for Academic and Student Affairs.
Note: Revisions to EGSC Statutes require approval of President's Cabinet and must be submitted to Chief of Staff/Legal Counsel for routing to President's Cabinet and routing to President. Please indicate "EGSC Statutes revision" on this form.

President's (or designee's) Action: **PRESIDENT** Approved Denied Returned Tabled

Signature D. Carter Date 4/5/21
Comments: _____

Distribution By: Megan Schupp Date 04/06/21
Signature _____ Date _____

President's Office keeps a copy of this **ACADEMIC POLICY/PROPOSAL ROUTING FORM**; Original form is sent to Academic Affairs for distribution to the following:

- | | |
|--|----------------------|
| Faculty Senate—President | Date <u>04/06/21</u> |
| Academic Policies & Curriculum Committee—Chair/VPASA | Date <u>04/06/21</u> |
| Chief of Staff/Legal Counsel | Date <u>04/06/21</u> |
| Registrar's Office | Date <u>04/06/21</u> |

**ROUTING FORM FOR PROPOSED CHANGES TO ACADEMIC POLICY, CURRICULUM CHANGES, STATUTES
EAST GEORGIA STATE COLLEGE**

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| <input type="checkbox"/> Policy Proposal. | | <input type="checkbox"/> Other: _____ |

ACADEMIC POLICIES AND CURRICULUM COMMITTEE (APCC)

Initiated and Submitted to APCC

_____ 3/25/2021
Signature Date

Dean Approval: David Chevalier 3/25/2021
Signature Date

APCC Action: Approved Denied Returned Tabled
Dr. Sandra Sharman 1 April 2021
Signature of Vice President for Academic and Student Affairs, Chair Date

Comments: _____

APCC Chair submits to Faculty Senate

FACULTY SENATE

Faculty Senate Action: Approved Denied Returned Tabled

Signature of Faculty Senate President Date

Comments: _____

Faculty Senate President sends to EGSC President and to the Vice President for Academic and Student Affairs

Note: Revisions to EGSC Statutes require approval of President's Cabinet and must be submitted to Chief of Staff/Legal Counsel for routing to President's Cabinet and routing to President. Please indicate "EGSC Statutes revision" on this form.

PRESIDENT

President's (or designee's) Action: Approved Denied Returned Tabled

Signature Date

Comments: _____

Distribution By:

Signature Date

President's Office keeps a copy of this **ACADEMIC POLICY/PROPOSAL ROUTING FORM**; Original form is sent to Academic Affairs for distribution to the following:

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| Faculty Senate—President | Date _____ |
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| Chief of Staff/Legal Counsel | Date _____ |
| Registrar's Office | Date _____ |



East Georgia State College
THE UNIVERSITY SYSTEM OF GEORGIA
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131 College Circle
Swainsboro, Georgia 30401-2699
Phone (478) 289-2188 • Fax (478) 289-2080
Email • lupchurch@ega.edu

MEMO:

To: Dr. Sandra Sharman, Interim Vice President for Academic Affairs and Student Services
From: Dr. Linda Upchurch, Director of Nursing, Department of Nursing
Date: March 22, 2021
Subject: Implementing cooperative academic arrangement for RN-BSN programs by the USG

Explanation of the need for the recommended change:

Through a cooperative academic arrangement among the SACSCOC accredited institutions, USG eCampus will support the collaborative delivery of the RN-BSN Common Courses, a set of courses common to RN to BSN programs of study in the USG. The goal is to increase the nursing productivity of the University System of Georgia through cooperative instruction. By sharing instructional capacity and teaching assignments for these courses, this cooperative arrangement will enable institutions to assign existing nursing faculty to areas of academic need across institutional programs providing the opportunity to increase pre-licensure program enrollments. Ultimately, the goal is to increase the number of nurses who are prepared to work in Georgia, decreasing the nursing shortage in the state.

As you know, at EGSC as there is only one nursing program so there is no need to reassign nursing faculty to another nursing program at our institution. But, since ours is a USG RN-BSN program, we are impacted by this new arrangement.

The USG provided the institutions with an explanation for the reasons for change and the assumptions that the faculty working groups used in the development of the new courses. Please see the attachment to this document titled *RN-BSN Assumptions Explained 2021*. The EGSC RN-BSN Bridge Program is following the directives outlined in that document.

Background of changes:

In preparation for implementation of the arrangement, an RN-BSN Task Force was created to determine which courses to include in the cooperative academic arrangement. To facilitate the identification of the most common RN-BSN courses, the published programs of study from each of the USG institutions were collected and reviewed. Five (5) courses were common among most of the programs. (See *Combined Course Descriptions and SLOs with mapping* attached.) The Task Force recommended that these courses be included in the collaborative effort.

They are:

- Evidence-Based Practice/Research
- Health Assessment
- Transition to Professional Nursing/Professional Clinical Nursing
- Leadership/Management
- Public/Community Health

The Task Force enlisted the help of working groups, consisting of volunteer nursing faculty representing various institutional sectors and nursing accrediting bodies, to develop the common course descriptions and course learning outcomes. The five (5) course-level working groups finalized the proposed course title, academic level, credit hour recommendation, course description, and learning outcomes. In addition, each group created a table that aligns the course learning outcomes with professional nursing standards (AACN, ANA & QSEN). Each course will be offered in an 8-week format.

Changes to the curriculum:

Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes these courses in its curriculum can only offer them through the USG eCampus system as a part of the cooperative academic arrangement. The EGSC RN-BSN Bridge Program has all five (5) of the courses in its curriculum. We will accept a new cohort of students in the Fall 2021 semester, so it is best to begin the academic arrangement in Fall 2021.

The new courses consist only of didactic content. If any program currently has a clinical or lab component attached to the course, the program must create separate courses to meet the clinical or lab requirements and to make up the needed credit hours that students must have to graduate from the program. For the EGSC RN-BSN Bridge Program, the development of the new didactic courses reduced its credit hours by five (5) hours. The faculty have created three (3) separate lab/clinical courses that will make up for the loss. Essentially, these courses have the same number of credit hours that were removed from the previous courses; activities and teaching methods will be the same, but due to the 8-week format the lab/clinical hours have been reduced to make the hours achievable in that time frame. We are seeking approval for the new courses as a part of this submission to the Committee.

To maintain consistency with those courses, the EGSC RN-BSN Program will reduce one of the remaining two (2) courses to 8 weeks. However, due to the credit hour requirement for the final course in the program, known as the Capstone course, it will continue to be offered in a 15-week format. Therefore, the Program will still consist of 4 semesters, with new cohorts accepted in the Spring and Fall terms.

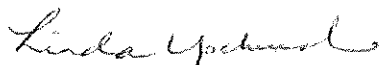
Finally, to maintain consistent naming and numbering of the new courses and the other two (2) existing ones, the Director and faculty are proposing name and number changes for all. These are the proposed new courses, along with the current courses with new names and numbers. See syllabi attached:

New lab/Practice Learning Experience (PLE):	Current courses with name/number changes:
NURS 3398: Health Assessment PLE (0-2-1)	NURS 4697: Ethics in Nursing (3-0-3)
NURS 4498: Community Health PLE (0-4-2)	NURS 4797: Senior Nursing Capstone (4-6-7)
NURS 4598: Leadership & Management PLE (0-4-2)	

Accreditation

The ACEN provided feedback to the USG and to the ACEN-accredited programs impacted by this move to a cooperative academic arrangement. Ultimately, accreditation will not be jeopardized, but each program will be required to submit a substantive change report to the ACEN. This report must be submitted within 4 months of implementation of the new arrangement.

Thank you for your continued support of the RN-BSN Bridge Program.



Linda Upchurch, DNP, ANP-BC
Director of Nursing
RN-BSN Bridge Program

Attached:

- RN to BSN Assumptions – Explained 2021 (from the USG)
- Combined Course Descriptions and SLOs with mapping (from eCourse)
- Applications for Proposed New Courses from USG (syllabi not available yet from USG)
- Applications and Syllabi for Proposed New Courses from RN-BSN Bridge Program
- NURS 3398, NURS 4498, NURS 4598, NURS 4697, and NURS 4797

RN-BSN ASSUMPTIONS AND DIRECTIVES FROM THE USG

This information provides more detail and possible required actions for programs in preparation for the cooperative academic arrangement.

1) All institutions will need to make programmatic changes

To accommodate multi-institutional registration for the common courses, the new courses will have unique course numbers, to be determined, which will be adopted by all participating institutions.

The working groups in each course were charged to review the syllabi from all institutions who submitted them. They were tasked to identify common themes in the course descriptions and course outcomes and synthesize them to create the final common courses that were sent for your review. Since all programs likely used the same standard guidelines to create their institutional curriculum, the proposed common courses may not differ significantly from the institution's existing courses. However, each program will need to map the new, common course outcomes to their own individual end of program learning outcomes. There may be a need to align existing course learning outcomes (usually in the prelicensure program) with these new course learning outcomes. This will be done at the institutional level.

The working groups also looked at the credit hours for existing courses at each institution and adopted the following principles:

- Credit hours for the common courses are based on the most common hours across all programs.
- Credit hours for courses with clinical requirements are divided between the didactic and clinical hours
 - (EXAMPLE - existing institutional Leadership course equaling 5 credit hours becomes:
 - Nurse Leadership (3-0-3) with 3 hours didactic instruction per week for 15 weeks - or 6 hours per week for 8 weeks
 - Leadership in Clinical Settings (0-6-2) with 6 clinical hours per week for 15 weeks- or 12 hours per week for 8 weeks).
 - Some programs may need to develop a separate clinical course as a co-requisite to the didactic "common" course developed for this cooperative academic arrangement.
 - Clinical courses are delivered by the institution, not through the cooperative arrangement.
 - The institution will determine the required clinical experiences and placements, and how many credit hours to apply to clinical courses

Changes in course credit hours may require programmatic adjustments at some institutions. These credit hour changes to accommodate consensus on the common courses may require programs to make other curricular adjustments to maintain overall program credit hour requirements. For example, if the program requires students to complete 30 credit hours

to graduate, but after taking into account the credit hour changes for the common courses, the overall program credit hours are reduced to 29 hours, the institution will need to determine where/how to best adjust requirements and credit hours for other courses in the curriculum.

All courses in this cooperative academic arrangement will be delivered fully online. For a few programs this may represent a change in delivery modality for one or more courses. Programs should review and discuss appropriate changes in program delivery. The University System office is available to consult on any questions about delivery modality.

AACON representatives in meetings with both accrediting bodies (ACEN and CCNE), the USG System Office, and USG eCampus, found that the proposed cooperative academic arrangement for the delivery of common courses will require some institutional documentation efforts, but the consortial arrangement falls completely within accreditation standards of both bodies. Most RN-BSN programs already teach these or similar courses. To quote one accreditor, this is a "shuffling of the deck, not a whole new deck" (ACEN).

The timeline for initial offering of the common RN-BSN courses is August 2021. This timeline was set following discussions of strategic nursing initiatives which have been in progress since 2018, the statewide nursing summit which was held in Summer 2019, the formation of an RN-BSN task force in Fall 2019, and ongoing meetings with the members of AACON. Maintaining the Fall 2021 implementation timeline will require ACEN accredited programs to submit a substantive change report at least 4 months prior to the change. Goals for drafting and approval of common course descriptions and outcomes were driven by these time constraints, while still allowing ample time for institutional review. CCNE may not require programs to submit substantive change programs right away. We will be working with institutions to coordinate documentation in compliance with accreditor requirements for substantive change for the cooperative academic arrangement.

Notwithstanding goals for Fall 2021 initiation of this cooperative delivery, the System Office recognizes that not every program will be able to implement the courses on this schedule. The System Office will be consulting with institutions on their implementation schedules. However, it is advisable for institutions to pursue substantive change approval for cooperative delivery of all five common courses in a single proposal to their accreditor at the appropriate time. Proposals should include a planned timeline for when the program will begin cooperative delivery of the courses.

2) All courses will be developed in an 8-week format

Since RN-BSN is a degree completion program, the courses will be offered in an 8-week format to accommodate working professionals. Courses will be offered every semester, including spring, summer, and fall. The first three courses (Health Assessment, Nursing Research & Application, and Professional Nursing Practice) will be offered beginning Fall 2021. In Spring 2022 two additional courses, Leadership & Management and Community Health Nursing, will begin. In subsequent semesters, all five courses will be offered. Depending on enrollment growth, multiple sections of each course may be offered. There may be opportunities for

students to choose enrollment in some courses in either A or B term offerings. Course scheduling will be communicated to campuses as soon as enrollment projections and decisions can be made.

****This may be a programmatic change requiring overhaul of current curriculum. For example, many programs currently offer courses in a 16-week format.**

3) Collaborative courses will not contain a clinical component

As stated previously, many programs have a clinical component in Community Health and Leadership. The working groups were asked to develop the didactic portion of those courses only. The individual schools will develop any clinical component that would typically be taught with those two courses. This may require curricular adjustments to be developed by each school.

4) Consider Standard guidelines from:

- QSEN (Quality and Safety Education for Nurses)
- AACN Essentials (American Association of Colleges of Nursing, The Essentials of Baccalaureate Education for Professional Nursing Practice)
- ANA Professional Standards

The working groups reviewed the course descriptions and learning outcomes and ensured they were guided by these standards. Tables are being developed to map the courses to these guidelines and these maps will be provided to institutions to facilitate mapping the course learning outcomes to their individual end of program learning outcomes.

5) Common language for Substantive Change Notifications will be developed. The USG & eCampus will facilitate this documentation.

For those accredited by ACEN, there is a standard substantive change form to be submitted. It can be found online. At the recommendation of the accreditors and the RN-BSN task force, common language for sub change proposals will be drafted and shared with institutions. This draft language will be distributed to institutions as soon as it can be completed.

6) If the course is a part of your curriculum, it can only be offered via the cooperative academic arrangement

The participating institutions agree that the common courses will be offered only through the cooperative arrangement. No equivalent competing courses will be offered by the individual institution. Institutions may also make the common courses available as electives, if needed.

7) If the course, or an equivalent curriculum, is not a part of the current program of study, the institution is not required to add it.

The common courses for this cooperative academic arrangement were selected because of their commonality across existing RN-BSN curricula in the University System of Georgia. However, this cooperative academic arrangement recognizes that the existing programs are not identical. In cases where a common course, or equivalent curriculum, does not currently exist in a program of study, the institution is not compelled to add it.

8) Assessment

All participating institutions exercise academic oversight of the development, implementation, instruction, and evaluation of the courses. On behalf of the institutions, USG eCampus coordinates these processes.

COMBINED COURSE DESCRIPTIONS AND COURSE LEARNING OUTCOMES WITH MAPPTING

Professional Nursing Practice

NURS 3197

Credit Hours: 3

Course Description:

This course is designed to enhance and facilitate the development of the RN student to the role of a BSN prepared professional nurse. The focus is on developing personal and professional growth to promote better advocacy, critical thinking, educator skills, effective communication, and leadership abilities in a complex healthcare environment. Course content includes concepts from historical contributions and theories that have guided the profession, to promoting professional philosophies, visions, and practices to help prepare for future trends in healthcare. Topics relate to culture and diversity, professional ethics, political and legal issues in nursing, and technology. Students will apply knowledge of standards of practice, evidence-based practice, and caring science to course topics

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Create an individual professional nursing development plan considering practice standards, self-reflection, nursing knowledge, and higher education
2. Apply professional communication principles to collaborative partnerships that assist individuals, families, and groups achieve optimal potential and well-being
3. Explore current evidence-based practice for the integration of accountability, autonomy, and decision-making in the delivery of safe, ethical, effective nursing practice and quality improvement initiatives.
4. Identify current trends and issues regarding political, economic, historical, social, and technological factors that influence the nursing profession and healthcare delivery system
5. Discuss application or integration of concepts from selected nursing theories in professional nursing practice.
6. Demonstrate knowledge of caring science while using professional standards that focus on individuals and families with an awareness of attitudes, values, socioeconomics, and cultural differences
7. Utilize scholarly inquiry and analysis to support critical thinking, clinical reasoning, and judgment in the professional nursing role

Learning Outcomes and Alignment with AACN, ANA, & QSEN			
Course Learning Outcome	(AACN) BSN Essentials (2008)	ANA Standards of Professional Nursing Practice (2015)	(QSEN) KSA
<i>Professional Nursing Role</i>			
Create an individual professional nursing development plan considering practice standards, self-reflection, nursing knowledge, and higher education	VIII	12-15	EBP
<i>Communication and Collaboration</i>			
Apply professional communication principles to collaborative partnerships that assist individuals, families, and groups achieve optimal potential and well-being	VI	5A, 8-10	PC; TC
<i>Safety and Quality Improvement</i>			
Explore current evidence-based practice for the integration of accountability, autonomy, and decision-making in the delivery of safe, ethical, effective nursing practice and quality improvement initiatives.	II	5, 7, 8, 13, 14, 16	EBP; QI; S
<i>Current Trends and Issues</i>			
Identify current trends and issues regarding political, economic, historical, social, and technological factors that influence the nursing profession and healthcare delivery system	V	12-14, 16	QI, I
<i>Nursing Theory</i>			
Discuss application or integration of concepts from selected nursing theories in professional nursing practice.	VIII	13	PC, S

<i>Caring Science</i>			
Demonstrate knowledge of caring science while using professional standards that focus on individuals and families with an awareness of attitudes, values, socioeconomics, and cultural differences	VIII	5B, 7, 8	PC
<i>Technology</i>			
Utilize scholarly inquiry and analysis to support critical thinking, clinical reasoning, and judgment in the professional nursing role	III, IV	12, 13, 15	I

QSEN Core Competencies-

- Patient-centered Care (PC)
- Teamwork and Collaboration (TC)
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety (S)
- Informatics (I)

AACN BSN Essentials (2008)-

- Essential I: Liberal education for baccalaureate generalist nursing practice
- Essential II: Basic organizational and systems leadership for quality care and patient safety
- Essential III: Scholarship for evidence-based practice
- Essential IV: Information management and application of patient care technology
- Essential V: Health care policy, finance, and regulatory environments
- Essential VI: Interprofessional communication and collaboration for improving patient health outcomes
- Essential VII: Clinical prevention and population health
- Essential VIII: Professionalism and professional values
- Essential IX: Baccalaureate generalist nursing practice

Nursing Research Application

NURS 3297

Credit Hours: 3

Course Description:

This course is designed to provide the registered nurse with an overview of the major research concepts as applied to the profession of nursing, to scholarship, and to clinical practice. Analysis, critique, and interpretation of qualitative and quantitative research approaches, including ethical implications, for evidence-based nursing practice will be examined. Emphasis is placed on how to critique, analyze, and apply published and empirical research findings to evidence-based nursing practice.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Identify the rights of human subjects in nursing research, ethical and legal boundaries, limits of the therapeutic relationship, and respect for autonomy and self-determination.
2. Articulate the interrelationship of nursing research, nursing theory, and the choice of evidence-based interventions in patient care with consideration for a culture of safety for a globally diverse patient population.
3. Demonstrate understanding of the elements of the research process, analysis methods, implications for practice, and models for application of findings to evidence-based nursing practice.
4. Identify scientific databases for retrieval of relevant research evidence for use in improvements of patient care with evidence-based practice.
5. Evaluate nursing literature for strengths, weaknesses, flaws in research design, and ability to generalize findings to the population of interest when evaluating and improving clinical practice.
6. Construct a question using a general framework and the preliminary steps in the Research Process for development, validation, and endorsement of quality improvement of patient care.
7. Develop skills in using a professional format for written, oral, and electronic communication regarding research in nursing for collection and dissemination to the profession.

Learning Outcomes and Alignment with AACN, ANA, & QSEN			
Course Learning Outcome	(AACN) BSN Essentials (2008)	ANA Standards of Professional Nursing Practice (2015)	(QSEN) KSA
<i>Ethics</i>			
1. Identify the rights of human subjects in nursing research, ethical and legal boundaries, limits of the therapeutic relationship, and respect for autonomy and self-determination.	III.3	1, 7, 13	EBP: S2 & A2
<i>Evidence-Based Practice</i>			
2. Articulate the interrelationship of nursing research, nursing theory, and the choice of evidence-based interventions in patient care with consideration for a culture of safety for a globally diverse patient population.	III.1	1, 4, 8, 13, 16	EBP: K2, A3, A5 & A6
<i>Exploring Methodologies</i>			
3. Demonstrate understanding of the elements of the research process, analysis methods, implications for practice, and models for application of findings to evidence-based nursing practice.	III.2	13	EBP: K1, K2, S3, S4, A1 & A4
<i>Credible Source Location</i>			
4. Identify scientific databases for retrieval of relevant research evidence for use in improvements of patient care with evidence-based practice.	III.4 & III.5	3, 13,14	EBP: K3, K5, K6, K7, S3, S4 & A3

<i>Critiquing Literature</i>			
5. Evaluate nursing literature for strengths, weaknesses, flaws in research design, and ability to generalize findings to the population of interest when evaluating and improving clinical practice.	III.5	1,13	EBP: K3, K5, K6, K7, S3, S4 & A3
<i>Researchable Question</i>			
6. Construct a question using a general framework and the preliminary steps in the Research Process for development, validation, and endorsement of quality improvement of patient care.	III.7	1, 2, 9, 11, 14	EBP: K1, K2, S2, S3, S4, S5, A1, A2 & A4
<i>Professional Collaboration and Communication</i>			
7. Develop skills in using a professional format for written, oral, and electronic communication regarding research in nursing for collection and dissemination to the profession.	III.7	5, 11, 12,13, 15, 16	EBP: K5, K6, S5, S6, A3 & A5

QSEN Core Competencies-

- Patient-centered Care (PC)
- Teamwork and Collaboration (TC)
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety (S)
- Informatics (I)

AACN BSN Essentials (2008)-

- Essential I: Liberal education for baccalaureate generalist nursing practice
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- Essential III: Scholarship for evidence-based practice
- Essential IV: Information management and application of patient care technology
- Essential V: Health care policy, finance, and regulatory environments
- Essential VI: Interprofessional communication and collaboration for improving patient health outcomes

Essential VII: Clinical prevention and population health

Essential VIII: Professionalism and professional values

Essential IX: Baccalaureate generalist nursing practice

Health Assessment**NURS 3397****Credit Hours: 3****Course Description:**

This course is a study of the advanced knowledge and skills beyond the Associates' degree in Nursing, designed to enhance health assessment for nursing practice in the care of individuals across the lifespan. Theory and skills essential to completing a comprehensive and holistic health history and physical examination are emphasized. In addition, the holistic delivery of care will include cultural, spiritual, nutritional, alternative, complementary therapies, and health promotion for the delivery of safe and person-centered care. The importance of comprehensive and accurate documentation as a tool for effective communication amongst the interdisciplinary team is reviewed.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Generate a plan of care based on a comprehensive health assessment through the identification of findings that would indicate a need for further evaluation or early reporting.
2. Apply developmentally appropriate health assessment techniques in the holistic assessment of individuals across the life span with sensitivity and respect for the culture and diversity of the human experience.
3. Examine evidence-based practice related to health promotion, health maintenance, and disease prevention strategies in the assessment of the individual.
4. Demonstrate the importance of therapeutic communication skills in the interaction with patients, colleagues, and the interdisciplinary team through the communication, utilization, and documentation of the plan of care to individuals and/or family.
5. Employ emerging technology and information management tools to inform decision-making in the delivery of care, including the organization, analysis, interpretation, and legally-defensible documentation of health assessment data.
6. Integrate teaching and learning principles to enhance health promotion activities across the lifespan.

Learning Outcomes and Alignment with AACN, ANA, & QSEN

Course Learning Outcome	(AACN) BSN Essentials (2008)	ANA Standards of Professional Nursing Practice (2015)	(QSEN) KSA
1. Generate a plan of care based on a comprehensive health assessment through the identification of findings that would indicate a need for further evaluation or early reporting.	Essential III Essential VII	1-6	PC EBP
2. Apply developmentally appropriate health assessment techniques in the holistic assessment of individuals across the life span with sensitivity and respect for the culture and diversity of the human experience.	Essential VIII Essential IX	1, 7, 8, 12	PC
3. Examine evidence-based practice related to health promotion, health maintenance, and disease prevention strategies in the assessment of the individual.	Essential III Essential VII	1, 3, 4, 5, 13, 15	EBP QI
4. Demonstrate the importance of therapeutic communication skills in the interaction with patients, colleagues, and the interdisciplinary team through the	Essential IV Essential V Essential VI	1-6, 7, 8, 9	PC I TC

communication, utilization, and documentation of the plan of care to individuals and/or family.	Essential VIII		
5. Employ emerging technology and information management tools to inform decision-making in the delivery of care, including the organization, analysis, interpretation, and legally-defensible documentation of health assessment data.	Essential II Essential IV Essential V Essential VIII	1-7, 9, 14,	PC QI I
6. Integrate teaching and learning principles to enhance health promotion activities across the lifespan.	Essential I Essential II Essential VII Essential IX	1-10, 12, 15	PC S

QSEN Core Competencies-

- Patient-centered Care (PC)
- Teamwork and Collaboration (TC)
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety (S)
- Informatics (I)

AACN BSN Essentials (2008)-

- Essential I: Liberal education for baccalaureate generalist nursing practice
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- Essential IV: Information management and application of patient care technology
- Essential V: Health care policy, finance, and regulatory environments
- Essential VI: Interprofessional communication and collaboration for improving patient health outcomes
- Essential VII: Clinical prevention and population health
- Essential VIII: Professionalism and professional values
- Essential IX: Baccalaureate generalist nursing practice

Community Health Nursing
NURS 4497
Credit Hours: 3

Course Description:

This course is designed to examine the concepts and principles of community and population health nursing. The course will provide an overview of health issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Describe the historical and current status of the health care delivery system with a focus on community health nursing practice.
2. Differentiate between Public Health and Community Health, and the roles and responsibilities of the nurse in the community setting and in the public health settings.
3. Analyze epidemiological data and evidence-based practice guidelines in community health.
4. Explore the sociodemographic determinants of health and cultural diversity as they impact community health.
5. Evaluate resources that transcend borders for health promotion, intervention, disease prevention, and coordination of care among populations across the lifespan.
6. Examine the influence of public health policy and healthcare reform in the care of populations within the community.
7. Identify environmental safety initiatives and emergency preparedness considerations in community and public health settings.

Learning Outcomes and Alignment with AACN, ANA, & QSEN

Course Learning Outcome	(AACN) BSN Essentials (2008)	ANA Standards of Professional Nursing Practice (2015)	(QSEN) KSA
1. Describe the historical and current status of the health care delivery system with a focus on community health nursing practice	VII, IX	1, 8	PC
2. Differentiate between Public Health and Community Health, and the roles and responsibilities of the nurse in the community setting and in the public health settings	VII	1, 8, 12	PC & QI
3. Analyze epidemiological data and evidence-based practice guidelines in community health.	III VII IX	1-3, 6, 13, 14, 15	EBP QI I
4. Explore the sociodemographic determinants of health and cultural diversity as they impact community health.	I VII VIII IX	1-8, 12, 14, 17	PC QI

5. Evaluate resources that transcend borders for health promotion, intervention, disease prevention, and coordination of care among populations across the lifespan	I, V, VII IX	5B, 6, 8, 13	PC
6. Examine the influence of public health policy and healthcare reform in the care of populations within the community.	II, V	1-6, 8, 11, 14	PC, T&C
7. Identify environmental safety initiatives and emergency preparedness considerations in community and public health settings.	II, VI, & VII	4, 16, & 17	S & TC

QSEN Core Competencies-

Patient-centered Care (PC)
 Teamwork and Collaboration (TC)
 Evidence-based Practice (EBP)
 Quality Improvement (QI)
 Safety (S)
 Informatics (I)

AACN BSN Essentials (2008)-

Essential I: Liberal education for baccalaureate generalist nursing practice
 Essential II: Basic organizational and systems leadership for quality care and patient safety
 Essential III: Scholarship for evidence-based practice
 Essential IV: Information management and application of patient care technology
 Essential V: Health care policy, finance, and regulatory environments
 Essential VI: Interprofessional communication and collaboration for improving patient health outcomes
 Essential VII: Clinical prevention and population health
 Essential VIII: Professionalism and professional values
 Essential IX: Baccalaureate generalist nursing practice

Leadership & Management
NURS 4597
Credit hours: 3

Course Description:

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based, patient-centered care and collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also discussed.

Learning Outcomes:

Upon completion of this course, students will be able to:

1. Integrate leadership skills and evidenced-based practice to ensure quality and safe care utilizing decision-making, conflict resolution, clinical reasoning, and multidisciplinary communication.
2. Discuss ethical, political, legal, and cultural considerations as they relate to leadership and management of nursing practice.
3. Analyze quality and safety standards and initiatives in a complex healthcare system, the regulatory agencies governing them, and the nurse's role in quality improvement.
4. Differentiate between leadership, organizational, and management theories and principles including the application to patient-centered nursing care in a variety of settings.
5. Dissect the role of healthcare technology, informatics, and information management systems to improve communication, patient care outcomes, and safety within the healthcare environment.

Learning Outcomes and Alignment with AACN, ANA, & QSEN

Course Learning Outcome	(AACN) BSN Essentials (2008)	ANA Standards of Professional Nursing Practice (2015)	(QSEN) KSA
1. Integrate leadership skills and evidenced-based practice to ensure quality and safe care utilizing decision-making, conflict resolution, clinical reasoning, and multidisciplinary communication.	II, III, VI	4, 5, 6, 10, 11, 13, 14, 15, 16	EBP, S, TC, QI
2. Discuss ethical, political, legal, and cultural considerations as they relate to leadership and management of nursing practice.	II	7, 8, 11, 14, 15	QI
3. Analyze quality and safety standards and initiatives in a complex healthcare system, the regulatory agencies governing them, and the nurse's role in quality improvement.	II	3, 6, 13, 14, 15, 17	QI
4. Differentiate between leadership, organizational, and management theories and principles including the application to patient-centered nursing care in a variety of settings.	II	3, 12	PC

5. Dissect the role of healthcare technology, informatics, and information management systems to improve communication, patient care outcomes, and safety within the healthcare environment.	IV, VI	5B, 6, 9, 16	I, TC, S
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QSEN Core Competencies-

- Patient-centered Care (PC)
- Teamwork and Collaboration (TC)
- Evidence-based Practice (EBP)
- Quality Improvement (QI)
- Safety (S)
- Informatics (I)

AACN BSN Essentials (2008)-

- Essential I: Liberal education for baccalaureate generalist nursing practice
- Essential II: Basic organizational and systems leadership for quality care and patient safety
- Essential III: Scholarship for evidence-based practice
- Essential IV: Information management and application of patient care technology
- Essential V: Health care policy, finance, and regulatory environments
- Essential VI: Interprofessional communication and collaboration for improving patient health outcomes
- Essential VII: Clinical prevention and population health
- Essential VIII: Professionalism and professional values
- Essential IX: Baccalaureate generalist nursing practice

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-3-2021

Full Title of Proposed Course: NURS 3197: Professional Nursing Practice

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 3197 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 3

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Through a cooperative academic arrangement among the SACSCOC accredited institutions, USG eCampus will support the collaborative delivery of the RN-BSN Common Courses, a set of courses common to RN to BSN programs of study in the USG. This is one of the identified courses. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement. This course will replace the current equivalent course taught in the EGSC RN-BSN Bridge Program.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the new courses offered only through the cooperative academic arrangement. There are no others that are similar. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This course is designed to enhance and facilitate the development of the RN student to the role of a BSN prepared professional nurse. The focus is on developing personal and professional growth to promote better advocacy, critical thinking, educator skills, effective communication, and leadership abilities in a complex healthcare environment. Course content includes concepts from historical contributions and theories that have

guided the profession, to promoting professional philosophies, visions, and practices to help prepare for future trends in healthcare. Topics relate to culture and diversity, professional ethics, political and legal issues in nursing, and technology. Students will apply knowledge of standards of practice, evidence-based practice, and caring science to course topics.

MAJOR TOPICS TO BE COVERED (by weeks)

This course has not been developed yet. That will occur in the Summer of 2021. Here are the Course Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Create an individual professional nursing development plan considering practice standards, self-reflection, nursing knowledge, and higher education
2. Apply professional communication principles to collaborative partnerships that assist individuals, families, and groups achieve optimal potential and well-being
3. Explore current evidence-based practice for the integration of accountability, autonomy, and decision-making in the delivery of safe, ethical, effective nursing practice and quality improvement initiatives.
4. Identify current trends and issues regarding political, economic, historical, social, and technological factors that influence the nursing profession and healthcare delivery system
5. Discuss application or integration of concepts from selected nursing theories in professional nursing practice.
6. Demonstrate knowledge of caring science while using professional standards that focus on individuals and families with an awareness of attitudes, values, socioeconomics, and cultural differences
7. Utilize scholarly inquiry and analysis to support critical thinking, clinical reasoning, and judgment in the professional nursing role

OBJECTIVE OF THE COURSE:

This course is designed to enhance and facilitate the development of the RN student to the role of a BSN prepared professional nurse. The focus is on developing personal and professional growth to promote better advocacy, critical thinking, educator skills, effective communication, and leadership abilities in a complex healthcare environment. Course content includes concepts from historical contributions and theories that have guided the profession, to promoting professional philosophies, visions, and practices to help prepare for future trends in healthcare. Topics relate to culture and diversity, professional ethics, political and legal issues in nursing, and technology. Students will apply knowledge of standards of practice, evidence-based practice, and caring science to course topics.

Will the course replace another, or is this an additional course?

This will replace NURS 3101: Transition into Professional Nursing

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

The eCampus system will provide support to faculty and students through assistance in admissions and advising of accepted students, collaboration on evaluation and revision of the courses, providing open educational resources instead of textbooks (reducing cost to student), among others.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-3-2021

Full Title of Proposed Course: NURS 3297: Nursing Research Application

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the ‘&’ or ‘/’ symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 3297 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 3

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman’s Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Through a cooperative academic arrangement among the SACSCOC accredited institutions, USG eCampus will support the collaborative delivery of the RN-BSN Common Courses, a set of courses common to RN to BSN programs of study in the USG. This is one of the identified courses. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement. This course will replace the current equivalent course taught in the EGSC RN-BSN Bridge Program.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the new courses offered only through the cooperative academic arrangement. There are no others that are similar. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This course is designed to provide the registered nurse with an overview of the major research concepts as applied to the profession of nursing, to scholarship, and to clinical practice. Analysis, critique, and interpretation of qualitative and quantitative research approaches, including ethical implications, for evidence-based nursing

practice will be examined. Emphasis is placed on how to critique, analyze, and apply published and empirical research findings to evidence-based nursing practice.

MAJOR TOPICS TO BE COVERED (by weeks)

This course has not been developed yet. That will occur in the Summer of 2021. Here are the Course Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Identify the rights of human subjects in nursing research, ethical and legal boundaries, limits of the therapeutic relationship, and respect for autonomy and self-determination.
2. Articulate the interrelationship of nursing research, nursing theory, and the choice of evidence-based interventions in patient care with consideration for a culture of safety for a globally diverse patient population.
3. Demonstrate understanding of the elements of the research process, analysis methods, implications for practice, and models for application of findings to evidence-based nursing practice.
4. Identify scientific databases for retrieval of relevant research evidence for use in improvements of patient care with evidence-based practice.
5. Evaluate nursing literature for strengths, weaknesses, flaws in research design, and ability to generalize findings to the population of interest when evaluating and improving clinical practice.
6. Construct a question using a general framework and the preliminary steps in the Research Process for development, validation, and endorsement of quality improvement of patient care.
7. Develop skills in using a professional format for written, oral, and electronic communication regarding research in nursing for collection and dissemination to the profession.

OBJECTIVE OF THE COURSE:

This course is designed to provide the registered nurse with an overview of the major research concepts as applied to the profession of nursing, to scholarship, and to clinical practice. Analysis, critique, and interpretation of qualitative and quantitative research approaches, including ethical implications, for evidence-based nursing practice will be examined. Emphasis is placed on how to critique, analyze, and apply published and empirical research findings to evidence-based nursing practice.

Will the course replace another, or is this an additional course?

This will replace NURS 3103: Nursing Research

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

The eCampus system will provide support to faculty and students through assistance in admissions and advising of accepted students, collaboration on evaluation and revision of the courses, providing open educational resources instead of textbooks (reducing cost to student), among others.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-3-2021

Full Title of Proposed Course: NURS 3397: Health Assessment

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 3397 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 3

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Through a cooperative academic arrangement among the SACSCOC accredited institutions, USG eCampus will support the collaborative delivery of the RN-BSN Common Courses, a set of courses common to RN to BSN programs of study in the USG. This is one of the identified courses. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement. This course will replace the current equivalent course taught in the EGSC RN-BSN Bridge Program.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the new courses offered only through the cooperative academic arrangement. There are no others that are similar. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This course is a study of the advanced knowledge and skills beyond the Associates' degree in Nursing, designed to enhance health assessment for nursing practice in the care of individuals across the lifespan. Theory and skills essential to completing a comprehensive and holistic health history and physical examination are emphasized. In addition, the holistic delivery of care will include cultural, spiritual, nutritional, alternative, complementary therapies, and health promotion for the delivery of safe and person-centered care. The

importance of comprehensive and accurate documentation as a tool for effective communication amongst the interdisciplinary team is reviewed.

MAJOR TOPICS TO BE COVERED (by weeks)

This course has not been developed yet. That will occur in the Summer of 2021. Here are the Course Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Generate a plan of care based on a comprehensive health assessment through the identification of findings that would indicate a need for further evaluation or early reporting.
2. Apply developmentally appropriate health assessment techniques in the holistic assessment of individuals across the life span with sensitivity and respect for the culture and diversity of the human experience.
3. Examine evidence-based practice related to health promotion, health maintenance, and disease prevention strategies in the assessment of the individual.
4. Demonstrate the importance of therapeutic communication skills in the interaction with patients, colleagues, and the interdisciplinary team through the communication, utilization, and documentation of the plan of care to individuals and/or family.
5. Employ emerging technology and information management tools to inform decision-making in the delivery of care, including the organization, analysis, interpretation, and legally-defensible documentation of health assessment data.
6. Integrate teaching and learning principles to enhance health promotion activities across the lifespan.

OBJECTIVE OF THE COURSE:

This course is a study of the advanced knowledge and skills beyond the Associates' degree in Nursing, designed to enhance health assessment for nursing practice in the care of individuals across the lifespan. Theory and skills essential to completing a comprehensive and holistic health history and physical examination are emphasized. In addition, the holistic delivery of care will include cultural, spiritual, nutritional, alternative, complementary therapies, and health promotion for the delivery of safe and person-centered care. The importance of comprehensive and accurate documentation as a tool for effective communication amongst the interdisciplinary team is reviewed.

Will the course replace another, or is this an additional course?

This will replace NURS 3102: Health Assessment

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

The eCampus system will provide support to faculty and students through assistance in admissions and advising of accepted students, collaboration on evaluation and revision of the courses, providing open educational resources instead of textbooks (reducing cost to student), among others.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-25-2021

Full Title of Proposed Course: NURS 3398: Health Assessment PLE

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 3398 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 1

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Due to the changes of RN-BSN programs through the USG, the EGSC RN-BSN Program must create separate courses to meet the clinical or lab requirements and to make up the needed credit hours that students must have to graduate from the program. For the EGSC RN-BSN Bridge Program, the development of the new didactic courses reduced its credit hours by five (5) hours. The faculty have created three (3) separate lab/clinical courses that will make up for the loss. (This is one of the lab courses that has been developed.) Essentially, these courses have the same number of credit hours that were removed from the previous courses; activities and teaching methods will be the same, but due to the 8-week format the lab/clinical hours have been reduced to make the hours achievable in that time frame.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the lab courses that has been developed to make up the hours lost in the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This co-requisite course is designed to allow for the application of knowledge and skills gained in NURS 3397, building upon those acquired at the Associate in Nursing degree level and clinical practice setting. Skills essential to completing a comprehensive and holistic health history and physical examination are emphasized, including

comprehensive and accurate documentation of the assessments/evaluations used for effective communication amongst the interdisciplinary team. Students will complete these 30 practicum hours in a virtual format.

MAJOR TOPICS TO BE COVERED (by weeks)

Students will demonstrate the nursing skills/knowledge gained from the co-requisite course NURS 3397

OBJECTIVE OF THE COURSE:

	NURS 3398 Course Objectives	Program Student Learning Outcome(s)
	1. Demonstrate caring behaviors when conducting a health assessment.	2
	2. Review current resources in the health assessment of the individual.	6
	3. Utilize interview skills to collect subjective and objective data	3
	4. Demonstrate effective communication when taking a health history.	1,2
	5. Record assessment findings and using appropriate terminology.	1,2
	6. Select patient education based on health assessment findings	3,5

Will the course replace another, or is this an additional course?

Additional course to make up lab/PLE hours due to the new cooperative academic arrangement.

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

Faculty are qualified to teach this course.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-3-2021

Full Title of Proposed Course: NURS 4497: Community Health Nursing

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 4497 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 3

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Through a cooperative academic arrangement among the SACSCOC accredited institutions, USG eCampus will support the collaborative delivery of the RN-BSN Common Courses, a set of courses common to RN to BSN programs of study in the USG. This is one of the identified courses. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement. This course will replace the current equivalent course taught in the EGSC RN-BSN Bridge Program.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the new courses offered only through the cooperative academic arrangement. There are no others that are similar. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This course is designed to examine the concepts and principles of community and population health nursing. The course will provide an overview of health issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness.

MAJOR TOPICS TO BE COVERED (by weeks)

This course has not been developed yet. That will occur in the Summer of 2021. Here are the Course Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Describe the historical and current status of the health care delivery system with a focus on community health nursing practice.
2. Differentiate between Public Health and Community Health, and the roles and responsibilities of the nurse in the community setting and in the public health settings.
3. Analyze epidemiological data and evidence-based practice guidelines in community health.
4. Explore the sociodemographic determinants of health and cultural diversity as they impact community health.
5. Evaluate resources that transcend borders for health promotion, intervention, disease prevention, and coordination of care among populations across the lifespan.
6. Examine the influence of public health policy and healthcare reform in the care of populations within the community.
7. Identify environmental safety initiatives and emergency preparedness considerations in community and public health settings.

OBJECTIVE OF THE COURSE:

This course is designed to examine the concepts and principles of community and population health nursing. The course will provide an overview of health issues that transcend borders, class, race, ethnicity, and culture. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness.

Will the course replace another, or is this an additional course?

This will replace NURS 3104: Health Promotions in Communities

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

The eCampus system will provide support to faculty and students through assistance in admissions and advising of accepted students, collaboration on evaluation and revision of the courses, providing open educational resources instead of textbooks (reducing cost to student), among others.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-25-2021

Full Title of Proposed Course: NURS 4498: Community Health PLE

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 4498 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 2

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Due to the changes of RN-BSN programs through the USG, the EGSC RN-BSN Program must create separate courses to meet the clinical or lab requirements and to make up the needed credit hours that students must have to graduate from the program. For the EGSC RN-BSN Bridge Program, the development of the new didactic courses reduced its credit hours by five (5) hours. The faculty have created three (3) separate lab/clinical courses that will make up for the loss. (This is one of the lab courses that has been developed.) Essentially, these courses have the same number of credit hours that were removed from the previous courses; activities and teaching methods will be the same, but due to the 8-week format the lab/clinical hours have been reduced to make the hours achievable in that time frame.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the lab courses that has been developed to make up the hours lost in the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This co-requisite course is designed to allow students to apply concepts learned in NURS 4497 in a variety of community settings. Emphasis is placed on roles, levels of prevention, principles of

epidemiology, public health policy, and disaster preparedness. Students will complete 60 hours in this Practice Learning Experience.

MAJOR TOPICS TO BE COVERED (by weeks)

Students will demonstrate the nursing skills/knowledge gained from the co-requisite course NURS 4497

OBJECTIVE OF THE COURSE:

	NURS 4498 Course Objectives	Program Student Learning Outcome(s)
	1. Perform a windshield assessment using a community assessment model.	4
	2. Identify risk factors and health problems for families/individuals from diverse populations throughout the lifespan.	3
	3. Contrast socioeconomic, political, global, and spiritual factors that impact the community health nursing care of culturally diverse clients	4,5,6

Will the course replace another, or is this an additional course?

Additional course to make up lab/PLE hours due to the new cooperative academic arrangement.

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

Faculty are qualified to teach this course.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-3-2021

Full Title of Proposed Course: NURS 4597: Leadership & Management

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Spring 2022

Suggested Course Number: 4597 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 3

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Through a cooperative academic arrangement among the SACSCOC accredited institutions, USG eCampus will support the collaborative delivery of the RN-BSN Common Courses, a set of courses common to RN to BSN programs of study in the USG. This is one of the identified courses. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement. This course will replace the current equivalent course taught in the EGSC RN-BSN Bridge Program.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the new courses offered only through the cooperative academic arrangement. There are no others that are similar. Beginning in the Fall 2021 semester, any RN-BSN Bridge program that includes this course in its curriculum can only offer it through the USG eCampus system as a part of the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based,

patient-centered care and collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also discussed.

MAJOR TOPICS TO BE COVERED (by weeks)

This course has not been developed yet. That will occur in the Summer of 2021. Here are the Course Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Integrate leadership skills and evidenced-based practice to ensure quality and safe care utilizing decision-making, conflict resolution, clinical reasoning, and multidisciplinary communication.
2. Discuss ethical, political, legal, and cultural considerations as they relate to leadership and management of nursing practice.
3. Analyze quality and safety standards and initiatives in a complex healthcare system, the regulatory agencies governing them, and the nurse's role in quality improvement.
4. Differentiate between leadership, organizational, and management theories and principles including the application to patient-centered nursing care in a variety of settings.
5. Dissect the role of healthcare technology, informatics, and information management systems to improve communication, patient care outcomes, and safety within the healthcare environment.

OBJECTIVE OF THE COURSE:

This course introduces the leadership roles and management functions of professional registered nurses within the structure of an organization. The management process provides the foundational structure for the course, while the theoretical framework for this course is established through exploration of leadership styles, organizational theory, and management theory. Quality assurance and the provision of evidence-based, patient-centered care and collaborative relationships are emphasized. The impact of political and legislative processes, the integration of informatics, and the legal and ethical issues in management are also discussed.

Will the course replace another, or is this an additional course?

This will replace NURS 4115: Professional Nurse as Leader/Designer/Manager

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

The eCampus system will provide support to faculty and students through assistance in admissions and advising of accepted students, collaboration on evaluation and revision of the courses, providing open educational resources instead of textbooks (reducing cost to student), among others.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-25-2021

Full Title of Proposed Course: NURS 4598: Leadership & Management PLE

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 4598 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 2

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

Due to the changes of RN-BSN programs through the USG, the EGSC RN-BSN Program must create separate courses to meet the clinical or lab requirements and to make up the needed credit hours that students must have to graduate from the program. For the EGSC RN-BSN Bridge Program, the development of the new didactic courses reduced its credit hours by five (5) hours. The faculty have created three (3) separate lab/clinical courses that will make up for the loss. (This is one of the lab courses that has been developed.) Essentially, these courses have the same number of credit hours that were removed from the previous courses; activities and teaching methods will be the same, but due to the 8-week format the lab/clinical hours have been reduced to make the hours achievable in that time frame.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

This is one of the lab courses that has been developed to make up the hours lost in the cooperative academic arrangement.

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

This co-requisite course is designed to allow students to apply concepts learned in NURS 4597 within the structure of an organization. Emphasis is placed on leadership, organization, and management. Students will complete 90 hours in this Practice Learning Experience.

MAJOR TOPICS TO BE COVERED (by weeks)

Students will demonstrate the nursing skills/knowledge gained from the co-requisite course NURS 4597

OBJECTIVE OF THE COURSE:

NURS 4598 Course Student Learning Outcomes (CSLO)	Program Student Learning Outcomes
Assess the organizational mission and philosophy of a healthcare entity.	4
Assess methods used to improve time management techniques	2
Select professional communication skills as a nurse leader and manager with individuals and groups.	1,2,5

Will the course replace another, or is this an additional course?

Additional course to make up lab/PLE hours due to the new cooperative academic arrangement.

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

Faculty are qualified to teach this course.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-25-2021

Full Title of Proposed Course: NURS 4697: Ethics in Nursing

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 4697 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 3

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

This request is only to change the name and numbering of a current course.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

n/a

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

A course which explores current models for ethical decision- making. This course will focus on ethical and moral principles utilized in the healthcare setting. Selected ethical dilemmas in nursing practice will be analyzed. Case studies that illustrate the principles and dilemmas faced, such as informed consent, refusal or acceptance of treatment, and quality of life in the health care setting, will be discussed. There will be an emphasis on the self-evaluation of personal and professional values.

MAJOR TOPICS TO BE COVERED (by weeks)

Special topics in nursing ethics

OBJECTIVE OF THE COURSE:

Course Student Learning Objectives:	End of Program Student Learning Outcome(s)	General Education Student Learning Outcome(s)
1. Select a personal nursing value and correlate it to a decision-making process in healthcare.	2	1-4
2. Explain the key concepts contained in the American Nurses Association <i>Code of Ethics for Nurses</i> with respect to nursing responsibility.	1, 6	1, 4
3. Discuss values, ethics, and morals in nursing care and practice.	2, 5	1, 4
4. Assess a decision-making model for analyzing ethical dilemmas as it relates to the continuum of care.	4	1-3
5. Critique ethical findings that impact decision making in nursing practice.	6	1-4
6. Compare elements of informed consent, refusal of treatment, and the establishment of competency.	1, 2, 5	1, 4
7. Determine strategies for promoting moral practice in the healthcare setting.	2, 3	1, 4
8. Formulate an ethical argument in a selected written assignment.	3	1-4
9. Assess the role of the nurse as "patient advocate" in ethical healthcare practice.	2, 5	1, 4
10. Evaluate how incorporating moral and legal perspectives into practice contribute to ethical decision making in nursing.	2, 5, 6	1, 4

Will the course replace another, or is this an additional course?

Same as NURS 4116, just a name/number change

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

Faculty are qualified to teach this course.

APPLICATION FOR PROPOSED NEW COURSES

Submitted by: Dr. Linda Upchurch

Date: 3-25-2021

Full Title of Proposed Course: NURS 4797: Senior Nursing Capstone

Abbreviated Course title if applicable (cannot exceed 30 characters including spaces. Do not use the '&' or '/' symbols when creating titles. Hyphens are OK): N/A

Course will be added to the EGSC Course Schedule effective (Term/Year): Fall 2021

Suggested Course Number: 4797 Course Level: Upper Area(s) for Course Use: Major Required

Hours/Week Lecture: Online only; asynchronous Hours/Week Laboratory: 0 Total Credit Hours: 7

Prerequisites: Acceptance into the RN-BSN Bridge Program

Estimated Enrollment (Headcount) Per Term Offered: 24

Available Texts: n/a Approximate Cost of Text: n/a Division Chairman's Signature: _____

JUSTIFICATION FOR THE NEED FOR THE COURSE: (narrative)

This request is only to change the name and numbering of a current course.

ESTIMATED BUDGET TO SUPPORT THIS COURSE:

A) OPERATING COSTS: unknown; contact eCampus

B) CAPITAL OUTLAY: unknown; contact eCampus

C) ADDITIONAL LIBRARY RESOURCES:

None

INSTITUTIONS IN THE UNIVERSITY SYSTEM OFFERING SIMILAR COURSES (include course titles and numbers)

n/a

COURSE SYLLABUS ATTACHED: (a reasonably complete outline of the main points of the course)

A course designed to be taken in the final semester of the RN-BSN Bridge program curriculum. As a capstone course, the synthesis of nursing curriculum and core curriculum concepts are applied. Continuous self-evaluation of professional role synthesis is emphasized. Criticalcritique and inquiry will be utilized for exploration of a nursing problem/issue. Under the guidance of afaculty mentor, the student will submit a proposal to formulate and complete an evidence-based project (Capstone Project) aimed at quality improvement to provide high quality healthcare. The student will submit a professional portfolio articulating the pursuit of excellence in nursing practice, professional growth and development, and the value of lifelong learning to nursing practice.

MAJOR TOPICS TO BE COVERED (by weeks)

Special topics in nursing

OBJECTIVE OF THE COURSE:

NURS 4797 Course Student Learning Outcomes (CSLO)	Program Student Learning Outcomes
1. Discuss links among historical and current issues and implications for nursing practice.	1
2. Assess the concept and implementation of Quality and Safety Education for Nurses (QSEN) in health care.	4
3. Discuss economics of health care as it relates to nurses and consumers.	4
4. Assess the process for development and appraisal of evidence-based practice guidelines (AACN Essentials, ANA, QSEN, JNC 8, National Patient Safety Goals and AHRQ).	4,6
5. Create a 3-year plan on career choice within the nursing profession	2
6. Critique the political process in relation to health care and nursing.	4
7. Evaluate evidence-based research to develop a quality improvement plan.	3,6
8. Discuss the process of transition from the novice professional nurse role to the proficient professional nurse role.	2,5
9. Compare professional growth and development to life-long learning.	2,5
10. Discuss the necessity for all health professionals to seek lifelong, continuous learning of information technology skills.	2,5,6
11. Discuss research terms, design, data collection and interpretation of research findings utilizing independent judgment and critical thinking skills.	1,6

Will the course replace another, or is this an additional course?

Same as NURS 4117, just a name/number change

What effect will this course have on the enrollment of other courses?

None. It is a required major course.

INSTITUTIONAL RESOURCES WHICH MAKE THE OFFERING DESIRABLE (including qualification of available instructors):

Faculty are qualified to teach this course.

EAST GEORGIA STATE COLLEGE
A unit of the University System of Georgia
131 College Circle
Swainsboro, Georgia 30401-2699
Phone Number
COURSE SYLLABUS

Semester Year

NURS 3398 – Health Assessment PLE

CRN #

2 Hours Laboratory (0-2-1)

Online Class

I. Instructor: Dr. Patrice Pierce

II. Office information: Office Location: Oconee Fall Line Technical College

1189 Deepstep Rd, Sandersville, Georgia 31082

Office 301C, Executive Suite

Office Number: 478-289-2156

Office Hours: By appointment

Email: ppierce@ega.edu

III. Course Description: This co-requisite course is designed to allow for the application of knowledge and skills gained in NURS 3397, building upon those acquired at the Associate in Nursing degree level and clinical practice setting. Skills essential to completing a comprehensive and holistic health history and physical examination are emphasized, including comprehensive and accurate documentation of the assessments/evaluations used for effective communication amongst the interdisciplinary team. Students will complete these 30 practicum hours in a virtual format.

IV. Prerequisite: Admission to the East Georgia State College RN-BSN Bridge Program. Must have current unrestricted license that allows the student to practice as a RN in the State of Georgia. Completed most Areas A-F core classes.

Co-requisite: NURS 3397: Health Assessment (3-0-3)

V. Textbook(s)-Required: open educational resources (to be determined)

VI. Course Learning Outcomes with linkages to General Education Student Learning Outcomes

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following outcomes: 1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education. 2. Student will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective

decisions. 3. Students will demonstrate effective use of scientific method. 4. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.

East Georgia State College RN-BSN Bridge Program

End of Program Student Learning Outcomes

At the end of the program, the graduate will be able to:

1. Synthesize knowledge and skills acquired in the humanities, natural and behavioral sciences, and nursing courses.
2. Examine nursing values / behaviors that exemplify the caring, professional nurse.
3. Design a plan to promote high quality care and patient safety for the community in which they serve.
4. Assess health care systems and policies that impact community and global healthcare
5. Demonstrate the roles of leader, designer, manager, and coordinator of nursing care.
6. Integrate evidenced-based practice and research to improve nursing and healthcare.

Course Student Learning Objectives (CLSO)

Upon completion of this course, the student will:

NURS 3398 Course Objectives	Program Student Learning Outcome(s)
1. Demonstrate caring behaviors when conducting a health assessment.	2
2. Review current resources in the health assessment of the individual.	6
3. Utilize interview skills to collect subjective and objective data	3
4. Demonstrate effective communication when taking a health history.	1,2
5. Record assessment findings and using appropriate terminology.	1,2
6. Select patient education based on health assessment findings	3,5

VII. Evaluation

Grading	
(4) mini check-offs video/documentation (20% each)	80% final grade
Final physical assessment	20% final grade

VIII. Grading

Nursing RN-BSN Bridge Program Grading Scale:

- 100-90 = A
- 89-80 = B
- 79-75 = C
- 74-65 = D
- 64 & Below = F

Grading Average Rule:

Grades on course assignments which are determined by percentages involving decimals will not be rounded up to the next whole number. This policy also applies to final course grades where the final course grade is determined using percentages with decimals. Partial credit will not be given on “select all that apply” test items.

Practice learning experience

This is a virtual practice experience (COMPLETE 30 REQUIRED HOURS). 30 hours are awarded for completion and uploading of all required virtual assessment videos and narrative write-ups. No partial credit will be given; all videos and narrative writeups must be completed to receive 30 hours of lab credit. Students will record a video, with sound, showing the student performing the assessment of an adult participant. Students must upload the video or link to the assignment folder in the course. Students must submit a “*permission to video*” form for the adult participant.

- 1) The student will be expected to complete a written narrative documentation of the assessments.
- 2) The student is responsible for recruiting an adult to participate in this assessment. The participant must sign the “*permission to video*” document before student completes the first assessment.
- 3) Please use the forms or templates uploaded in course for your narratives.

Assessment videos must be completed and uploaded by the due date on the calendar. If the student is not successful, he/she may repeat the physical assessment. A written documentation narrative must also accompany the assessments. The collection of data through these skills are used to promote health, prevent illness, or manage illness.

IX. Attendance Policy

NURS 3398 is a class presented totally online. Attendance is verified during the first week of class. Please keep in mind that the set EGSC standard of attendance in an online course requires participating in the class 3- 4 times a week. Please see the East Georgia State College Student Catalog for more details concerning attendance. The Nursing Program Student Handbook is another reference for policies on absences from class, and exams. Make-up of all missed clinical hours is required. Students are to follow the attendance policy as described in the East Georgia State College Academic Catalog. Students are responsible for all material presented online and for all course objectives.

X. Make-up Policy

Assignment folders will be open at select times posted in D2L through the Quizzes dropdown menu in D2L. The exam will close at the designated end time. A student must contact the Course Coordinator to discuss the availability of a make-up assignments which is at the discretion of the Course Coordinator. In the absence of an immediate and acceptable explanation for missing any scheduled assignment, this will result in a 10 point penalty on the exam grade each day up to 3 days (i.e. score of 90%=80%). After the 3rd day has passed a grade of zero (0) will be Assigned.

XI. Plagiarism & Academic Dishonesty (please see EGSC Student Handbook)

Academic Misconduct:

As an East Georgia State College student and in this class, you are responsible for reading, understanding, and abiding by the East Georgia State College Student Code of Conduct. The Student Code of Conduct is included in the East Georgia State College Student Handbook and is available online at www.ega.edu

Campus Carry

Please review specific Campus Carry information on the College's website www.ega.edu/campuscarry to determine the impact this new legislation may have on you, the student. Violation of the Campus Carry law is also a violation of the EGSC Student Code of Conduct.

Plagiarism & Academic Dishonesty:

Beginning on page 6 of the East Georgia State College student handbook you will find the policies covering plagiarism and academic dishonesty. For a complete listing of these rules that will be observed in this class you may go to the following:

http://www.ega.edu/counseling_center/handbook2008pdf

The following paragraphs have been taken from the handbook

Academic Honesty:

Academic Honesty in an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members. Academic honesty requires the presentation for evaluation and credits one's own work, not the work of others. In general, academic honesty excludes:

Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes:

- a. Copying from another student's work.
- b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
- c. Collaboration with another student during the examination.
- d. Buying, selling, stealing, soliciting or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or use of any such material.
- e. Substitution for another person during an examination or allowing such substitution or oneself.
- f. Bribery of any person to obtain examination information.

Technical Policy:

A plagiarism prevention service may be used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through this service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Nursing is a profession governed by a code of ethics and standards of practice. Suspected or proven academic dishonesty is not tolerated in any form. Any incident will be critically reviewed by the nursing faculty and will result in the faculty resolving

the violation within the scope of the college institutional policy.

XII. ADA Statement

Accommodations in the Classroom:

ADA Statement (The complete information can be found at http://www.ega.edu/counseling_center/disabilityaccomodations.htm)

Americans with Disabilities Act In compliance with the Americans with Disabilities Act (ADA), East Georgia State College will honor requests for reasonable accommodations made by individuals with disabilities. Students must self-disclose their disability to the College and the Counselor/Disability Service Provider before academic accommodations can be implemented.

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, he or she should discuss this problem with the instructor and our student services coordinator. More information about services for students with disabilities can be obtained from Student Services, phone 478-289-2039.

Please note: I cannot, by law, give you accommodations UNLESS you work through Disability Services. If you want any kind of special consideration, please contact the Disability Services office as soon as possible.

Students seeking academic accommodations for a special need must contact East Georgia State College Office of Disability Services at www.ega.edu

XIII. Course Withdrawal Policy Statement:

Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course students must meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGSC catalog at <http://www.ega.edu/registrar/catalog/Catalog0809.pdf>

Students may withdraw from the course and earn a grade of "W" up to and including the midterm date, as stated in the school calendar. After midterm, students who withdraw will receive a grade of "WF." The EGSC *Withdrawal Form*, which is available online or in the Office of the Registrar, must be signed by the instructor in advance of withdrawal.

XIV. Campus Emergency Policy:

a. In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion, using the nearest exit. In the event of a severe weather warning everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe

weather shelter locations are posted on the EGSC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulties locating either ask your instructor to assist you.

b. The **Connect-ED** system is a communication service that enables East Georgia State College administrators and security personnel to quickly contact all East Georgia State College students, faculty and staff with personalized voice and text messages that contain emergency-related campus information (e.g., campus closing, campus threat, health scare, etc.) With **Connect-ED**, East Georgia State College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, e-mail, TTY/TDD receiving devices, or other text-receiving devices.

c. EGSC Statesboro students should make themselves familiar with Georgia Southern University's Emergency Response Plan. In the event of an emergency, EGSC Statesboro students should follow the instructions of EGSC faculty and staff members and GSU campus officials.

d. EGSC Augusta students should make themselves familiar with Augusta University's Emergency Response Plan. In the event of an emergency, EGSC Augusta students should follow the instructions of EGSC faculty and staff members and AU campus officials.

XV. Additional Course Requirements

The following are additional comments regarding the course that you have registered to take. Please read carefully these important facts.

It is your responsibility to make certain that you can log into Daylight (D2L) learning management system (LMS) and that if you use your own computer that your computer is compatible with the EGSC LMS. "I can't pull up D2L is not an excuse (unless the entire system server goes down). Make certain that you are ready before class starts, and that you know the basic use of D2L. Follow these links for assistance. You can also access these links from the main EGSC webpage, <http://www.ega.edu> on the left hand side you will find the online help link. Here is the link to the college's technology tips and tutorials: http://www.ega.edu/index.php/offices/information_technology/tips_and_tutorials

This course is NOT a self-paced or independent study course. The key to being successful is being self-motivated. Online courses offer flexibility, but they also require self-discipline and motivation in that you must keep up with the assignments,

By remaining in this class, you accept the responsibility of maintaining online internet access. By completing assignments before the Sunday night deadline you will avoid personal issues that may hinder you, power outages, and of course your own personal computer issues. You should consult D2L regularly and complete all assignments on time. I strongly urge you to review the syllabus and the weekly assignments to determine if this online course is right for you, your schedule and your level of motivation. With the exception of the final exam, everything in this course takes place online, including exams, labs, and assignments. Please realize that “computer crashes” or “computer problems” are not acceptable excuses for failing to complete assignments as they become due! If you experience computer problems, make the appropriate arrangements to complete your assignments on time. I cannot emphasize the importance of not waiting until an hour before an assignment is due to begin. (You must remember that some assignments may take longer than you anticipate). All of the content covered in the reading assignments, may not be covered in the web-based lectures. However, you are responsible for this information as it may appear on your Final exam. By remaining in this course, you acknowledge and accept the necessary testing procedures and policies as stated by the faculty. Please do not seek exceptions to these policies.

Nursing Student Handbook:

Students are expected to comply with the student handbook. The Nursing Student Handbook is subject to change with due notice to students. Revisions to policies, guidelines or resources will be distributed to students and will then supersede previous ones. The student handbook is located on the college’s website <http://www.ega.edu/policy/03-nursing-student-handbook.pdf?122217>.

Syllabus Changes:

This syllabus is subject to change at the discretion of the instructor, with due notice to students. The instructor reserves the right to change the dates and assignments as needed in the course. You the student will be given adequate notice of these changes in the course BrightSpace Announcement section.

Assignment Deadlines:

It is the student’s responsibility to submit the assignment in D2L/BRIGHTSPACE by the posted due date and time. Written assignments must be original work presenting currently gathered information. If additional sources are required, cite using APA format. Failure to cite is considered plagiarism. See the appropriate rubric for grading criteria. Incorrectly submitted work may not be considered for grading. Late submissions for video submissions or written assignments will result in point penalties as indicated by rubric. The penalty for formal papers is indicated in the section below.

Course Preparation:

Students are responsible for checking BrightSpace D2L on a daily basis for weekly assignments or any changes in expectations or due dates. All reading assignments are included in the course calendar.

Students are expected to read the assigned text before beginning the lessons contained in each module. Self-directed course preparation is critical to success in this course.

Teaching Methods/ Learning Activities

Assigned readings, audio and video resources, and power-point slides provided on BrightspaceD2L to include other audiovisual resources from reputable professional sites; handouts or course notes, group activities, reflective journaling, activities promoting investigation and critical thinking; independent skills practice with lab partner of your choosing.

To include, demonstration/return demonstration, simulations, documentation of assessment data and plan of care, presentations (such as supporting articles), final Head-To-Toe Physical Assessment application evaluation or check-off. Media resources such as YouTube videos, videos via Films on Demand accessed through the EGSC Library page, internet resources for supplemental information

TECHNOLOGY NEEDS:

1. Portable headphones may be useful to listen to videos (Heart sounds, Lung sounds, etc.). Students may be presented audio clips and will use headphones to listen and select the option that applies via the D2L/BRIGHTSPACE learning management system during testing.
2. Computer capable of running Desire2Learn (D2L/BRIGHTSPACE). To determine adequacy of your computer and software, at the D2L/BRIGHTSPACE login page, click on the link: [<http://www.ega.edu>] Check before you log into phones and iPads may be suitable for reading pages in the course but typically are NOT suitable for doing work within the course such as discussions, Tests, submitting assignments to the Dropbox
3. Browsers: Firefox 15 or 16, or Internet Explorer 9, or Google Chrome
4. High-speed Internet connection
5. Device for recording a video with audio capability in a single upload (i.e. iPhone, webcam).

XVI. New Policies

Face-to-face Meetings

Face to face meetings will not be held in faculty offices due to COVID-19 protocols. Students may meet with faculty virtually. If a face to face meeting is requested, the student will need to make an appointment with the faculty member to meet in a space where social distancing can occur. *Maintaining social distancing may be possible by meeting with students outside of office spaces where social distancing is possible (ie. classrooms and outdoors). Face coverings must be worn at all times while indoors. If maintaining 6 foot spacing outdoors is not possible, then face coverings must be worn.*

Face Coverings

The USG has set a policy for all colleges and universities in the system that students, faculty, and staff are required to wear face masks while indoors (with the exception of your dorm room).

A protective face covering is appropriate if it covers both the mouth and nose of the individual, fits over the chin, fits snugly against the sides of the face, is securely attached to the individuals face, is made of cloth or other tightly woven fibers or similar materials, and significantly limits the aerial transmission of respiratory droplets from the wearer's mouth or nasal cavities to others in close proximity to the wearer.

Students and employees desiring or needing to wear a face shield for medical reasons will need

to go through the accommodation process (please contact Lori Burns from EGSC Counseling and Disability Services at 478-289-2039 - email: lrburns@ega.edu).

It is important for your health and the health of those around you that you follow this policy at all times. Failure to follow this policy will lead to you being asked to leave for a first offense; if it happens a second time, you will be reported to the student conduct officer for disorderly conduct. You are also expected to maintain a distance of 6 feet from others at all times while on campus including during lectures and labs. Your professor will also ask you to continue to sit in the same seat each time you attend class in person in case there is a need for contact tracing. The combination of these efforts is designed for the health and well-being of everyone on campus.

Info on COVID-19:

EGSC COVID-19 webpage: <http://www.ega.edu/covid19>

Required Daily Screening:

Please use the EGSC COVID-19 Screening Questionnaire daily before coming to class (posted on D2L)

Contact for help

- Internet Service Provider Resources in Response to COVID-19:
<http://www.ega.edu/covid19#isp-info>
- D2L Technical Support: 24 hours, 7 days a week, 365 days
<https://d2lhelp.view.usg.edu/s/contactsupport> Phone (1-855-772-0423) and live chat available
- EGSC Library has limited laptop and WIFI hotspots for checkout.

Alternative Educational Arrangements for Student who are at Higher Risk for Severe Illness

Please contact Lori Burns from EGSC Counseling and Disability Services at 478-289-2039 (email: lrburns@ega.edu)

EGSC Covid-19 Screening Questionnaire

Please check your temperature before going to campus. Then, review the questions below and respond accordingly.

Screening questions	If you answer “Yes” to any of these questions	If all responses are “No”
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<ol style="list-style-type: none"> 1. Have you recently had a fever of 100F or more? 2. Have you recently had chills, sweats, or body aches? 3. Do you have any new or worsening respiratory symptoms, such as cough, shortness of breath or sore throat? 4. Have you had any new headache? 5. Have you had a loss of smell or taste? 6. Have you been in close contact* with anyone diagnosed with or with symptoms of coronavirus/COVID-19? 	<p>a) Do not come to campus (or stay in your residence hall room)</p> <p>b) If you are on campus, go home (or stay in your residence hall room)</p> <p>c) Employees: Contact your healthcare provider; inform your supervisor</p> <p>d) Students: a) Contact the student health services on the campus you attend <u>by phone</u> and follow instructions; inform your faculty b) If you live in the residence hall, inform the Director</p> <p>e) All: Do not return to campus until you can provide clearance from your healthcare provider</p>	<p>You may go to campus</p>
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*** Close contact is defined as face to face interaction of less than 6 feet for greater than 15 minutes at one time.** Per CDC, “recommendations vary on the length of time of exposure, but 15 minutes of close exposure can be used as an operational definition. Brief interactions are less likely to result in transmission; however, symptoms and the type of interaction (e.g., did the infected person cough directly into the face of the exposed individual) remain important.” (<https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>)

REMINDER: Follow physical distancing guidelines:

- a) Maintain at least 6 feet apart at all times
- b) You must wear an appropriate face covering while inside campus facilities/buildings. Face covering use will be in addition to and is **not** a substitute for social distancing. Face coverings are not required in one's own dorm room or suite, when alone in an enclosed office or study room, or in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff or students.
- c) Use frequent hand hygiene
- d) Clean workspaces and/or equipment throughout the day (for staff/employees, also at the end of the day)
- e) All meetings should be held via conference call or Zoom

XVII. Daily Course Schedule

Class /Date	Detailed Course Outline for NURS 3102- Health Assessment	Reading Assignments
Week 1		To be added
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		

EAST GEORGIA STATE COLLEGE
A unit of the University System of Georgia
131 College Circle
Swainsboro, Georgia 30401-2699
(478) 289-2000

Fall/ 2021

NURS 4498 – Community Health PLE
CRN #
2 Hours Laboratory (0-4-2)
Online Class

I. Instructor: Dr. Patrice Pierce

II. Office information: Office Location: Oconee Fall Line Technical College-

1189 Deepstep Rd, Sandersville, Georgia 31082
Office 301C, Executive Suite
Office Number: 478-289-2156
Office Hours: By appointment
Email: ppierce@ega.edu

III. Course Description: This co-requisite course is designed to allow students to apply concepts learned in NURS 4497 in a variety of community settings. Emphasis is placed on roles, levels of prevention, principles of epidemiology, public health policy, and disaster preparedness. Students will complete 60 hours in this Practice Learning Experience.

IV. Prerequisite: Admission to the East Georgia State College RN-BSN Bridge Program. Must have current unrestricted license that allows the student to practice as a RN in the State of Georgia. Completed most Areas A-F core classes.

V. Co-requisite: NURS 4497: Community Health Nursing (3-0-3)

Textbook(s)-Required:

VI. Course Learning Outcomes with linkages to General Education Student Learning Outcomes

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following outcomes: 1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education. 2. Student will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective

decisions. 3. Students will demonstrate effective use of scientific method. 4. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.

East Georgia State College RN-BSN Bridge Program

End of Program Student Learning Outcomes

At the end of the program, the graduate will be able to:

1. Synthesize knowledge and skills acquired in the humanities, natural and behavioral sciences, and nursing courses.
2. Examine nursing values / behaviors that exemplify the caring, professional nurse.
3. Design a plan to promote high quality care and patient safety for the community in which they serve.
4. Assess health care systems and policies that impact community and global healthcare
5. Demonstrate the roles of leader, designer, manager, and coordinator of nursing care.
6. Integrate evidenced-based practice and research to improve nursing and healthcare.

Course Student Learning Objectives (CLSO)

Upon completion of this course, the student will:

NURS 4498 Course Objectives	Program Student Learning Outcome(s)
1. Perform a windshield assessment using a community assessment model.	4
2. Identify risk factors and health problems for families/individuals from diverse populations throughout the lifespan.	3
3. Contrast socioeconomic, political, global, and spiritual factors that impact the community health nursing care of culturally diverse clients	4,5,6

VII. Evaluation

FEMA Module (25 hours)	20%
Gerontologic Assessment (25 hours)	20%
Windshield Assessment (16 hours)	20%
Face to face PLE (24 hours)	40%
Total	100%

VIII. Grading

Nursing RN-BSN Bridge Program Grading Scale:

100-90 = A

89-80 = B

79-75 = C

74-65 = D

64 & Below = F

Exam Average Rule:

Grades on course assignments which are determined by percentages involving decimals will not be rounded up to the next whole number. This policy also applies to final course grades where the final

course grade is determined using percentages with decimals. Partial credit will not be given on “select all that apply” test items.

Practice learning experience

Face to Face/Virtual/Written Clinical Requirements:

Face to Face will be done with a champion. Following the completion of each Assessment Activity (Windshield Assessment, Gerontologic Assessment, and the FEMMA Modules), students must complete a brief clinical journal in narrative format to the appropriate designated course assignment folder. Requirements for the clinical journals can be found in the “Clinical Resources” course folder.

Failure to complete written clinical experience requirements by the expected deadline will result in an unsatisfactory evaluation of clinical performance. An unsatisfactory evaluation will constitute failure of the grade (grade of “F”), regardless of the grade in the lecture portion of the course.

NOTE: *No individually identifiable patient information is ever to be sent via email, removed from the clinical area, or submitted in clinical paperwork. The use of recording devices, cameras, and cell phones are prohibited in the clinical areas and classroom.*

Windshield Assessment : (16 clinical hours)

The goal of the windshield assessment is to recognize a community strengths and weaknesses, that the community nurse is able to help develop a plan to improve the overall health of the community

Gerontologic Assessment (25 clinical hours) : the goal of the Gerontologic Assessment is to analyze the mental and physical health of an adult over the age of 65, in consideration with various aspects of daily living that impact holistic wellness. Student will work individually. Refer to the Gerontologic Assessment and Gerontologic rubric for grading criteria.

FEMA modules (25 clinical hours):: The goal of this module is to introduce you to the fundamentals of emergency management, diversity awareness, and decision making and problem solving

Face to Face (24 clinical hours) : the goal is to be open with new experiences while being flexible in order to protect the health, safety and welfare of patients

16 hours Windshield Assessment
25 hours Gerontological Assessment
25 hours FEMA Module Completion
24 hours Face -to Face PLE

90 hours-- Total

IX. Attendance Policy

NURS 4498 is a class presented totally online. Attendance is verified during the first week of class. Please keep in mind that the set EGSC standard of attendance in an online course requires participating in the class 3- 4 times a week. Please see the East Georgia State College Student Catalog for more details concerning attendance. The Nursing Program Student Handbook is another reference for policies on absences from class, and exams. Make-up of all missed clinical hours is required. Students are to follow the attendance policy as described in the East Georgia State College Academic Catalog. Students are responsible for all material presented online and for all course objectives.

X. Make-up Policy

Assignment folders will be open at select times posted in D2L through the Quizzes dropdown menu in D2L. The exam will close at the designated end time. A student must contact the Course Coordinator to discuss the availability of a make-up assignments which is at the discretion of the Course Coordinator. In the absence of an immediate and acceptable explanation for missing any scheduled assignment, this will result in a 10 point penalty on the exam grade each day up to 3 days (i.e. score of 90%=80%). After the 3rd day has passed a grade of zero (0) will be Assigned.

XI. Plagiarism & Academic Dishonesty (please see EGSC Student Handbook)

Academic Misconduct:

As an East Georgia State College student and in this class, you are responsible for reading, understanding, and abiding by the East Georgia State College Student Code of Conduct. The Student Code of Conduct is included in the East Georgia State College Student Handbook and is available online at www.ega.edu

Campus Carry

Please review specific Campus Carry information on the College's website www.ega.edu/campuscarry to determine the impact this new legislation may have on you, the student. Violation of the Campus Carry law is also a violation of the EGSC Student Code of Conduct.

Plagiarism & Academic Dishonesty:

Beginning on page 6 of the East Georgia State College student handbook you will find the policies covering plagiarism and academic dishonesty. For a complete listing of these rules that will be observed in this class you may go to the following:

http://www.ega.edu/counseling_center/handbook2008pdf

The following paragraphs have been taken from the handbook

Academic Honesty:

Academic Honesty in an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive respect. The erosion of honesty

is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members. Academic honesty requires the presentation for evaluation and credits one's own work, not the work of others. In general, academic honesty excludes:

Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes:

- a. Copying from another student's work.
- b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
- c. Collaboration with another student during the examination.
- d. Buying, selling, stealing, soliciting or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or use of any such material.
- e. Substitution for another person during an examination or allowing such substitution or oneself.
- f. Bribery of any person to obtain examination information.

Technical Policy:

A plagiarism prevention service may be used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through this service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Nursing is a profession governed by a code of ethics and standards of practice. Suspected or proven academic dishonesty is not tolerated in any form. Any incident will be critically reviewed by the nursing faculty and will result in the faculty resolving the violation within the scope of the college institutional policy.

XII. ADA Statement

Accommodations in the Classroom:

ADA Statement (The complete information can be found at http://www.ega.edu/conseling_center/disabilityaccomodations.htm)

Americans with Disabilities Act In compliance with the Americans with Disabilities Act (ADA), East Georgia State College will honor requests for reasonable accommodations made by individuals with disabilities. Students must self-disclose their disability to the College and the Counselor/Disability Service Provider before academic accommodations can be implemented.

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, he or she should discuss this problem with the instructor and our student services coordinator. More information about services for students with disabilities can be obtained from Student Services, phone 478-289-2039.

Please note: I cannot, by law, give you accommodations UNLESS you work through Disability Services. If you want any kind of special consideration, please contact the Disability Services office as soon as possible.

Students seeking academic accommodations for a special need must contact East Georgia State College Office of Disability Services at www.ega.edu

XIII. Course Withdrawal Policy Statement:

Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course students must meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGSC catalog at <http://www.ega.edu/registrar/catalog/Catalog0809.pdf>

Students may withdraw from the course and earn a grade of “W” up to and including the midterm date, as stated in the school calendar. After midterm, students who withdraw will receive a grade of “WF.” The EGSC *Withdrawal Form*, which is available online or in the Office of the Registrar, must be signed by the instructor in advance of withdrawal.

XIV. Campus Emergency Policy:

a. In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion, using the nearest exit. In the event of a severe weather warning everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGSC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulties locating either ask your instructor to assist you.

b. The **Connect-ED** system is a communication service that enables East Georgia State College administrators and security personnel to quickly contact all East Georgia State College students, faculty and staff with personalized voice and text messages that contain emergency-related campus information (e.g., campus closing, campus threat, health scare, etc.) With **Connect-ED**, East Georgia State College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, e-mail, TTY/TDD receiving devices, or other text-receiving devices.

c. EGSC Statesboro students should make themselves familiar with Georgia Southern University's Emergency Response Plan. In the event of an emergency, EGSC Statesboro students should follow the instructions of EGSC faculty and staff members and GSU campus officials.

d. EGSC Augusta students should make themselves familiar with Augusta University's Emergency Response Plan. In the event of an emergency, EGSC Augusta students should follow the instructions of EGSC faculty and staff members and AU campus officials.

XV. Additional Course Requirements

The following are additional comments regarding the course that you have registered to take. Please read carefully these important facts.

It is your responsibility to make certain that you can log into Daylight (D2L) learning management system (LMS) and that if you use your own computer that your computer is compatible with the EGSC LMS. "I can't pull up D2L is not an excuse (unless the entire system server goes down). Make certain that you are ready before class starts, and that you know the basic use of D2L. Follow these links for assistance. You can also access these links from the main EGSC webpage, <http://www.ega.edu> on the left hand side you will find the online help link. Here is the link to the college's technology tips and tutorials:

http://www.ega.edu/index.php/offices/information_technology/tips_and_tutorials

This course is NOT a self-paced or independent study course. The key to being successful is being self-motivated. Online courses offer flexibility, but they also require self-discipline and motivation in that you must keep up with the assignments. By remaining in this class, you accept the responsibility of maintaining online internet access.

By completing assignments before the Sunday night deadline you will avoid personal issues that may hinder you, power outages, and of course your own personal computer issues. You should consult D2L regularly and complete all assignments on time. I strongly urge you to review the syllabus and the weekly assignments to determine if this online course is right for you, your schedule and your level of motivation. With the exception of the final exam, everything in this course takes place online, including exams, labs, and assignments. Please realize that "computer crashes" or "computer problems" are not acceptable excuses for failing to complete assignments as they become due! If you experience computer problems, make the appropriate arrangements to complete your assignments on time. I cannot emphasize the importance of not waiting until an hour before an assignment is due to begin. (You must remember that some assignments may take longer than you anticipate). All of the content covered in the reading assignments, may not be covered in the web-based lectures. However, you are responsible for this information as it may appear on your Final exam. By remaining in this course, you acknowledge and accept the necessary testing procedures and policies as stated by the faculty. Please do not seek exceptions to these policies.

Nursing Student Handbook:

Students are expected to comply with the student handbook. The Nursing Student Handbook is subject to change with due notice to students. Revisions to policies, guidelines or resources will be distributed to students and will then supersede

previous ones. The student handbook is located on the college's website <http://www.ega.edu/policy/03-nursing-student-handbook.pdf?122217>.

Syllabus Changes:

This syllabus is subject to change at the discretion of the instructor, with due notice to students. The instructor reserves the right to change the dates and assignments as needed in the course. You the student will be given adequate notice of these changes in the course BrightSpace Announcement section

Assignment Deadlines:

It is the student's responsibility to submit the assignment in D2L/BRIGHTSPACE by the posted due date and time. Written assignments must be original work presenting currently gathered information. If additional sources are required, cite using APA format. Failure to cite is considered plagiarism. See the appropriate rubric for grading criteria. Incorrectly submitted work may not be considered for grading. Late submissions for video submissions or written assignments will result in point penalties as indicated by rubric. The penalty for formal papers is indicated in the section below.

Course Preparation:

Students are responsible for checking BrightSpace D2L on a daily basis for weekly assignments or any changes in expectations or due dates. All reading assignments are included in the course calendar.

Students are expected to read the assigned text before beginning the lessons contained in each module. Self-directed course preparation is critical to success in this course.

Teaching Methods/ Learning Activities

Assigned readings, audio and video resources, and, power-point slides provided on BrightspaceD2L to include other audiovisual resources from reputable professional sites; handouts or course notes, group activities, reflective journaling, activities promoting investigation and critical thinking; independent skills practice with lab partner of your choosing.

To include, demonstration/return demonstration, simulations, documentation of assessment data and plan of care, presentations(such as supporting articles), final Head-To-Toe Physical Assessment application evaluation or check-off. Media resources such as YouTube videos, videos via Films on Demand accessed through the EGSC Library page, internet resources for supplemental information

TECHNOLOGY NEEDS:

1. Portable headphones may be useful to listen to videos (Heart sounds, Lung sounds, etc.). Students may be presented audio clips and will use headphones to listen and select the option that applies via the D2L/BRIGHTSPACE learning management system during testing.
2. Computer capable of running Desire2Learn (D2L/BRIGHTSPACE). To determine adequacy of your computer and software, at the D2L/BRIGHTSPACE login page, click on the link: [\[http://www.ega.edu\]](http://www.ega.edu) Check before you log into phones and iPads may be suitable for reading pages in the course but typically are NOT suitable for doing work within the course such as discussions, Tests, submitting assignments to the Dropbox

3. Browsers: Firefox 15 or 16, or Internet Explorer 9, or Google Chrome
4. High-speed Internet connection
5. Device for recording a video with audio capability in a single upload (i.e. iPhone, webcam).

XVI. New Policies

Face-to-face Meetings

Face to face meetings will not be held in faculty offices due to COVID-19 protocols. Students may meet with faculty virtually. If a face to face meeting is requested, the student will need to make an appointment with the faculty member to meet in a space where social distancing can occur. *Maintaining social distancing may be possible by meeting with students outside of office spaces where social distancing is possible (ie. classrooms and outdoors). Face coverings must be worn at all times while indoors. If maintaining 6 foot spacing outdoors is not possible, then face coverings must be worn.*

Face Coverings

The USG has set a policy for all colleges and universities in the system that students, faculty, and staff are required to wear face masks while indoors (with the exception of your dorm room).

A protective face covering is appropriate if it covers both the mouth and nose of the individual, fits over the chin, fits snugly against the sides of the face, is securely attached to the individuals face, is made of cloth or other tightly woven fibers or similar materials, and significantly limits the aerial transmission of respiratory droplets from the wearer's mouth or nasal cavities to others in close proximity to the wearer.

Students and employees desiring or needing to wear a face shield for medical reasons will need to go through the accommodation process (please contact Lori Burns from EGSC Counseling and Disability Services at 478-289-2039 - email: lrburns@ega.edu).

It is important for your health and the health of those around you that you follow this policy at all times. Failure to follow this policy will lead to you being asked to leave for a first offense; if it happens a second time, you will be reported to the student conduct officer for disorderly conduct. You are also expected to maintain a distance of 6 feet from others at all times while on campus including during lectures and labs. Your professor will also ask you to continue to sit in the same seat each time you attend class in person in case there is a need for contact tracing. The combination of these efforts is designed for the health and well-being of everyone on campus.

Info on COVID-19:

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Required Daily Screening:

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Contact for help

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- D2L Technical Support: 24 hours, 7 days a week, 365 days
<https://d2lhelp.view.usg.edu/s/contactsupport> Phone (1-855-772-0423) and live chat available
- EGSC Library has limited laptop and WIFI hotspots for checkout.

Alternative Educational Arrangements for Student who are at Higher Risk for Severe Illness

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EGSC Covid-19 Screening Questionnaire

Please check your temperature before going to campus. Then, review the questions below and respond accordingly.

Screening questions	If you answer "Yes" to any of these questions	If all responses are "No"
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<ol style="list-style-type: none"> 1. Have you recently had a fever of 100F or more? 2. Have you recently had chills, sweats, or body aches? 3. Do you have any new or worsening respiratory symptoms, such as cough, shortness of breath or sore throat? 4. Have you had any new headache? 5. Have you had a loss of smell or taste? 6. Have you been in close contact* with anyone diagnosed with or with symptoms of coronavirus/COVID-19? 	<p>a) Do not come to campus (or stay in your residence hall room)</p> <p>b) If you are on campus, go home (or stay in your residence hall room)</p> <p>c) Employees: Contact your healthcare provider; inform your supervisor</p> <p>d) Students: a) Contact the student health services on the campus you attend <u>by phone</u> and follow instructions; inform your faculty b) If you live in the residence hall, inform the Director</p> <p>e) All: Do not return to campus until you can provide clearance from your</p>	<p>You may go to campus</p>
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	healthcare provider	
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*** Close contact is defined as face to face interaction of less than 6 feet for greater than 15 minutes at one time.** Per CDC, “recommendations vary on the length of time of exposure, but 15 minutes of close exposure can be used as an operational definition. Brief interactions are less likely to result in transmission; however, symptoms and the type of interaction (e.g., did the infected person cough directly into the face of the exposed individual) remain important.” (<https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>)

REMINDER: Follow physical distancing guidelines:

- a) Maintain at least 6 feet apart at all times
- b) You must wear an appropriate face covering while inside campus facilities/buildings. Face covering use will be in addition to and is **not** a substitute for social distancing. Face coverings are not required in one’s own dorm room or suite, when alone in an enclosed office or study room, or in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff or students.
- c) Use frequent hand hygiene
- d) Clean workspaces and/or equipment throughout the day (for staff/employees, also at the end of the day)
- e) All meetings should be held via conference call or Zoom

XVII. Daily Course Schedule

EAST GEORGIA STATE COLLEGE
A unit of the University System of Georgia
131 College Circle
Swainsboro, Georgia 30401-2699
(478) 289-2000

COURSE SYLLABUS

Semester/Year

NURS 4598: Leadership & Management PLE (0-4-2)

CRN:

Online only

I. Instructor: Dr. Patrice Pierce

II. Office information: Office Location: Oconee Fall Line Technical College

Course Coordinator:

Dr. Patrice Pierce
1189 Deepstep Rd, Sandersville, Georgia 31082
Office 301C, Executive Suite
Office Number: 478-553-5515
Office Hours: By appointment
Email: ppierce@ega.edu

Practicum Faculty:

Ms. Martha Anders, MSN, RN
Office: online Swainsboro campus
Office Number: 478-289-2188
Office Hours: By appointment
Email : manders@ega.edu

III. Course Description: This co-requisite course is designed to allow students to apply concepts learned in NURS 4597 within the structure of an organization. Emphasis is placed on leadership, organization, and management. Students will complete 60 hours in this Practice Learning Experience.

IV. Prerequisite: Admission to the East Georgia State College RN-BSN Bridge Program. Must have current unrestricted license that allows the student to practice as a RN in the State of Georgia. Completed most Areas A-F core classes.

Co-requisite: NURS 4597: Leadership & Management (3-0-3)

V. Textbooks: None

VI. Course Learning Outcomes with linkages to General Education Student Learning Outcomes

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following outcomes: 1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education. 2. Student will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions. 3. Students will demonstrate effective use of scientific method. 4. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.

RN to BSN Bridge- End of Program Student Learning Outcomes

At the end of the program, the graduate will be able to:

1. Synthesize knowledge and skills acquired in the humanities, natural and behavioral sciences, and nursing courses.
2. Examine nursing values / behaviors that exemplify the caring, professional nurse.
3. Design a plan to promote high quality care and patient safety for the community in which they serve.
4. Assess health care systems and policies that impact community and global healthcare
5. Demonstrate the roles of leader, designer, manager, and coordinator of nursing care.
6. Integrate evidenced-based practice and research to improve nursing and healthcare.

Course Student Learning Objectives (CLSO)

Upon completion of this course, the student will:

NURS 4598 Course Student Learning Outcomes (CSLO)	Program Student Learning Outcomes
Assess the organizational mission and philosophy of a healthcare entity.	4
Assess methods used to improve time management techniques	2
Select professional communication skills as a nurse leader and manager with individuals and groups.	1,2,5

VII. Evaluation

Practice learning experience

Practice learning experience hours specified on practice learning experience allocation record. Student will utilized a champion for 24 hours of practice learning experience observational supervised hours (REFER TO ALLOCATION RECORD FOR REQUIRED HOURS IN EACH AREA FOR A TOTAL OF 90 HOURS)

Grading	
Virtual PLE (26 hours)	25% final grade
PLE Leadership Project (40 hours)	50% final grade
Face-to-face PLE (24 hours)	25% final grade

VIII. Grading

Nursing RN-BSN Bridge Program Grading Scale:

100-90 = A

89-80 = B

79-75 = C

74-65 = D

64 & Below = F

Students will complete 26 hours in virtual learning , 24 hours in a face-to-face setting working with a clinical nurse champion, and 40 hours in the development of a Practice Learning Experience Leadership Project. Students will collaborate with the nursing faculty in developing the PLE, specifically designed to meet the student's personal goals for this course. Hours must be documented on the Practice Learning Experience allocation record. (REFER TO ALLOCATION RECORD FOR REQUIRED HOURS IN EACH AREA FOR A TOTAL OF 90 HOURS) Will need to update the allocation record.

Practice learning experience Evaluation: A grade of ??/100 required (can add grades to the rubric). Students complete the hours in a variety of settings, collaborating with the nursing faculty when scheduling the Practice Learning Experiences. The nursing faculty takes on a supervisory role and guides the student through the required components of the course, including documentation; development and completion of the experiences; and collaborating with the nurse champion in the face-to-face component of the course. The nursing faculty supervises the student by phone, email, or in person. The nursing faculty also prepares the nurse champion to meet the outcomes of the student's experience and maintains contact by phone, email, or in person. Students are provided contact information for faculty members who are available to the student and nurse champion at any time.

PRACTICUM EVALUATION: Grade of ??/100 required.

IX. Attendance Policy

NURS 4598 is a class presented totally online. Attendance is verified during the first week of class. You are required to complete a paragraph on the discussion board posting introducing yourself to your faculty and classmates. Please share the most interesting aspect of nursing to you. You must also complete an orientation to the course and forward the receipt of completion of the course orientation to your course faculty. Please keep in mind that the set EGSC standard of attendance in an online course requires participating in the class 3- 4 times a week. Please see the East Georgia State College Student

Catalog for more details concerning attendance. The Nursing Program Student Handbook is another reference for policies on absences from class, and exams. Make-up of all missed clinical hours is required. Students are to follow the attendance policy as described in the East Georgia State College Academic Catalog. Students are responsible for all material presented online and for all course objectives.

X. Make-up Policy

Quizzes/exam/paper/presentation folders will be open at select times posted in D2L through the Quizzes dropdown menu in D2L. The exam will close at the designated end time. A student must contact the Course Coordinator to discuss the availability of a make-up exam which is at the discretion of the Course Coordinator. In the absence of an immediate and acceptable explanation for missing any scheduled exam/quiz, this will result in a 10 point penalty on the exam grade each day up to 3 days (i.e. score of 90%=80%). After the 3rd day has passed a grade of zero (0) will be assigned for the missed exam/quiz/paper/presentation.

XI. Plagiarism & Academic Dishonesty (please see EGSC Student Handbook)

Academic Misconduct: As an East Georgia State College student and in this class, you are responsible for reading, understanding, and abiding by the East Georgia State College Student Code of Conduct. The Student Code of Conduct is included in the East Georgia State College Student Handbook and is available online at www.ega.edu

Campus Carry

Please review specific Campus Carry information on the College's website www.ega.edu/campuscarry to determine the impact this new legislation may have on you, the student. Violation of the Campus Carry law is also a violation of the EGSC Student Code of Conduct.

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http://www.ega.edu/counseling_center/handbook2008pdf

The following paragraphs have been taken from the handbook

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Academic Honesty in an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members. Academic honesty requires the presentation for evaluation and credits one's own work, not the work of others. In general, academic honesty excludes:

Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes:

- a. Copying from another student's work.
- b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
- c. Collaboration with another student during the examination.
- d. Buying, selling, stealing, soliciting or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or use of any such material.

- e. Substitution for another person during an examination or allowing such substitution or oneself.
- f. Bribery of any person to obtain examination information.

Technical Policy:

A plagiarism prevention service may be used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through this service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Nursing is a profession governed by a code of ethics and standards of practice. Suspected or proven academic dishonesty is not tolerated in any form. Any incident will be critically reviewed by the nursing faculty and will result in the faculty resolving the violation within the scope of the college institutional policy.

XII. ADA Statement

Accommodations in the Classroom:

ADA Statement (The complete information can be found at

http://www.ega.edu/counseling_center/disabilityaccommodations.htm)

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If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, he or she should discuss this problem with the instructor and our student services coordinator. More information about services for students with disabilities can be obtained from Student Services, phone 478-289-2039.

Please note: I cannot, by law, give you accommodations UNLESS you work through Disability Services. If you want any kind of special consideration, please contact the Disability Services office as soon as possible.

Students seeking academic accommodations for a special need must contact East Georgia State College Office of Disability Services at www.ega.edu

XIII. Course Withdrawal Policy Statement:

Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course students must meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGSC catalog at <http://www.ega.edu/registrar/catalog/Catalog0809.pdf>

Students may withdraw from the course and earn a grade of “W” up to and including the midterm date, as stated in the school calendar. After midterm, students who withdraw will receive a grade of “WF.” The EGSC *Withdrawal Form*, which is available online or in the Office of the Registrar, must be signed by the instructor in advance of withdrawal.

XIV. Campus Emergency Policy:

a. In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion, using the nearest exit. In the event of a severe weather warning everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGSC website. Each student should, on the first day of class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulties locating either ask your instructor to assist you.

b. The **Connect-ED** system is a communication service that enables East Georgia State College administrators and security personnel to quickly contact all East Georgia State College students, faculty and staff with personalized voice and text messages that contain emergency-related campus information (e.g., campus closing, campus threat, health scare, etc.) With **Connect-ED**, East Georgia State College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, e-mail, TTY/TDD receiving devices, or other text-receiving devices.

c. EGSC Statesboro students should make themselves familiar with Georgia Southern University’s Emergency Response Plan. In the event of an emergency, EGSC Statesboro students should follow the instructions of EGCS faculty and staff members and GSU campus officials.

d. EGSC Augusta students should make themselves familiar with Augusta University’s Emergency Response Plan. In the event of an emergency, EGSC Augusta students should follow the instructions of EGSC faculty and staff members and AU campus officials.

XV. Additional Course Requirements

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Grades on course assignments and tests which are determined by percentages involving decimals will not be rounded up to the next whole number. This policy also applies to final course grades where the final course grade is determined using percentages with decimals. Partial credit will not be given on “select all that apply” test items.

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- It is your responsibility to make certain that you can log into Daylight (D2L) learning management system (LMS) and that if you use your own computer that your computer is compatible with the EGSC LMS. "I can't pull up D2L is not an excuse (unless the entire system server goes down). Make certain that you are ready before class starts, and that you know the basic use of D2L. Follow these links for assistance. You can also access these links from the main EGSC webpage, <http://www.ega.edu> on the left hand side you will find the online help link. Here is the link to the college's technology tips and tutorials:

http://www.ega.edu/index.php/offices/information_technology/tips_and_tutorials

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- Online courses offer flexibility, but they also require self-discipline and motivation in that you must keep up with the assignments, labs, and exams.
- By remaining in this class, you accept the responsibility of maintaining online internet access.
- By completing assignments before the Sunday night deadline you will avoid personal issues that may hinder you, power outages, and of course your own personal computer issues.
- You should consult D2L regularly and complete all assignments on time.
- I strongly urge you to review the syllabus and the weekly assignments to determine if this online course is right for you, your schedule and your level of motivation.
- With the exception of the final exam, everything in this course takes place online, including exams, labs, and assignments.
- Please realize that "computer crashes" or "computer problems" are not acceptable excuses for failing to complete assignments as they become due! If you experience computer problems, make the appropriate arrangements to complete your assignments on time. I cannot emphasize the importance of not waiting until an hour before an assignment is due to begin. (You must remember that some assignments may take longer than you anticipate).
- All of the content covered in the reading assignments, may not be covered in the web-based lectures. However, you are responsible for this information as it may appear on your Final exam.
- By remaining in this course, you acknowledge and accept the necessary testing procedures and policies as stated by the faculty. Please do not seek exceptions to these policies.
- **Due to the clinical requirements in this course, students must complete all clinical facility required documentation prior to scheduling clinical with your course faculty.**

Nursing Student Handbook:

Students are expected to comply with the student handbook. The Nursing Student Handbook is subject to change with due notice to students. Revisions to policies, guidelines or resources will be distributed to students and will then supersede previous ones.

Syllabus Changes:

This syllabus is subject to change at the discretion of the instructor, with due notice to students. The instructor reserves the right to change the dates and

assignments as needed in the course. You the student will be given adequate notice of these changes in the course BrightSpace Announcement section

Assignment Deadlines:

It is the student's responsibility to submit the assignment in D2L/BRIGHTSPACE by the posted due date and time. Written assignments must be original work presenting currently gathered information. If additional sources are required, cite using APA format. Failure to cite is considered plagiarism. See the appropriate rubric for grading criteria. Incorrectly submitted work may not be considered for grading. Late submissions for video submissions or written assignments will result in point penalties as indicated by rubric. The penalty for formal papers is indicated in the section below.

Course Preparation:

Students are responsible for checking BrightSpace D2L on a daily basis for weekly assignments or any changes in expectations or due dates. All reading assignments are included in the course calendar.

Students are expected to read the assigned text before beginning the lessons contained in each module. Self-directed course preparation is critical to success in this course.

Teaching Methods/Learning Activities

Assigned readings in course textbook and scholarly research articles, audio and video resources, and, power-point slides provided in BrightspaceD2L. In addition, other audiovisual resources from reputable professional sites; handouts or critical think exercises, discussion board postings and group activities will be incorporated into the course.

Face-to-face Meetings

Face to face meetings will not be held in faculty offices due to COVID-19 protocols. Students may meet with faculty virtually. If a face to face meeting is requested, the student will need to make an appointment with the faculty member to meet in a space where social distancing can occur. *Maintaining social distancing may be possible by meeting with students outside of office spaces where social distancing is possible (ie. classrooms and outdoors). Face coverings must be worn at all times while indoors. If maintaining 6 foot spacing outdoors is not possible, then face coverings must be worn.*

Face Coverings

The USG has set a policy for all colleges and universities in the system that students, faculty, and staff are required to wear face masks while indoors (with the exception of your dorm room).

A protective face covering is appropriate if it covers both the mouth and nose of the individual, fits over the chin, fits snugly against the sides of the face, is securely attached to the individuals face, is made of cloth or other tightly woven fibers or similar materials, and significantly limits

the aerial transmission of respiratory droplets from the wearer's mouth or nasal cavities to others in close proximity to the wearer.

Students and employees desiring or needing to wear a face shield for medical reasons will need to go through the accommodation process (please contact Lori Burns from EGSC Counseling and Disability Services at 478-289-2039 - email: lrburns@ega.edu).

It is important for your health and the health of those around you that you follow this policy at all times. Failure to follow this policy will lead to you being asked to leave for a first offense; if it happens a second time, you will be reported to the student conduct officer for disorderly conduct. You are also expected to maintain a distance of 6 feet from others at all times while on campus including during lectures and labs. Your professor will also ask you to continue to sit in the same seat each time you attend class in person in case there is a need for contact tracing. The combination of these efforts is designed for the health and well-being of everyone on campus.

Info on COVID-19:

EGSC COVID-19 webpage: <http://www.ega.edu/covid19>

Required Daily Screening:

Please use the EGSC COVID-19 Screening Questionnaire daily before coming to class (posted on D2L)

Contact for help

- Internet Service Provider Resources in Response to COVID-19:
<http://www.ega.edu/covid19#isp-info>
- D2L Technical Support: 24 hours, 7 days a week, 365 days
<https://d2lhelp.view.usg.edu/s/contactsupport> Phone (1-855-772-0423) and live chat available
- EGSC Library has limited laptop and WIFI hotspots for checkout.

Alternative Educational Arrangements for Student who are at Higher Risk for Severe Illness

Please contact Lori Burns from EGSC Counseling and Disability Services at 478-289-2039 (email: lrburns@ega.edu)

EGSC Covid-19 Screening Questionnaire

Please check your temperature before going to campus. Then, review the questions below and respond accordingly.

Screening questions	If you answer “Yes” to any of these questions	If all responses are “No”
1. Have you recently had a fever of 100F or more? 2. Have you recently had chills, sweats, or body aches? 3. Do you have any new or worsening respiratory symptoms, such as cough, shortness of breath or sore throat? 4. Have you had any new headache? 5. Have you had a loss of smell or taste? 6. Have you been in close contact* with anyone diagnosed with or with symptoms of coronavirus/COVID-19?	<p>a) Do not come to campus (or stay in your residence hall room)</p> <p>b) If you are on campus, go home (or stay in your residence hall room)</p> <p>c) Employees: Contact your healthcare provider; inform your supervisor</p> <p>d) Students: a) Contact the student health services on the campus you attend <u>by phone</u> and follow instructions; inform your faculty b) If you live in the residence hall, inform the Director</p> <p>e) All: Do not return to campus until you can provide clearance from your healthcare provider</p>	<p>You may go to campus</p>

*** Close contact is defined as face to face interaction of less than 6 feet for greater than 15 minutes at one time.** Per CDC, “recommendations vary on the length of time of exposure, but 15 minutes of close exposure can be used as an operational definition. Brief interactions are less likely to result in transmission; however, symptoms and the type of interaction (e.g., did the infected person cough directly into the face of the exposed individual) remain important.” (<https://www.cdc.gov/coronavirus/2019-ncov/php/public-health-recommendations.html>)

REMINDER: Follow physical distancing guidelines:

- a) Maintain at least 6 feet apart at all times
- b) You must wear an appropriate face covering while inside campus facilities/buildings. Face covering use will be in addition to and is **not** a substitute for social distancing. Face coverings are not required in one's own dorm room or suite, when alone in an enclosed office or study room, or in campus outdoor settings where social distancing requirements are met. Anyone not using a face covering when required will be asked to wear one or must leave the area. Repeated refusal to comply with the requirement may result in discipline through the applicable conduct code for faculty, staff or students.
- c) Use frequent hand hygiene
- d) Clean workspaces and/or equipment throughout the day (for staff/employees, also at the end of the day)
- e) All meetings should be held via conference call or Zoom

XVI. Daily Course Schedule

Class /Date	Detailed Course Outline for NURS 3102- Health Assessment	Reading Assignments
Week 1		To be added
Week 2		
Week 3		
Week 4		
Week 5		
Week 6		
Week 7		
Week 8		

East Georgia State College
A unit of the University System of Georgia
131 College Circle
Swainsboro, Georgia 30401-2699
(478) 289-2000
COURSE SYLLABUS

Semester/Year

NURS 4697 ETHICS IN NURSING
CRN #
3 Hours (Class 3, Laboratory 0, Credits 3) (3-0-3)
Online Class

Instructor: Dr. Linda Upchurch (DNP, ANP-BC)

Office information:

Office Location:
Math/Sciences, Academic Building, Room C215
Phone Number: 478-289-2188 Office; 912-531-2325 Cell
Hours: Online only
Email: lupchurch@ega.edu

I. Course Description: A course which explores current models for ethical decision-making. This course will focus on ethical and moral principles utilized in the healthcare setting. Selected ethical dilemmas in nursing practice will be analyzed. Case studies that illustrate the principles and dilemmas faced, such as informed consent, refusal or acceptance of treatment, and quality of life in the health care setting, will be discussed. There will be an emphasis on the self-evaluation of personal and professional values.

II. Prerequisites or Co Requisite: Admission to the East Georgia State College RN-BSN Bridge Program. Must have current unrestricted license that allows the student to practice as a RN in the State of Georgia. Completed most Areas A-F core classes.

III. Textbook(s)-Required:

1. Butts, J.B. & Rich, K. L. (2019). Nursing ethics across the curriculum and into practice (5th ed.) Boston: Jones and Bartlett Publishers. ISBN-13: 978-1284170221 ISBN-10: 1284170225
2. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: American Psychological Association. Sixth printing July 2009. ISBN-13- 978-1433805615

IV. Course Learning Outcomes with linkages to General Education Student Learning Outcomes

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following outcomes:

1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education.
2. Students will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions.
3. Students will demonstrate effective use of scientific method.
4. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.

V. RN to BSN Bridge End of Program Student Learning Outcomes (EOPSLOs)

At the end of the program, the graduate will be able to:

1. Synthesize previous knowledge and skills acquired in the humanities, natural and behavioral sciences, and nursing courses.
2. Examine nursing values/behaviors that exemplify the caring, professional nurse.
3. Design a plan to promote high quality care and patient safety for the community in which they serve.
4. Assess health care systems and policies that impact community and global healthcare.
5. Demonstrate the roles of leader, designer, manager, and coordinator of nursing care.
6. Integrate evidenced-based practice and research to improve nursing and healthcare.

Course Student Learning Objectives (CLSO)

Upon completion of this course, the student will:

Course Student Learning Objectives:	End of Program Student Learning Outcome(s)	General Education Student Learning Outcome(s)
1. Select a personal nursing value and correlate it to a decision-making process in healthcare.	2	1-4
2. Explain the key concepts contained in the American Nurses Association <i>Code of Ethics for Nurses</i> with respect to nursing responsibility.	1, 6	1, 4
3. Discuss values, ethics, and morals in nursing care and practice.	2, 5	1, 4
4. Assess a decision-making model for analyzing ethical dilemmas as it relates to the continuum of care.	4	1-3
5. Critique ethical findings that impact decision making in nursing practice.	6	1-4
6. Compare elements of informed consent, refusal of treatment, and the establishment of competency.	1, 2, 5	1, 4
7. Determine strategies for promoting moral practice in the healthcare setting.	2, 3	1, 4
8. Formulate an ethical argument in a selected written assignment.	3	1-4
9. Assess the role of the nurse as "patient advocate" in ethical healthcare practice.	2, 5	1, 4
10. Evaluate how incorporating moral and legal perspectives into practice contribute to ethical decision making in nursing.	2, 5, 6	1, 4

VI. Evaluation

Evaluation Methods:

Online Discussions	40%	EOPSLO 1, 2, 6
Ethical Analysis Paper	30%	EOPSLO 1 – 6
Proctored PowerPoint Presentation	30%	EOPSLO 1 – 6

VII.

VII. Grading

Nursing RN-BSN Bridge Nursing Program Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 65-74

F = 64 or Below

VIII. Attendance Policy

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It is the students responsibility to submit assignments in D2L by the posted due date and time. Written assignments must be original work presenting currently gathered information. If additional sources are required, cite using APA format. **Failure to cite is considered plagiarism.** See the appropriate rubric for grading criteria. Incorrectly submitted work may not be considered for grading. Late submissions for video or written assignments will result in point penalties as indicated by rubric. The penalty for formal papers is indicated in the section below.

Course Preparation:

Students are responsible for checking D2L/BrightSpace on a daily basis for weekly assignments or any changes in expectations or due dates. All reading assignments are included in the course calendar.

Students are expected to read the assigned text before beginning the lessons contained in each module. Self-directed course preparation is critical to success in this course.

Teaching Methods/ Learning Activities:

Assigned readings in course textbook and scholarly research articles, audio and video resources, and power-point slides provided in D2L. In addition, other audiovisual resources from reputable professional sites; handouts or critical thinking exercises, discussion board postings, and group activities will be incorporated into the course.

XV. Optional Policies

- a. Cell Phones & Electronic Devices (please see EGSC Student Handbook)
- b. Recording (e.g. audio, video, cell phone pictures) (please see EGSC Student Handbook)
- c. Classroom Behavior (please see EGSC Student Handbook)

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

Module	Course Outline	Assignment	Required Online Class Participation	CSLOs	EPSLOs
1	<p>Chapter One: Introduction to Ethics: Concepts, principles, approaches, and theories used in studying ethics throughout history; applications to current practice</p>	<p>Read: Chapter 1 View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam. <u>Begin review of literature and decide on ethical dilemma for Ethical Analysis Paper Assignment (see guidelines and rubric).</u></p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements</p>	1, 2, 3, 5	2, 5, 6
2	<p>Chapter Two: Introduction to Bioethics and Ethical Decision Making Bioethics or ethics focused specifically on moral issues in the field of health care</p>	<p>Read: Chapter 2 View/Listen: Power – Point Lecture Take notes using the weekly reading</p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines</p>	1, 2, 3, 5	2, 5, 6

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

		<p>guide and from the textbook. You may see this information in an exam.</p> <p><i>Continue review of literature to decide on ethical dilemma for <u>Ethical Analysis Paper Assignment</u></i></p>	<p>Must participate online on 3-4 separate days to meet course requirements</p>	
<p>3</p>	<p>Chapter Three: Ethics in Professional Nursing Practice Difference between nursing ethics and bioethics in other disciplines. Also, requirements of ethical nursing practice.</p>	<p>Read: Chapter 3</p> <p>View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam.</p> <p><i>Continue review of literature and decide on ethical dilemma for <u>Ethical Analysis Paper Assignment</u></i></p>	<p>Post to Discussion</p> <p>Respond to at least two other students' discussion per guidelines</p> <p>Must participate online on 3-4 separate days to meet course requirements</p>	<p>2, 7, 9</p>
				<p>2, 5, 6</p>

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

4	<p>Chapter Four: Reproductive Issues and Nursing Ethics Theories of moral standing of humans; the maternal-fetal conflict in relation to abortion and pro-life and pro-choice positions, reproductive technology, and genetic screening as well as nursing care of childbearing women.</p>		<p>Read: Chapter 4 View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam. <u>Begin writing Ethical Analysis Paper</u></p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements</p>	2, 7, 9	2, 5, 6
5	<p>Chapter Five: Infant and Child Nursing Ethics Ethical issues related to the care of infants and children, including vaccinations, refusal of treatment, and advocacy.</p>		<p>Read: Chapter 5 View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam. <u>Continue writing</u></p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements</p>	7, 9	2, 5

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

6 9/21- 9/27	<p>Chapter Six: Adolescent Nursing Ethics Ethical management of adolescents as it relates to consent, confidentiality, prevention, and illness.</p>	<p><u>Ethical Analysis Paper</u></p>	<p>Read: Chapter 6 View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam. <u>Continue writing Ethical Analysis Paper</u></p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements</p>	7, 9	2, 5
7 9/28- 10/4	<p>Study for and take Midterm Exam Midterm open 12am on 9/28 and closes 11:59pm 10/4 (Online in D2L, but not with ProctorU). You have 75 minutes to take the exam. You may use your notes from your weekly reading guides during the exam but be careful that you know the material, so you don't lose time.</p>	<p>Exam covers Chapters 1-6 <u>Continue writing Ethical Analysis Paper</u></p>	<p>No Discussion post or response. Must log in to the course at least 3 times this week to meet attendance requirements. You may want to use that time to watch the faculty</p>	1, 2, 3, 5, 7, 9	2, 5, 6	

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

			<p>videos and take more notes to prepare for the exam. <u>Hint:</u> Items for the exam are covered in the videos!</p>		
<p>8 10/5-10/11</p>	<p>Chapter Seven: Adult Health Nursing Ethics The ethical role of nurses in a context of medicalization, chronic illness, and organ donation with adult patients.</p>	<p>Read: Chapter 7 View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam. <u>Continue writing Ethical Analysis Paper</u></p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements</p>	<p>5, 7, 9</p>	<p>2, 5, 6</p>
<p>9 10/12-10/18</p>	<p>Chapter Eight: Ethics and the Nursing Care of Elders Discusses aging and providing ethical care to older adults. Also discussed are moral issues related to elders' experiences.</p>	<p>Read: Chapter 8 View/Listen: Power – Point Lecture Take notes using the</p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines</p>	<p>5, 7, 9</p>	<p>2, 5, 6</p>

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester /Year

			<p>weekly reading guide and from the textbook. You may see this information in an exam.</p> <p><u>Submit Ethical Analysis Paper</u> <u>Due</u> <u>10/18/2020</u> <u>11:59pm</u></p>	<p>Must participate online on 3-4 separate days to meet course requirements</p>	
<p>10 10/19- 10/25</p>	<p>Chapter Nine: Ethical Issues in End-of-Life Nursing Care Ethical considerations related to end-of-life care, including suffering, euthanasia, what constitutes death, advance directives, surrogate decision making, palliative care, and physician-assisted suicide.</p>	<p>Read: Chapter 9</p> <p>View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam.</p>	<p>Post to Discussion</p> <p>Respond to at least two other students' discussion per guidelines</p> <p>Must participate online on 3-4 separate days to meet course requirements</p>	<p>2, 3, 4, 6, 8, 10</p>	<p>2, 5, 6</p>
<p>11 10/26- 11/1</p>	<p>Chapter Ten: Psychiatric/Mental Health Nursing Ethics An overview of psychiatric/mental health nursing care ethics, including the effects of labeling, professional boundaries, communication, and patients' rights.</p>	<p>Read: Chapter 10</p> <p>View/Listen: Power – Point Lecture Take notes</p>	<p>Post to Discussion</p> <p>Respond to at least two other students' discussion per</p>	<p>2, 3, 4, 6, 8, 10</p>	<p>2, 5, 6</p>

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

				using the weekly reading guide and from the textbook. You may see this information in an exam.	guidelines Must participate online on 3-4 separate days to meet course requirements	
12 11/2- 11/8	Chapter Eleven: Public Health Nursing Ethics Ethical approaches to public health nursing issues; healthcare disparities; and ethical issues related to communicable diseases, disasters, and the Human Genome Project. Also, being a servant leader.		Read: Chapter 11 View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook. You may see this information in an exam.	Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements	2, 3, 4, 6, 8, 10	1-6
13 11/9- 11/15	Chapter Twelve: Ethics in Organizations and Leadership Ethics as related to organizations, including ethical factors that shape the culture of an organization, behaviors within an organization, and signs of ethical collapse. Also, ethical leaders and different leadership theories.		Read: Chapter 12 View/Listen: Power – Point Lecture Take notes using the weekly reading guide and from the textbook.	Post to Discussion Respond to at least two other students' discussion per guidelines Must	2, 3, 4, 6, 8, 10	1-6

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

			<p>You may see this information in an exam.</p>	<p>participate online on 3-4 separate days to meet course requirements</p>		
<p>14 11/16-11/22</p>	<p>Bioethical Review: <i>Being Mortal</i> (YouTube link in D2L module) and other resources in module https://www.youtube.com/watch?v=IQhI3Jb7vMg</p>		<p>Watch the video Take notes using the weekly reading guide and from the textbook. You may see this information in an exam.</p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements</p>	<p>2, 3, 4, 6, 8, 10</p>	<p>2, 5, 6</p>
<p>No Module</p>			<p>Enjoy your time off!</p>			
<p>15 11/30-12/6</p>	<p>Bioethical Review: <i>The Immortal Life of Henrietta Lacks</i> Videos on Demand/EGSC Library (link in D2L module) and other resources in module</p>		<p>Watch the video Take notes using the weekly reading guide and from the textbook. You may see this information in an exam.</p>	<p>Post to Discussion Respond to at least two other students' discussion per guidelines Must participate online on 3-4 separate days to meet course requirements</p>	<p>1-10</p>	<p>1-6</p>

XVI. NURS 4697: Ethics in Nursing, Class Schedule, Semester/Year

16	12/7-	12/10	Proctored Powerpoint presentation				Chapters 7-12	requirements	Thanks for a great semester!!	1-10	1-6

EAST GEORGIA STATE COLLEGE
A unit of the University System of Georgia
131 College Circle
Swainsboro, Georgia 30401-2699
(478) 289-2000

Semester/Year

NURS 4797: Senior Nursing Capstone

CRN #

7 Hours (Class 4, Laboratory 6, Credits 7) (4-6-7)

Online Class

I. Instructor: Dr. Patrice Pierce

II. Office information: Office Location: Oconee Fall Line Technical College-

1189 Deepstep Rd, Sandersville, Georgia 31082

Office 301C, Executive Suite

Office Number: 478-553-5515

Office Hours: By appointment

Email: ppierce@ega.edu

III. Course Description: A course designed to be taken in the final semester of the RN-BSN Bridge program curriculum. As a capstone course, the synthesis of nursing curriculum and core curriculum concepts are applied. Continuous self-evaluation of professional role synthesis is emphasized. Critical critique and inquiry will be utilized for exploration of a nursing problem/issue. Under the guidance of a faculty mentor, the student will submit a proposal to formulate and complete an evidence-based project (Capstone Project) aimed at quality improvement to provide high quality healthcare. The student will submit a professional portfolio articulating the pursuit of excellence in nursing practice, professional growth and development, and the value of lifelong learning to nursing practice.

IV. Prerequisites or Co Requisite: Admission to the East Georgia State College RN-BSN Bridge Program. Must have current unrestricted license that allows the student to practice as a RN in the State of Georgia. Completed most Areas A-F core classes. Completed NURS 3197, 3297, 3397, 4497, 4597, and 4697.

V. Textbook(s)-Required:

1. Melnyk, B. M., & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing & healthcare* (4th ed.). Philadelphia, PA: Lippincott Williams & Wilkins. ISBN-13: 978-1496384539

ISBN-10: 1496384539

2. American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: American Psychological Association. Sixth printing July 2009. ISBN-13- 978-1433805615

VI. Course Learning Outcomes with linkages to General Education Student Learning Outcomes

East Georgia College requires that students meet seven learning outcomes that define the intellectual, cultural, and physical experiences that students complete prior to graduation. In this course, you will complete the following outcomes: 1. Students will demonstrate the ability to (a) read, (b) write, (c) speak, and (d) listen with the competence necessary to succeed in higher education. 2. Student will demonstrate the ability to (a) gather, (b) analyze, and (c) evaluate information to make effective decisions. 3. Students will demonstrate effective use of scientific method. 4. Students will demonstrate the ability to analyze human behavior from a variety of perspectives.

RN to BSN Bridge- End of Program Student Learning Outcomes

At the end of the program, the graduate will be able to:

1. Synthesize knowledge and skills acquired in the humanities, natural and behavioral sciences, and nursing courses.
2. Examine nursing values / behaviors that exemplify the caring, professional nurse.
3. Design a plan to promote high quality care and patient safety for the community in which they serve.
4. Assess health care systems and policies that impact community and global healthcare
5. Demonstrate the roles of leader, designer, manager, and coordinator of nursing care.
6. Integrate evidenced-based practice and research to improve nursing and healthcare.

Course Student Learning Objectives (CLSO)

Upon completion of this course, the student will:

NURS 4797 Course Student Learning Outcomes (CSLO)	Program Student Learning Outcomes
1. Discuss links among historical and current issues and implications for nursing practice.	1
2. Assess the concept and implementation of Quality and Safety Education for Nurses (QSEN) in health care.	4
3. Discuss economics of health care as it relates to nurses and consumers.	4
4. Assess the process for development and appraisal of evidence-based practice guidelines (AACN Essentials, ANA, QSEN, JNC 8, National Patient Safety Goals and AHRQ).	4, 6
5. Create a 3-year plan on career choice within the nursing profession	2
6. Critique the political process in relation to health care and nursing.	4
7. Evaluate evidence-based research to develop a quality improvement plan.	3, 6
8. Discuss the process of transition from the novice professional nurse role to the proficient professional nurse role.	2, 5
9. Compare professional growth and development to life-long learning.	2, 5
10. Discuss the necessity for all health professionals to seek lifelong, continuous learning of information technology skills.	2, 5, 6

11. Discuss research terms, design, data collection and interpretation of research findings utilizing independent judgment and critical thinking skills.	1, 6
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VII. Evaluation

Methods of Evaluation:

Three-year plan	10%	EOPSLO 1-6
Portfolio (electronic in D2L)	20%	EOPSLO 1-6
Discussions	20%	EOPSLO 1-6
Capstone Reflection Paper	20%	EOPSLO 1-6
Capstone Project	30%	EOPSLO 1-6

*Please look at rubrics for Portfolio, Capstone and three year plan for grading criteria

VIII. Grading

Nursing RN-BSN Bridge Program Grading Scale:

100-90 = A

89-80 = B

79-75 = C

74-65 = D

64 & Below = F

Exam Average Rule:

Grades on course assignments and tests which are determined by percentages involving decimals will not be rounded up to the next whole number. This policy also applies to final course grades where the final course grade is determined using percentages with decimals. Partial credit will not be given on "select all that apply" test items.

Capstone Project

This Capstone Project is presented in the form of a quality improvement project and becomes a part of the electronic portfolio. The project is a faculty-guided, scholarly experience that provides evidence of the student's critical thinking and ability to apply research principles through problem identification, proposal development, implementation plan, and definition of expected outcomes related to a problem in nursing. This requires competence in knowledge development activities such as the translation of research into practice, application of new knowledge, the evaluation of practice to initiatives that improve the reliability of health care practices, and outcomes.

This section will be updated when the new courses are made available. Director and faculty will need to align the new activities with the Capstone Project.

The student will assume the role of researcher, teacher, manager, or patient advocate, and will develop a project that involves the exploration of a nursing problem/ issue such as those first explored in the Professional Issues Paper in *NURS 3101: Transition into Professional Nursing*.

With techniques learned in *NURS 3103: Nursing Research*, students will use research applications such as critical critique, review of literature, and inquiry to explore the nursing problem/issue. Students will rely on knowledge gained in *NURS 3102: Health Assessment* and *NURS 3104: Health Promotions in Communities* in exploring the possible health implications on individuals and communities in relation to the problem.

Once the background and extent of the problem is presented through the literature, the student will utilize knowledge gained in *NURS 4115: Professional Nurse as Leader/Designer/Manager/Coordinator* as a foundation for designing the quality improvement project. The student will explore the nature of the ethical and moral principles, such as informed consent and quality of life, as it is applied to decision-making regarding the nursing problem/issue. These principles were introduced *NURS 4116: Ethics in Nursing*. The final step is to develop an implementation plan and define the expected outcomes of the plan. The outcomes of the project are a scholarly paper and a narrated power point presentation to disseminate the student's findings.

Before starting the EBP Project the student must confer with the faculty to determine appropriateness and direction of the project. Once approved by the faculty, the student will find a nurse collaborator who will serve as a mentor during the project, preferably in the area of practice that relates to the problem. Then, using knowledge and skills previously mentioned, the student will develop a quality improvement project to address the problem and determine activities that may impact the delivery of care related to the problem.

ePortfolio

An ePortfolio (electronic portfolio) is a digital collection of work of documents and showcases knowledge, skills, and abilities, and in your growth over time. An ePortfolio can help improve success because it aligns your work/efforts with your desired outcomes. It allows you to become self-directed learners that develop an integrative perspective to your career. It will also help to hasten deep learning and allow you to enjoy the process of lifelong learning

CAPSTONE PROJECT/PORTFOLIO HOURS SPECIFIED ON THE ALLOCATION RECORD. (COMPLETE 90 REQUIRED HOURS) (REFER TO ALLOCATION RECORD FOR REQUIRED HOURS IN PROJECT/PORTFOLIO AREA)

Capstone Project is designed to help influence healthcare areas creatively in order to improve quality health care outcomes. Please look at Rubric for grading detail.

Three-year plan

A three year plan can help you to structure your thinking. We constantly plan and think in our head, but very often we miss important details and we don't create a realistic strategy to realize that plan. That's why many "plans" stay just in our dreams. Writing down your goals and having a clear plan of action is critical if you want to accomplish your goals. A three year plan is a process that consists of defining what is important to you, what you want to achieve, what strengths you already have that help to achieve your goals, and what you need to improve and develop with time

IX. Attendance Policy

NURS 4117 is a class presented totally online. Attendance is verified during the first week of class. Please keep in mind that the set EGSC standard of attendance in an online course requires participating in the class 3- 4 times a week. Please see the East Georgia State College Student Catalog for more details concerning attendance. The Nursing Program Student Handbook is another reference for policies on absences from class, and exams. Students are to follow the attendance policy as described in the East Georgia State College Academic Catalog. Students are responsible for all material presented online and for all course objectives.

X. Make-up Policy

Quizzes/exam/paper/presentation folders will be open at select times posted in D2L through the Quizzes dropdown menu in D2L. The exam will close at the designated end time. A student must contact the Course Coordinator to discuss the availability of a make-up exam which is at the discretion of the Course Coordinator. In the absence of an immediate and acceptable explanation for missing any scheduled exam/quiz, this will result in a 10 point penalty on the exam grade each day up to 3 days (i.e. score of 90%=80%). After the 3rd day has passed a grade of zero (0) will be assigned for the missed exam/quiz/paper/presentation.

XI. Plagiarism & Academic Dishonesty (please see EGSC Student Handbook)

Academic Misconduct:

As an East Georgia State College student and in this class, you are responsible for reading, understanding, and abiding by the East Georgia State College Student Code of Conduct. The Student Code of Conduct is included in the East Georgia State College Student Handbook and is available online at www.ega.edu

Campus Carry

Please review specific Campus Carry information on the College's website www.ega.edu/campuscarry to determine the impact this new legislation may have on you, the student. Violation of the Campus Carry law is also a violation of the EGSC Student Code of Conduct.

Plagiarism & Academic Dishonesty:

Beginning on page 6 of the East Georgia State College student handbook you will find the policies covering plagiarism and academic dishonesty. For a complete listing of these rules that will be observed in this class you may go to the following: http://www.ega.edu/counseling_center/handbook2008pdf
The following paragraphs have been taken from the handbook

Academic Honesty:

Academic Honesty in an academic community, honesty and integrity must prevail if the work done and the honors awarded are to receive respect. The erosion of honesty is the academic community's ultimate loss. The responsibility for the practice and preservation of honesty must be equally assumed by all of its members. Academic honesty requires the presentation for evaluation and credits one's own work, not the work of others. In general, academic honesty excludes:

Cheating on an examination of any type: giving or receiving, offering or soliciting information on any examination. This includes:

- a. Copying from another student's work.
- b. Use of prepared materials, notes, or texts other than those specifically permitted by the instructor during the examination.
- c. Collaboration with another student during the examination.
- d. Buying, selling, stealing, soliciting or transmitting an examination or any other material purported to be the unreleased contents of an upcoming examination, or use of any such material.
- e. Substitution for another person during an examination or allowing such substitution or oneself.
- f. Bribery of any person to obtain examination information.

Technical Policy:

A plagiarism prevention service may be used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through

this service in order to meet requirements for this course. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

Nursing is a profession governed by a code of ethics and standards of practice. Suspected or proven academic dishonesty is not tolerated in any form. Any incident will be critically reviewed by the nursing faculty and will result in the faculty resolving the violation within the scope of the college institutional policy.

XII. ADA Statement

Accommodations in the Classroom:

ADA Statement (The complete information can be found at http://www.ega.edu/conseling_center/disabilityaccomodations.htm)

Americans with Disabilities Act In compliance with the Americans with Disabilities Act (ADA), East Georgia State College will honor requests for reasonable accommodations made by individuals with disabilities. Students must self-disclose their disability to the College and the Counselor/Disability Service Provider before academic accommodations can be implemented.

If there is any student in this class who has special needs because of a learning disability or other kinds of disabilities, he or she should discuss this problem with the instructor and our student services coordinator. More information about services for students with disabilities can be obtained from Student Services, phone 478-289- 2039.

Please note: I cannot, by law, give you accommodations UNLESS you work through Disability Services. If you want any kind of special consideration, please contact the Disability Services office as soon as possible.

Students seeking academic accommodations for a special need must contact East Georgia State College Office of Disability Services at www.ega.edu

XIII. Course Withdrawal Policy Statement:

Students are responsible for their own academic progress. Decisions regarding withdrawal from courses should only be made after consultation with an academic advisor. Before withdrawing from a course students must meet with a Financial Aid representative to discuss their personal financial aid situation. More information regarding withdrawal from courses can be found in the EGSC catalog at <http://www.ega.edu/registrar/catalog/Catalog0809.pdf>

Students may withdraw from the course and earn a grade of “W” up to and including the midterm date, as stated in the school calendar. After midterm, students who withdraw will receive a grade of “WF.” The EGSC *Withdrawal Form*, which is available online or in the Office of the Registrar, must be signed by the instructor in advance of withdrawal.

XIV. Campus Emergency Policy:

a. In the event the fire alarm is sounded, everyone must evacuate the building at once and in a calm and orderly fashion, using the nearest exit. In the event of a severe weather warning everyone must proceed immediately to the nearest designated shelter area which are marked by a small tornado symbol. All severe weather shelter locations are posted on the EGSC website. Each student should, on the first day of

class, determine the location of the nearest exit and the nearest designated shelter area for each of his or her classrooms. If you have difficulties locating either ask your instructor to assist you.

b. The **Connect-ED** system is a communication service that enables East Georgia State College administrators and security personnel to quickly contact all East Georgia State College students, faculty and staff with personalized voice and text messages that contain emergency-related campus information (e.g., campus closing, campus threat, health scare, etc.) With **Connect-ED**, East Georgia State College students can be reached and provided with vital instructions anywhere, anytime, through their cell phones, home phones, e-mail, TTY/TDD receiving devices, or other text-receiving devices.

c. EGSC Statesboro students should make themselves familiar with Georgia Southern University's Emergency Response Plan. In the event of an emergency, EGSC Statesboro students should follow the instructions of EGSC faculty and staff members and GSU campus officials.

d. EGSC Augusta students should make themselves familiar with Augusta University's Emergency Response Plan. In the event of an emergency, EGSC Augusta students should follow the instructions of EGSC faculty and staff members and AU campus officials.

XV. Additional Course Requirements

The following are additional comments regarding the course that you have registered to take. Please read carefully these important facts.

- It is your responsibility to make certain that you can log into Daylight (D2L) learning management system (LMS) and that if you use your own computer that your computer is compatible with the EGSC LMS. "I can't pull up D2L is not an excuse (unless the entire system server goes down). Make certain that you are ready before class starts, and that you know the basic use of D2L. Follow these links for assistance. You can also access these links from the main EGSC webpage, <http://www.ega.edu> on the left hand side you will find the online help link. Here is the link to the college's technology tips and tutorials:

http://www.ega.edu/index.php/offices/information_technology/tips_and_tutorials

- This course is NOT a self-paced or independent study course. The key to being successful is being self-motivated.
- Online courses offer flexibility, but they also require self-discipline and motivation in that you must keep up with the assignments, labs, and exams.
- By remaining in this class, you accept the responsibility of maintaining online internet access.
- By completing assignments before the Sunday night deadline you will avoid personal issues that may hinder you, power outages, and of course your own personal computer issues.
- You should consult D2L regularly and complete all assignments on time.
- I strongly urge you to review the syllabus and the weekly assignments to determine if this online course is right for you, your schedule and your level of motivation.
- With the exception of the final exam, everything in this course takes place online, including exams, labs, and assignments.
- Please realize that "computer crashes" or "computer problems" are not acceptable excuses for failing to complete assignments as they become due! If you experience computer problems, make the appropriate arrangements to complete your assignments on time. I cannot emphasize the importance of not waiting until an hour before an assignment is due to begin. (You must remember that some assignments may take longer than you anticipate).

- All of the content covered in the reading assignments, may not be covered in the web-based lectures. However, you are responsible for this information as it may appear on your Final exam.
- By remaining in this course, you acknowledge and accept the necessary testing procedures and policies as stated by the faculty. Please do not seek exceptions to these policies.

Nursing Student Handbook:

Students are expected to comply with the student handbook. The Nursing Student Handbook is subject to change with due notice to students. Revisions to policies, guidelines or resources will be distributed to students and will then supersede previous ones. The student handbook is located on the college’s website <http://www.ega.edu/policy/03-nursing-student-handbook.pdf?122217>.

Syllabus Changes:

This syllabus is subject to change at the discretion of the instructor, with due notice to students. The instructor reserves the right to change the dates and assignments as needed in the course. You the student will be given adequate notice of these changes in the course BrightSpace Announcement section

Assignment Deadlines:

It is the student’s responsibility to submit the assignment in learning management system by the posted due date and time. Written assignments must be original work presenting currently gathered information. If additional sources are required, cite using APA format. Failure to cite is considered plagiarism. See the appropriate rubric for grading criteria. Incorrectly submitted work may not be considered for grading. Late submissions for video submissions or written assignments will result in point penalties as indicated by rubric. The penalty for formal papers is indicated in the section below.

Course Preparation:

Students are responsible for checking BrightSpace D2L on a daily basis for weekly assignments or any changes in expectations or due dates. All reading assignments are included in the course calendar.

Students are expected to read the textbook before beginning the lessons contained in each module. Self-directed course preparation is critical to success in this course.

XVI. Daily Course Schedule

Week	Topic	Reading Assignments
Week 1	<p><i>Making the Case for Evidence-Based Practice and Cultivating a Spirit of Inquiry</i></p> <p>Definition of evidence-based practice (EBP)</p> <ul style="list-style-type: none"> • Evolution of EBP: Cochrane Collaborative and beyond • Rationale for using EBP in clinical settings • National initiatives for increasing EBP use • Steps inherent in the EBP process • Introduction to the rapid critical appraisal process for evidence and judging whether existing evidence can be useful 	<p>Chapter 1</p> <p>CSLO</p> <p>1, 11</p>

Week 2	<p><i>Asking Compelling, Clinical Questions</i></p> <ul style="list-style-type: none"> • Background versus foreground questions • Types of foreground/PICO questions • Components of a well-designed clinical (PICO) question 	Chapter 2 CSLO 11
Week 3	<p><i>Finding Relevant Evidence to Answer Clinical Questions</i></p> <p>Strength of information/evidence sources</p> <ul style="list-style-type: none"> • Licensed databases and web-based search engines • Choosing databases for evidence searches • Commonly used evidence search strategies • Use of Boolean operators and limits in searches • Reference management software (RMS) systems • Commonly used healthcare databases 	Chapter 3 CSLO 4,11
Week 4	<p><i>Critically Appraising Knowledge for Clinical Decision Making</i></p> <ul style="list-style-type: none"> • Sources of knowledge • Domains of evidence strength (AHRQ) • Defining external and internal evidence • Use of organizational internal evidence by federal agencies and national organizations • Use of external and internal evidence within the PDSA quality improvement cycle 	Chapter 4 ,16 CSLO 3,11
Week 5	<p><i>Critically Appraising Quantitative Evidence for Clinical Decision Making</i></p> <p><i>Critically Appraising Qualitative Evidence for Clinical Decision Making</i></p>	Chapters 5, 6 CSLO

	<ul style="list-style-type: none"> • Preliminary questions used in critically appraising qualitative/quantitative studies • Types of clinical questions and related qualitative/quantitative designs • Internal variation that occurs in qualitative/quantitative research • Commonly used techniques used in qualitative/quantitative research • General criteria for evaluating a qualitative/quantitative study • Mechanisms used that promote development of a valid meta-synthesis of qualitative/quantitative research 	2,7,11
Week 6	<p><i>Integration of Patient Preferences and Values and Clinician Expertise Into Evidence-Based Decision Making</i></p> <ul style="list-style-type: none"> • Central themes of evidentialism that support the use of evidence in clinical practice • Assumptions in evidentialism that underpin the role of clinical wisdom and judgment • Knowledge and skill sets needed by practitioners to practice EBP • Definition of patient-centeredness • Barriers and facilitators related to patient-centered care • Slogans/aphorisms related to patient-centeredness 	Chapter 7 CSLO 6,11
Week 7	<p><i>Advancing Optimal Care With Rigorously Developed Clinical Practice Guidelines and Evidence-Based Recommendations</i></p> <ul style="list-style-type: none"> • Definition of evidence-based clinical guidelines • Benefits of and issues with the use of EBCGs • Identifying the sponsor, the inclusion/exclusion criteria used, and the currency of databases containing EBCGs • Development of EBCGs • Grading systems used in evaluating the recommendations on which EBCGs are based • The rapid critical appraisal process for EBCGs • Organizational elements needed for successful implementation of EBCGs 	Chapter 8 CSLO 6,11

Week 8	<p><i>Implementing Evidence in Clinical Settings</i></p> <ul style="list-style-type: none"> • Essential elements of an evidence-based clinical environment • Federal and accrediting agencies that mandate an evidence-based clinical environment • Objectives and strategies essential for developing a vision for EBP • Barriers to implementing EBP in clinical environments • Objectives and related strategies needed to develop staff engagement in the EBP process • Steps and related strategies to integrate evidence-based practice into the clinical environment 	<p>Chapter 9</p> <p>CSLO</p> <p>5,8,10</p> <p>Chapter 11</p> <p>CSLO</p> <p>3,4,8</p>
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	<ul style="list-style-type: none"> • Evaluation of the implementation of EBP <p><i>Leadership Strategies for Creating and Sustaining EBP in an Organization</i></p> <ul style="list-style-type: none"> • Organizational factors that influence the implementation of EBP • Interventions promoting the behavior changes needed for consistent implementation of EBP by clinicians • National nursing organizations that incorporate EBP into the standards for leadership • Leadership styles and how they relate to EBP implementation and sustainability • Strategies and activities that address common barriers to creating an environment supportive of EBP <p>EBP competencies relevant to registered professional nurses</p>	
Week 9	<p><i>The Role of Outcomes and Quality Improvement in Enhancing and Evaluating Practice Changes</i></p> <ul style="list-style-type: none"> • Principles that support outcomes management • Steps in the Health Outcomes Institute’s Outcomes Management Model • Sources of internal evidence that provide data to measure outcomes and demonstrate improvement • Validity and reliability needed in instruments used to collect data from nonpreexisting sources • Levels of measurement in data collection tools • Methods of reporting outcomes data to organizational stakeholders • The role of ethics review in quality improvement studies 	Chapter 10 CSLO 2,6

Week 10	<i>Models to Guide Implementation and Sustainability of Evidence-Based Practice</i> <ul style="list-style-type: none"><li data-bbox="451 310 1045 342">• Introduction to a clinical decision-making model	Chapter 13 CSLO
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	<ul style="list-style-type: none"> • Components of the clinical decision-making model impacted by clinical expertise • Commonalities inherent in all EBP implementation models • The Stetler model • The Iowa model • Model for Evidence-Based Practice Change • Advancing Research and Clinical practice through close Collaboration (ARCC®) model • PARIHS framework • Clinical Scholar Model® • Johns Hopkins Nursing Evidence-Based Practice (JHNEBP) model • ACE Star Model of Knowledge Transformation 	6,10
Week 11	<p><i>Creating a Vision and Motivating a Change to Evidence-Based Practice in Individuals, Teams, and Organizations</i></p> <ul style="list-style-type: none"> • Elements necessary for successful organizational change • The Change Curve model • Kotter and Cohen's model of change • Rogers' theory of diffusion • Transtheoretical model of health behavior change • The DISC model of personality types • Strategies for overcoming barriers to implementing EBP • Stages of team development 	Chapter 14 CSLO 1,8
Week 12	<p><i>Teaching Evidence-Based Practice in Clinical Settings</i></p> <ul style="list-style-type: none"> • Challenges in the clinical setting affecting the effective teaching of EBP • Using the shared governance framework to advance EBP education • Areas of assessment to determine organizational readiness for EBP education • Basic content areas for EBP education of clinical staff • Educational strategies for teaching EBP to clinical staff <p><i>ARCC Evidence-Based Practice Mentors: The Key to Sustaining Evidence-Based Practice</i></p> <ul style="list-style-type: none"> • Introduction of the concept of mentoring • Characteristics of effective EBP mentors • Characteristics of good EBP mentees • Expectations in the relationship between EBP mentors and mentees • Role components of an ARCC® EBP mentor • Barriers to and facilitators of the EBP mentor role • Expected outcomes of EBP mentorship educational programs 	Chapter 16 CSLO 9,10 Chapter 17 CSLO 9,10

Week 13	<i>Disseminating Evidence Through Publications, Presentations, Health Policy Briefs, and the Media</i> <ul style="list-style-type: none">• Disseminating evidence through a podium/oral	Chapter 18
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	<p>presentation</p> <ul style="list-style-type: none"> • Topics to be included when presenting a research study • Tips in developing a slide presentation • Disseminating evidence through panel presentations • Disseminating evidence through poster presentations • Topics to be included in an EBP poster • Disseminating evidence through journal clubs • Disseminating evidence through publication • Disseminating evidence through health policy briefs • Disseminating evidence through public media <p><i>Generating Evidence Through Quantitative Research</i> <i>Generating Evidence Through Qualitative Research</i></p> <ul style="list-style-type: none"> • Preliminary questions used in critically appraising qualitative/quantitative studies • Concepts in instrument validity and reliability • Common statistical errors • Study validity and the effect of bias • Appraising study reliability • Appraising case study reports • Appraising case-control study reports • Appraising cohort studies • Appraising randomized controlled trials • Appraising systematic reviews <p>Synthesis of qualitative/quantitative research findings</p>	<p>CSLO 11</p> <p>Chapter 19,20 3,11</p>
<p>Week 14</p>	<p><i>Ethical Considerations for Evidence Implementation and Evidence Generation</i></p> <ul style="list-style-type: none"> • Core ethical principles that guide healthcare practice • Relationship between four core ethical principles and the Institute for Medicine's core dimensions of quality • How evidence-based quality improvement initiatives can conflict with ethical principles • Ethical controversies related to evidence-based quality improvement initiatives • Similarities and differences among research, evidence-based practice, and quality improvement that have implications for human subjects review • Ethical foundations for clinical research • Ethical responsibility of patients in the process of improving health care 	<p>Chapter 22</p> <p>CSLO 3,11</p>
<p>Thanksgiving Break</p>		

Week 15	<i>Writing a successful grant</i> <i>Course Wrap up</i>	Chapter 21 CSLO 3,7,11
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WEEK 16	<i>Proctored evaluation</i>	
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NURS 4117 – Current Trends, Issues and Intervention: Implementation of Evidenced-Based-Practice Spring 2020 Calendar		
WEEK	TOPIC	RESOURCES and REQ ASSIGNMENTS
WEEK 1 1/13/20	<i>Making the Case for Evidence-Based Practice and Cultivating a Spirit of Inquiry</i>	Chapters 1 Discussion #1
WEEK 2 1/20/20	<i>Asking compelling , Clinical Questions</i>	Chapters 2 Discussion #2
WEEK 3 1/27/20	<i>Finding Relevant Evidence to Answer clinical Questions</i>	Chapter 3 Discussion #3 Three Year Plan Due 2/2/20 11:30 pm
WEEK 4 2/3/20	<i>Critical Appraisal of Knowledge for clinical Decision Making Teaching Evidenced Based Practice in Academic Settings</i>	Chapters 4, 16 Discussion #4
WEEK 5 2/10/20	<i>Critically Appraising Quantitative e Evidence for clinical Decision Making Critically Appraising Qualitative Evidence for clinical Decision Making Generating Evidence through Qualitative Research</i>	Chapter 5,6
WEEK 6 2/17/20	<i>Integration of Patient Preferences and Values and Clinician Expertise into Evidence-Based Decision Making</i>	Chapter 7 Discussion #5
WEEK 7 2/24/20	<i>Advancing Optimal Are with rigorously Developed Clinical Practice Guidelines and Evidenced-Based Recommendations</i>	Chapter 8 Discussion #6
WEEK 8 3/2/20	<i>Implementing Evidence in Clinical Settings Leadership Strategies for Creating and Sustaining EBP in an Organization</i>	Chapter 9,11 Discussion #7

WEEK 9 3/9/20	<i>The Role of Outcomes and Quality Improvement in Enhancing and Evaluating</i>	Chapter 10 Discussion #8
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	<i>Practice Change</i>	
Spring Break March 16, 2020-March 22, 2020		
WEEK 10 3/23/20	<i>Models for Implementation and Sustainability of Evidenced Based Practice</i>	Chapter 13 Discussion #9
WEEK 11 3/30/20	<i>Creating a Vision and Motivating Change to EBP in Individuals, Teams, and Organizations</i>	Chapters 14
WEEK 12 4/6/20	<i>Teaching EBP in Clinical Settings ARCC Evidenced Based Practice Mentors: The Key to Sustaining Evidenced-Based Practice</i>	Chapter 16,17 Discussion #10
WEEK 13 4/13/20	<i>Disseminating Evidence through Publications, Presentations, health policy Briefs, and the media Generating Evident through Quantitative Research Generating Evidence through Qualitative Research</i>	Chapter 18,19, 20 Capstone Reflection Paper Due by 4/12/20 11:30pm
WEEK 14 4/20/20	<i>Ethical Considerations for EBP Implementation and Evidence Generation</i>	Chapter 22 Capstone Project Due Paper and PowerPoint presentations 4/19/20 11:30 pm
WEEK 15 4/27/20	<i>Writing an successful grant Proposal to fund Research and Evidence Based Practice Implementation Projects Course Wrap up</i>	Chapter 21 Portfolio Due by 4/28/20 11:30pm Allocation of hours due by 4/28/20
WEEK 16 5/4/20	Proctored evaluation	

XVII. Optional Policies

- a. Cell Phones & Electronic Devices (please see EGSC Student Handbook)
- b. Recording (e.g. audio, video, cell phone pictures) (please see EGSC Student Handbook)
- c. Classroom Behavior (please see EGSC Student Handbook)