This course focuses on the transition from licensed practical nursing to be a baccalaureate-prepared professional registered nurse. This course will enhance previously learned skills, as well as the development of new skills and knowledge related to the historical, theoretical, ethical, and legal foundations of the professional registered nurse.

Outcomes

End of Program Student Learning Outcomes (EPSLO):

The end of program student learning outcomes for this course are:

- EPSLO 3: Use principles of management and delegation to implement plans of care with members of the intra-professional team to achieve safe, quality, patient outcomes.
- EPSLO 4: Demonstrate the standards of professional nursing practice and core values within an ethical and legal framework.
- EPSLO 5: Apply principles of leadership and interprofessional collaboration to improve patient outcomes.
- EPSLO 6: Use evidence-based findings and information technology to improve the quality of care for patients.

Student Learning Outcomes:

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

- SLO1 (aligns with EPSLO 3): Identify the essential components for safe, effective assignment, delegation, and supervision for personnel who provide nursing care.
- SLO2 (aligns with EPSLO 4): Apply ethical principles, legal influences, regulatory policies, and professional standards of practice to the role of the Registered Professional Nurse.
- SLO3 (aligns with EPSLO 5): Describe the process of professional socialization from practical/vocation nurse to that of the Professional Registered Nurse (also aligns with GECC-7.1, GECC-7.2).
- SLO4 (aligns with EPSLO 6): Explain how the Registered Professional Nurse uses evidence-based practice (EBP) and technology to provide patient-centered care.

General Education Career Competencies Addressed in this Course:

- GECC-2.1: Apply scientific knowledge and reasoning to make evidence-based decisions (aligns with SLO6).
- GECC-6.1: Explain different ethical positions in relation to a problem or issue (aligns with SLO4).
- GECC-7.1: Professional Presence and Self Awareness: Develop a career planning strategy that incorporates your strengths, interests, abilities, and values (aligns with SLO5).
- GECC-7.1: Professional Presence and Self Awareness: Explain the norms and conventions of the workplace for a work field (aligns with SLO6).

Nursing Practice Competencies addressed in this course:

- QSEN: Teamwork and Collaboration – Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
- QSEN: Safety – Minimizes risk of harm to patients through both system effectiveness and individual performance.
- ANA Code of Ethics:
  - The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and acts consistently with the obligation to provide optimal patient care.

- The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve the wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- The nurse through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

School of Nursing Expectations

End-of-Program Student Learning outcomes (EPSLOs) represent the expectations we have in the School of Nursing for our graduates.

EPSLO attainment is gradually built through completion of the program curricula. You will attain deeper levels of knowledge related to each EPSLO as you progress through the program curricula. To demonstrate this, each Course Level Student Learning Outcome (SLO) builds toward achievement of the graduate level EPSLO.

Within each course, module outcomes (MOs) build toward achievement of Course Level Student Learning Outcomes (SLOs), which build toward achievement of the End-of-Program Student Learning Outcomes (EPSLOs). The connection and progression of MOs to SLOs to EPSLOs is found on the “Outcomes” page in the course.

Deliverables

Click here (https://www.excelsior.edu/calendar/8-week-term-schedule/) to view the 8 week Term Schedules.

Click here (https://www.excelsior.edu/calendar/15-week-term-schedule/) to view the 15 week Term Schedules.

Course Schedule

Weeks start on Monday, 12:01 AM ET (Eastern Time) and end on Sunday, 11:59 PM ET, US (United States).

Unless otherwise noted, all assigned items are due at the end of the module (by 11:59PM, Sunday).

The Course Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; Title</th>
<th>Required Materials</th>
<th>Assignments</th>
<th>Course Outcomes Related to this Module</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>Module</td>
<td>Professional Role Development</td>
<td>Assigned Readings and Videos</td>
<td>M1.1 Assigned Readings and Videos</td>
<td>MO 1-01</td>
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</tbody>
</table>
• Chapter 4: The Process of Educating Nurses  
• Chapter 9: Reality in the Workplace (pp. 213-215, and 232-243) | M1.2 View from the Field: Role Development Knowledge Badge Activity | MO 1-02 |
• Chapter 5: The Evolution of Licensure, Certification, and Nursing Organizations | M2.2 View from the Field: Professional Nursing Practice | MO 2-02 |
|                                  | • Chapter 2: Theory, Research, and Evidence-Based Practice (p.26 to Section on Nursing Research p.32)  
• Chapter 3: Health Wellness and Health Disparities  
• Chapter 4: Health of the Individual, Families, and Community | | M2.3 Your View: Nursing Practice and Competencies Discussion | MO 2-03 |

- Chapter 14: Ensuring Quality Care
- Chapter 24: Nursing Research and Evidence-Based Practice.


- Chapter 2: Theory, Research, and Evidence-Based Practice (from Nursing Research to the end of the chapter pp. 32-45).
- Chapter 13: Blended Competencies, Clinical Reasoning, and Processes of Person-Centered Care.
- Chapter 18: Evaluating (from Evaluating Quality Care to the end of the chapter pp. 442-451).

Agency for Healthcare Research and Quality. (2019). *Put quality improvement into practice.* https://www.youtube.com/watch?v=b6kHVZwQpVg

Module 4: Regulatory Framework & Legal Influences

Textbook Readings:

- Chapter 8: Nursing Law and Liability
- Chapter 11: Clinical Practice (p. 183-184)

- Chapter 7: Legal Dimensions of Nursing Practice

Additional Reading (EC Library):


Websites:


Videos:

American Nurses Association. (2016). *ANA: I am an RN. What’s your superpower?* https://www.youtube.com/watch?v=09aB_UhNh1c


Atrium Health. (2016). *Nurse struggled with addiction, now sober, shares message of hope* https://www.youtube.com/watch?v=OThbi37fMQo


Wake County. (2020). *Make the call: North Carolina’s Good Samaritan Law.* https://www.youtube.com/watch?v=CLkgh75wrDg
<table>
<thead>
<tr>
<th>Module 5: Ethical Principles, Standards, &amp; Dilemmas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook Readings:</strong></td>
</tr>
<tr>
<td>• Chapter 6: Ethics in Nursing</td>
</tr>
<tr>
<td>• Chapter 7: Bioethical Issues</td>
</tr>
<tr>
<td>• Chapter 21: Diversity</td>
</tr>
<tr>
<td>• Chapter 6: Values, Ethics, and Advocacy</td>
</tr>
<tr>
<td><strong>Videos:</strong></td>
</tr>
<tr>
<td>Johnson &amp; Johnson Nursing. (2012). <em>A day in the life: Laurie (ER nurse)</em>. <a href="https://www.youtube.com/watch?v=nr1_JWDY9bw">https://www.youtube.com/watch?v=nr1_JWDY9bw</a></td>
</tr>
<tr>
<td><strong>MO 5-01</strong></td>
</tr>
<tr>
<td><strong>MO 5-02</strong></td>
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<tr>
<td><strong>MO 5-03</strong></td>
</tr>
<tr>
<td><strong>EPSLO 4</strong></td>
</tr>
<tr>
<td><strong>GECC-6.1</strong></td>
</tr>
<tr>
<td><strong>M5.1 Assigned Readings and Videos</strong></td>
</tr>
<tr>
<td><strong>M5.2 View from the Field: Ethical Decisions and Dilemmas Knowledge Activity</strong></td>
</tr>
<tr>
<td><strong>M5.3 Your View: Ethical Decision-Making Case Study and VoiceThread Assignment</strong></td>
</tr>
<tr>
<td><strong>M5.4 Conceptual View: Think about Learning Discussion</strong></td>
</tr>
</tbody>
</table>

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### Module 6: Concepts Related to Nursing Delegation

#### Textbook Readings:
  - Chapter 15: Delegation in Nursing
  - Chapter 8: Communication (pp. 147-161).
  - Chapter 10: Leading, Managing, and Delegating (pp. 226-233).

#### Website:

#### Videos:
- Singing River Health System. (2020). While you were sleeping nurse commercial. https://www.youtube.com/watch?v=b5gtZtN7wqc

### M6.1 Assigned Readings and Videos
- MO 6-01
- MO 6-02
- MO 6-03

### M6.2 View from the Field: Nursing Delegation Knowledge Badge Activity
- EPSLO 3

### M6.3 Your View: How will you handle Nursing Delegation?
- Case Study and Discussion

### M6.4 Conceptual View: Think about Learning Discussion

### M6.5 Comprehensive Midterm Exam (modules 1-6)
### Module 7: The RN's Role in Leadership & Management

#### Textbook Readings:


- Chapter 10: Leadership, Followership, and Management
- Chapter 11: Communication, Negotiation, and Conflict Resolution
- Chapter 12: Understanding and Dealing Successfully with Difficult Behavior


- Chapter 10: Leading, Managing, and Delegating (Module reading is focused on leadership. Read from beginning of chapter to section of Implementing leadership and management skills in nursing care. Pages 214-226)
- Chapter 12: Collaborative Practice and Care coordination across settings (sections on Continuity of Care and Collaborative Practice, Pages 269-273)

#### Videos:

https://www.ahrq.gov/teamstepps/instructor/videos/ts_vig1a001/vig001.html

https://www.ahrq.gov/teamstepps/instructor/videos/ts_Huddle_ER/huddleER-400-300.html


Agency for Healthcare Research and Quality. (n.d.). *Inpatient medical: SBAR.*

https://www.youtube.com/watch?v=jMDRU2EcAnU

https://www.youtube.com/watch?v=xxtDQOU0wc

https://www.youtube.com/watch?v=m9PnBd7CYZU


https://www.youtube.com/watch?v=f3NmLUINP80

https://www.youtube.com/watch?v=id3KlaCwBmg
Module 8: Healthcare Influences & Future Roles for RN's

**Assigned Readings:**
  - Chapter 17: Nursing Informatics
  - Chapter 22: The Impact of the Aging Population on Health Care Delivery
  - Chapter 11: The Health Care Delivery System

**Videos:**
- TEDx Talks (2020). *The participation trophy model for innovation and why it works: Tim Raderstorf – TEDx Columbus* https://www.youtube.com/watch?v=W-L69x2tI2I

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**Evaluation**

**Grade Ranges**
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

**Breakdown**

<table>
<thead>
<tr>
<th>Activities/Assessments</th>
<th>% of Final Grade</th>
</tr>
</thead>
</table>

M8.1 Assigned Readings and Videos
MO 8-01
MO 8-02
MO 8-03
EPSLO 6
M8.2 View from the Field
M8.3 Your View: Transition to the Professional RN Role
VoiceThread Assignment
M8.4 Conceptual View Discussion
GECC-2.1
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Discussion Participation (3)</td>
<td>20% - each discussion is worth 6.6% of the final grade. There are three (3) discussion assignments in the course. The discussions questions will be answered in Modules 2, 4 and 6</td>
</tr>
<tr>
<td>VoiceThread Discussion</td>
<td>30% - each VoiceThread assignment is worth 6% of the final grade. There is five (5) VoiceThread discussion assignments in the course. The VoiceThread discussion assignments are in Modules 1, 3, 5, 7 and 8.</td>
</tr>
<tr>
<td>Assignment (5)</td>
<td></td>
</tr>
<tr>
<td>Conceptual View Discussions</td>
<td>20% - at the end of each module (1, 2, 3, 4, 5, 6, 7, and 8) there is a conceptual view discussion. Each one must be completed and is worth 2.5% of the final grade.</td>
</tr>
<tr>
<td>(8)</td>
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</tr>
<tr>
<td>Exams (1)</td>
<td>30% - there is one comprehensive exam, in Module 6 which covers content from Modules 1 through 6.</td>
</tr>
<tr>
<td>Knowledge Badge Activities</td>
<td>There are four (8) Knowledge Badge Activities in the course; and are in each module. These activities will be marked complete or incomplete in the gradebook.</td>
</tr>
<tr>
<td>(8)</td>
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</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Criteria**

**COURSE REQUIREMENTS**

**Course Activities:**

- **Exams - 30%**
  
  There is one comprehensive examination in Module 6.
  
  - The exam contains 50 questions and is worth 100 points. The exam contributes to 30% of the final grade for the course.

  The exam is made of multiple-choice questions with one correct answer and select all that apply questions with multiple correct answers. Only one (1) attempt is allowed for the exam.

  - The Module 6 exam will cover content from Modules 1, 2, 3, 4, 5, and 6.
    - The Module 6 exam is not available until the start of week 6 and must be submitted by the end of week 6 (Sunday at 11:59 p.m. EST).

- **Interactive Tutorials**

  Each module contains an Interactive Tutorial. Complete all components of the tutorial before you complete any graded activities. The Interactive Tutorial and assigned readings provide the information you will need to demonstrate achievement of the student learning outcomes tested assessed in the module discussions and the comprehensive exam in Module 6.

- **Discussion Participation – 20%**

  There are three (3) Discussion Questions (Modules 2, 4, and 6)

  Each Discussion/Assignment is worth 100 points and contributes to 6.6% of the Final Grade.

  - Students are required to post a minimum of two (2) curriculum focused discussions each week. Refer to the rubric and discussion posting guidelines for specific details. Discussions start on Monday and end on Sunday evening (Eastern Time, US). Refer to the course schedule for the specific dates and topics.
  - Students are required to post their initial response to the discussion questions by Thursday at 11:59 PM (Eastern Time, US) of the week they are due. The initial post cannot be a response to another’s student’s post. Students who do not submit their
response to the discussion questions as noted above will have ten (10) points deducted from their discussion question grade for the week.

- The discussions will be graded using the AD Discussion Rubric.

**VoiceThread Discussions (5) – 30%**
There are four (4) VoiceThread discussion assignments (Modules 1, 3, 5, and 8). A VoiceThread is a collaborative, multimedia slide show that holds images and video, and allows students to navigate slides and leave comments using voice, text, an audio file, or video.

Each VoiceThread discussion is worth 100 points and contributes to 6% of the Final Grade.

- Students are required to post an initial post by Thursday at 11:59 p.m. ET. You are required to make a minimum of one response post of at least one other student by Sunday at 11:59 p.m. ET.
- VoiceThread discussions will be graded using the VoiceThread Discussion Rubric

**Conceptual View Discussion Questions (8) – 20%**
At the end of each module, there is a conceptual view discussion question. Each conceptual view discussion question is worth 2.5% of the final grade. These discussion questions are a mechanism to enhance what you learned in the module by asking you to think and apply what was learned.

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### Institutional Policies

#### STUDENT PARTICIPATION

Weekly course participation is required. Please see the [Student Participation Policy](https://www.excelsior.edu/policy/course-participation-policy/) for more details.

#### INSTRUCTOR PARTICIPATION

Your instructor will:

- Post a welcome message during the first 24 hours of the course.
- Schedule real time office hours through Canvas tools and/or by individual appointment.
- Communicate with you through the Canvas communication tools, including internal course messaging.
- Respond to student communications within two business days.
- Log into the course to review and participate at least three different days a week in 15-week courses, or four different days a week in 8-week courses.
- Provide you with formative feedback midway through the course based on work submitted to that point.
- Grade all formative assignments within 7 business days in 15-week courses and 4 business days in 8-week courses, and will grade final summative work within 5 business days after the end of the term.

#### LATE COURSE WORK POLICY

This policy governs the acceptance and grading of late work (including assignments, quizzes and exams, and discussion posts) in Excelsior College courses. The intention of the policy is to promote consistency and academic rigor in Excelsior College courses, while also providing faculty with the flexibility to respond to students experiencing extenuating circumstances.

**a)** Students are expected to submit work for Excelsior College courses by the due date stipulated in the course.

**b)** Students who are unable to submit course work by the due date because of an extenuating circumstance should contact their instructor prior to the due date to request an extension for the work. If it is not possible to contact the instructor prior to the due date, they should do as soon after the due date as possible.

Extenuating circumstances include, but are not limited to, the following:

- an illness or injury
- a death of a family member or significant other
- a significant change in employment or military status
- a trauma in the student’s life
• technical issues
• a natural disaster (see Policy 153)
• other significant unplanned events

c) Instructors have the discretion to offer an extension or to accept late course work without penalty based on their assessment of a student’s circumstances. Documentation of extenuating circumstances may be required.

d) Unless otherwise stipulated in the instructions or grading rubric, the following penalties will apply to late course work that has not been granted an extension by the instructor:

• Course work submitted less than a week (seven calendar days) after the due date will be subject to a 10% penalty (10 points out of 100);
• Course work submitted more than a week after the due date will receive a zero.

e) Discussion posts will receive a zero after the due date for the discussion without prior permission from the instructor.

f) Course work submitted after the final day of the term will receive a zero unless an official course extension has been granted. (See Policy 133: Courses and Examinations Extension Policy).

g) At the discretion of the provost, the college may waive the requirements in this policy for students experiencing a disaster or emergency. See Policy 153: Assistance to Students in Disaster and Emergency Areas.

h) Students may appeal the decision of their instructor by contacting the school offering the course. Contact information for each of the schools is located below.

• School of Undergraduate Studies: ugappeal@excelsior.edu
• School of Graduate Studies: grstudent@excelsior.edu
• School of Nursing: SON-courses@excelsior.edu

ACADEMIC INTEGRITY

Cheating and Plagiarism

Academic Integrity is a valued part of your education, and the college expects you to submit work that is your own. Intentional plagiarism, and online cheating, including the purchasing of papers or sharing course materials, examinations or quizzes with outside vendors/websites in an unauthorized manner is a serious offense. To ensure the high standards of the college are upheld, all work will be processed through anti-plagiarism software available in the course. Please see the policy on Academic Integrity (https://www.excelsior.edu/policy/academic-integrity/) for more details. We want you to be successful! If you need assistance in writing a paper or studying, please contact your course instructor or advisor.

Copyright Protections

In addition, you should be aware that content in Excelsior College courses is owned by the College or third parties and is typically subject to some form of copyright protection. Therefore, these materials may only be used by you for educational purposes as part of your participation in Excelsior College courses. It is your responsibility to properly use the information and materials in each course.

GENERAL POLICIES

You are responsible for being familiar with all the policies that are related to your activity in this course. Complete information on Excelsior College policies can be found in your course or by visiting Excelsior College Policies (https://www.excelsior.edu/policies/).

Technology Requirements

Please be sure to review System Requirements and Required Software (http://help.excelsior.edu/system-requirements-and-required-software/). This is especially important if you are taking a course that contains any interactive components, such as games and simulations.

Accessibility
Accessibility statements for each technology utilized within a course can be found on this Technology Accessibility (https://www.excelsior.edu/page/accessibility/) page. If you have questions on the accessibility of technologies, contact Accessibility Services (https://www.excelsior.edu/support-resources/accessibility-services/).

Privacy on External Websites

In some courses, the use of applications or certain websites may require providing personal information. Click each link to view the application’s privacy statement.