

LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH  
*School of Nursing*

**Nursing 112:**  
**INTRODUCTION TO**  
**PROFESSIONAL NURSING ROLE**

**Spring 2018**

COURSE TITLE:	<b>N112: INTRODUCTION TO PROFESSIONAL NURSING ROLE</b>
PRE-REQUISITES:	Acceptance into the Nursing Program
UNITS:	1 Unit
HOURS:	3 Hours per week
LENGTH:	7 Weeks
PLACEMENT:	Semester I
CONCURRENCY:	All semester theory courses are taken concurrently with the clinical courses.
COURSE DESCRIPTION:	<p>This course introduces nursing as a profession to the student as well as role expectations of the student nurse in a nursing program. The Neuman Systems Model is utilized as a framework for curriculum presentation. The legal responsibilities and the ethical behaviors required for providing safe nursing care are discussed. The essential components of the therapeutic communication process are presented as a foundation. The roles of provider, manager of direct client care, coordinator/collaborator of care, and client advocate are introduced. The role of the nurse in primary and secondary intervention is presented.</p>
COURSE OBJECTIVES:	<p>Upon satisfactory completion of the course, the student:</p> <ol style="list-style-type: none"><li>1. Utilize the Neuman System Model as a conceptual framework to apply the nursing process in a management of safe patient-centered care.</li><li>2. Discuss the theories and principles of communication and use of nursing informatics in providing patient-centered care.</li><li>3. Discuss issues in teamwork and the collaborative role of the nurse to promote patient-centered care.</li><li>4. Discuss accountable behaviors utilized by the professional nurse to improve quality of care for individuals with common health problems.</li><li>5. Describe collaborative interventions and use of clinical reasoning skills in decision making for individuals with common health problems.</li></ol>

6. Discuss the legal issues and policies, and evidence based-practice in the healthcare system to promote safe patient-centered care and meet the educational needs of individuals with common health problems.
7. Acknowledge the value of sociocultural factors in providing patient-centered care within the healthcare delivery system.

STUDENT LEARNING  
OUTCOME:

Students competently identify appropriate legal and ethical principles and the use of therapeutic communication needed to provide care for adult clients in a variety of health care settings.

TEACHING  
METHODS:

Lecture, discussion, video, case study.

METHOD OF  
EVALUATION:

Students attain an overall cumulative score of 70% or higher on quizzes, examinations, and satisfactory completion of all required activities indicating attainment of student learning outcomes.

GRADING SCALE:

Grade is calculated from:

Three exams consisting of 50 questions each

- Exam #1- 31% of the course grade
- Exam #2 – 31% of the course grade
- Final Exam – 32% of the course grade

Written assignment – 6% of the course grade

The percentage grading scale is used as the method of scoring and determining final grade in course, there is no “rounding” of grades (Please refer to Grading System Policy #300)

REQUIRED  
READING:

Berman, A., Snyder, S. & Frandsen, G. (2016). *Kozier & Erb’s Fundamentals of nursing: Concepts, process and practice* (10<sup>th</sup> ed.). New Jersey: Prentice-Hall, Inc.

California Board of Registered Nursing. *Nurse practice act*. (<http://www.rn.ca.gov/regulations/npa>.)

Los Angeles County College of Nursing and Allied Health, School of Nursing (2017). *Student Handbook*. (<http://lacusc-teamserv.lacusc.org/C7/C5/Student%20Handbook/default.aspx>)

RECOMMENDED  
READING:

Neuman, B. (2002). *The Neuman systems model*. (4th ed.). New Jersey: Prentice Hall.

INSTRUCTIONAL  
REFERENCES:

Fawcett, J. (2013). *Analysis and evaluation of contemporary nursing knowledge: Nursing models and theories* (3<sup>rd</sup> ed). Philadelphia: F.A. Davis.

Hood, L. & Leddy, S. (2014). *Leddy & Pepper's conceptual bases of professional nursing* (8<sup>th</sup> ed). Philadelphia: Lippincott.

Neuman, B. (1995). *The Neuman systems model: Application to nursing education & practice* (3rd ed.). Stanford, CT: Appleton-Century-Crofts.

**All academic policies are strictly enforced.**

Unit Title: <b>Role Expectations of the Nursing Student</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Discusses the origins of expectations.</p> <ol style="list-style-type: none"> <li>1. Identifies the different levels of expectations.</li> <li>2. Describes how each level of expectations affects nursing.</li> </ol> <p>B. Operationalizing the expectations</p> <ol style="list-style-type: none"> <li>1. Professional socialization.</li> <li>2. Utilizing strategies of success.</li> <li>3. Utilization of critical thinking skills</li> </ol>	<p>A. Origins of expectations</p> <ul style="list-style-type: none"> <li>▪ Levels of expectations             <ul style="list-style-type: none"> <li>- Society's                 <ul style="list-style-type: none"> <li>• QSEN</li> <li>• Joint Commission</li> </ul> </li> <li>- The nursing profession</li> <li>- The Nurse Practice Act</li> </ul> </li> </ul> <p>B. Operationalizing strategies</p> <ul style="list-style-type: none"> <li>▪ Professional socialization             <ul style="list-style-type: none"> <li>- Definition</li> <li>- Goal of socialization</li> <li>- Essential nursing values</li> <li>- Values clarification</li> <li>- The caring component in nursing</li> </ul> </li> <li>▪ Utilizing strategies of success             <ul style="list-style-type: none"> <li>- Studying skills</li> <li>- Developing and utilizing communication skills</li> <li>- Developing organizational skills</li> </ul> </li> </ul>	<p><b><u>Required Reading</u></b></p> <p>Berman,          Chapter 1: pp. 17-18          (Socialization to Nursing)          Chapter 4: pp. 70 (Legal          Responsibility of Students)          Chapter 5: pp. 73-75 (Values)          Chapter 10: pp. 144-149          (Critical Thinking)          Chapter 25: pp. 399-400 (Box          25-1 and Box 25-2)</p>

Unit Title: <b>Role Expectations of the Nursing Student</b> (Cont'd)		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
	<ul style="list-style-type: none"> <li>▪ Utilizing your critical thinking skills               <ul style="list-style-type: none"> <li>- Definition of critical thinking</li> <li>- Importance of critical thinking in nursing</li> <li>- How critical thinking is used</li> <li>- Characteristics of a critical thinker</li> <li>- Skills in critical reasoning</li> <li>- Attitudes that foster critical thinking</li> <li>- Critical thinking in problem-solving</li> <li>- Decision-making/Test taking skills</li> </ul> </li> </ul>	

Unit Title: <b>Professional Standards in Nursing</b>		
Objectives	Content Outline	Student Activities
<p>A. Applies professional standards to nursing practice.</p> <ol style="list-style-type: none"> <li>1. Discusses standards of care and competent performance for nursing practice.</li> <li>2. Identifies Board of Nursing standards of practice.</li> <li>3. Defines institutional standards.</li> <li>4. Describes community standards.</li> </ol> <p>B. Examines the Nursing Practice Act as a standard for nursing practice.</p> <ol style="list-style-type: none"> <li>1. Describes how the California Nurse Practice Act defines the scope of nursing practice.</li> <li>2. Discusses the relationship between the Nurse Practice Act and requirements for entry into practice.</li> <li>3. Describes the role of state boards of nursing.</li> <li>4. Discusses licensure and disciplinary issues.</li> </ol>	<p>A. Professional standards of care</p> <ul style="list-style-type: none"> <li>▪ Competent Performance</li> <li>▪ Board of Registered Nursing (BRN)</li> <li>▪ Institutional Standards</li> <li>▪ Community Standards</li> <li>▪ American Nursing Association (ANA)</li> </ul> <p>B. Nursing Practice Act</p> <ul style="list-style-type: none"> <li>▪ Definition of scope of practice</li> <li>▪ Entry into practice</li> <li>▪ Accreditation for schools of nursing</li> <li>▪ BRN roles</li> <li>▪ Licensure</li> <li>▪ Disciplinary issues</li> </ul>	<p><b><u>Required Reading</u></b></p> <p><a href="http://www.rn.ca.gov/">www.rn.ca.gov/</a></p> <ul style="list-style-type: none"> <li>▪ Nursing Practice Act Statutes and Regulations</li> <li>▪ Nursing Programs</li> </ul> <p>Berman,    pp. 16, Box 1-2 (Career Roles for Nurses)    pp. 15-16 (Role &amp; Functions of RN)    pp. 12, Box 1-1 (Entry into Practice &amp; Nursing Education)    pp. 10 (Associate Degree RN)    pp. 83-84 (Advocacy)    pp. 78-79 (Nursing Code of Ethics)    pp. 51-52 (Standards of Care)</p>

Unit Title: <b>Professional Standards in Nursing</b> (Cont'd)		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>C. Applies ANA standards of professional practice to nursing practice.</p> <ol style="list-style-type: none"> <li>1. Defines collaborative roles.</li> <li>2. Describes various collaborative roles of a nurse in management of individualized client care.</li> </ol> <p>D. Explains how the Nursing Code of Ethics affects nursing practice.</p> <ol style="list-style-type: none"> <li>1. Describes common principles in ethical codes.</li> <li>2. Discusses ethical codes as morally versus legally binding.</li> <li>3. Identifies ethical issues encountered by professional nurses.</li> </ol>	<p>C. Collaborative roles</p> <ul style="list-style-type: none"> <li>▪ Provider of care</li> <li>▪ Student</li> <li>▪ Manager and Coordinator of client care</li> <li>▪ Member of discipline</li> <li>▪ Client advocate</li> </ul> <p>D. Nursing Code of Ethics</p> <ul style="list-style-type: none"> <li>▪ ANA Code of Ethics</li> <li>▪ Code of Ethics moral and legal implications</li> <li>▪ LAC+USC Medical Center</li> </ul>	<p>Berman:  p. 78, Box 5-3 (ICN Code of Ethics)</p>



Unit Title: <b>Introduction to the Nursing Role</b>		
Objectives	Content Outline	Student Activities
<p>A. Examines the relevance of nursing history to the present state of the nursing profession.</p> <ol style="list-style-type: none"> <li>1. Discusses the historical development of professional nursing.</li> <li>2. Identifies significant events that contributed to the development of nursing as a profession.</li> <li>3. Identifies nursing leader who helped to shape the nursing profession.</li> <li>4. Discusses factors that influenced changes in nursing education.</li> </ol> <p>B. Examines the impact of socioeconomic influences on the role of the nurse.</p> <ol style="list-style-type: none"> <li>1. Discusses the evolving role of the nurse.</li> <li>2. Describes the traits defining a profession that nursing has attained.</li> </ol> <p>C. Determines why theories and models are important to the profession of nursing.</p> <ol style="list-style-type: none"> <li>1. Discusses the meaning of the terms nursing model, conceptual framework, and nursing theory.</li> <li>2. Explains how theories and models influence the perception of the nursing profession.</li> </ol>	<p>A. Events and people that shaped the development of professional nursing</p> <ul style="list-style-type: none"> <li>▪ Significant events and struggles of each period of nursing history</li> <li>▪ Persons who influenced development of professional nursing</li> <li>▪ Major organizations that influenced nursing development</li> <li>▪ Factors that influenced change in nursing education</li> </ul> <p>B. Professional nursing roles</p> <ul style="list-style-type: none"> <li>▪ Peplau's relevant nursing roles</li> <li>▪ Collaborative roles in the healthcare setting</li> <li>▪ Nursing roles in primary and secondary intervention</li> </ul> <p>C. Conceptual and theoretical models in nursing practice</p> <ul style="list-style-type: none"> <li>▪ Global ideas of nursing</li> <li>▪ Nursing theories contribution to the basis of nursing</li> <li>▪ Models of care</li> <li>▪ Neuman's understanding of the professional nurse.</li> </ul>	<p><b><u>Required Reading</u></b></p> <p>Berman, Chapter 1: pp. 3-23 Chapter 3: pp. 37-44</p>

Unit Title: <b>Introduction to the Nursing Role (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
D. Illustrates professional behaviors that define nursing. 1. Discusses essential elements of professional conduct and role modeling in nursing. 2. Gives examples of the image of nursing.	D. Professional behaviors of the nurse <ul style="list-style-type: none"><li>▪ Elements of professionalism</li><li>▪ Myths/perceptions about nursing</li><li>▪ Contemporary nursing image negatives and positives</li></ul>	

Unit Title: <b>Neuman Systems Model</b>		
Objectives	Content Outline	Student Activities
<p>A. Examines concepts common to most nursing theories.</p> <ol style="list-style-type: none"> <li>1. Discusses the metaparadigm of nursing.</li> <li>2. Explains the principles of system's theory as utilized in an open system framework.</li> </ol> <p>B. Relates the purpose of a conceptual framework to nursing practice and nursing education.</p> <ol style="list-style-type: none"> <li>1. Describes how the use of a nursing theory can assist in providing wholistic and individualized care.</li> <li>2. Identifies seven curriculum threads used in the school curriculum.</li> </ol>	<p>A. Common concepts in nursing theories</p> <ul style="list-style-type: none"> <li>▪ Metaparadigm of nursing             <ul style="list-style-type: none"> <li>- client</li> <li>- environment</li> <li>- health</li> <li>- nursing</li> </ul> </li> <li>▪ Components of system's theory             <ul style="list-style-type: none"> <li>- input</li> <li>- output</li> <li>- evaluation</li> <li>- feedback</li> </ul> </li> <li>▪ Open versus closed system</li> </ul> <p>B. Role of nursing theory and conceptual framework</p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Nursing practice</li> <li>▪ Education             <ul style="list-style-type: none"> <li>- curriculum threads</li> </ul> </li> </ul>	<p><b><u>Required Reading</u></b></p> <p>Berman,          Chapter 3: pp. 37-40          (Introduction to Theories)          p. 42          (Neuman Systems Model)          Chapter 16: p. 245          (Closed and Open Systems)</p> <p>neumansystemsmodel.org          (NSM Powerpoint)</p>

Unit Title: <b>Neuman Systems Model</b> (Cont'd)		
Objectives	Content Outline	Student Activities
<p>C. Summarizes the wholistic dynamics of a person as defined in the Neuman Systems Model.</p> <ol style="list-style-type: none"> <li>1. Discusses the key concepts, assumptions, and beliefs of the Neuman Systems Model.</li> <li>2. Identifies the five variables that are viewed as interacting parts of the system.</li> <li>3. Discusses the reaction of the system when stressors break through the normal line of defense.</li> <li>4. Identifies three levels of prevention that are useful in planning nursing interventions.</li> </ol> <p>D. Compares the five steps of the nursing process with the three steps of the Neuman Model Nursing Process format.</p> <ol style="list-style-type: none"> <li>1. Explains the difference between the nursing process and the Neuman's nursing process.</li> </ol>	<p>C. Neuman Systems Model</p> <ul style="list-style-type: none"> <li>▪ Key concepts and assumptions             <ul style="list-style-type: none"> <li>- Person/client</li> <li>- environment</li> <li>- health</li> <li>- nursing</li> </ul> </li> <li>▪ Five variables             <ul style="list-style-type: none"> <li>- physiological</li> <li>- psychological</li> <li>- sociocultural</li> <li>- developmental</li> <li>- spiritual</li> </ul> </li> <li>▪ Three levels of prevention             <ul style="list-style-type: none"> <li>- primary</li> <li>- secondary</li> <li>- tertiary</li> </ul> </li> </ul> <p>D. Neuman Model Nursing Process format</p> <ul style="list-style-type: none"> <li>▪ Diagnosis</li> <li>▪ Goals</li> <li>▪ Outcomes</li> </ul>	

Unit Title: <b>Therapeutic Communication</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>A. Utilizes principles and theories of therapeutic communication used in promoting individualized care.</p> <ol style="list-style-type: none"> <li>1. Describes the components of the communication process.</li> <li>2. Discusses factors that influence communication.</li> <li>3. Identifies effective transcultural communication skills when planning care for clients of other cultures.</li> </ol> <p>B. Examines the therapeutic communication process utilized in effective interaction.</p> <ol style="list-style-type: none"> <li>1. Discusses ways to promote congruent communication.</li> <li>2. Describes the criteria utilized for accurate communication.</li> </ol>	<p>A. Principles and theories of communication</p> <ul style="list-style-type: none"> <li>▪ Definition of therapeutic communication</li> <li>▪ Verbal versus non-verbal communication</li> <li>▪ Components of communication               <ul style="list-style-type: none"> <li>- sender</li> <li>- receiver</li> <li>- message</li> <li>- channel</li> <li>- feedback</li> </ul> </li> <li>▪ Factors that may influence communication               <ul style="list-style-type: none"> <li>- sociocultural</li> <li>- environment</li> <li>- developmental</li> <li>- physical and emotional</li> <li>- gender</li> </ul> </li> </ul> <p>B. Criteria for accurate communication</p> <ul style="list-style-type: none"> <li>▪ Congruency in communication</li> <li>▪ Attributes of an effective communicator</li> </ul>	<p><b><u>Required Reading</u></b></p> <p>Berman, Chapter 26: pp. 411-434</p> <p>Berman, Chapter 15: pp. 236-239</p>

Unit Title: <b>Therapeutic Communication (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
<p>C. Demonstrates therapeutic nurse-client, nurse-staff, nurse-nurse communication.</p> <ol style="list-style-type: none"> <li>1. Discusses the therapeutic relationship.</li> <li>2. Discusses phases of the helping relationship.</li> <li>3. Formulates coping strategies to handle difficult people.</li> <li>4. Illustrates documentation in the medical record as communication.</li> </ol> <p>D. Applies the principles of communication in the nurse-client relationship.</p> <ol style="list-style-type: none"> <li>1. Identifies communication techniques that promote a therapeutic interaction.</li> <li>2. Identifies blocks to therapeutic interaction.</li> </ol> <p>E. Differentiates health interview from social conversation.</p> <ol style="list-style-type: none"> <li>1. Defines interview.</li> <li>2. States the purposes of a nursing interview.</li> <li>3. Describes three phases of interview.</li> <li>4. Discusses guidelines for interviewing.</li> </ol> <p>F. Identifies key elements for effective hand-off communication.</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose of hand-off communication or change-of-shift report.</li> </ol>	<p>C. Social versus professional relationships</p> <ul style="list-style-type: none"> <li>▪ Phases of therapeutic relationships</li> <li>▪ Communication styles             <ul style="list-style-type: none"> <li>- assertive versus non-assertive</li> </ul> </li> <li>▪ Conflict management through effective communication</li> <li>▪ Documentation in the medical record             <ul style="list-style-type: none"> <li>- SBAR</li> </ul> </li> </ul> <p>D. Nurse-client relationship</p> <ul style="list-style-type: none"> <li>▪ Social versus professional relationship</li> <li>▪ Factors that promote successful nurse-client relationships</li> <li>▪ Factors that lead to unsuccessful nurse-client relationships</li> <li>▪ Blocks to therapeutic interactions</li> </ul> <p>E. Health interview</p> <ul style="list-style-type: none"> <li>▪ Definition of nursing interview</li> <li>▪ Purpose of nursing interview</li> <li>▪ Guidelines for interviewing</li> </ul> <p>F. Hand-off communication</p> <ul style="list-style-type: none"> <li>▪ Change-of-shift report</li> </ul>	

Unit Title: <b>Legal Issues in Nursing</b>		
Objectives	Content Outline	Student Activities
<p>A. Examines legal controls for nursing practice.</p> <ol style="list-style-type: none"> <li>1. Describes the California Nurse Practice Act definition of nursing practice.</li> <li>2. Discusses the role of the BRN.</li> <li>3. Identifies the legal controls for nursing practice.</li> </ol> <p>B. Illustrates the legal responsibilities of a nurse managing individualized care.</p> <ol style="list-style-type: none"> <li>1. Distinguishes between statutory law and common law.</li> <li>2. Discusses the differences between a criminal act and intentional and unintentional torts.</li> <li>3. Recognizes common areas of negligence and liability.</li> <li>4. Discusses the elements of intentional torts.</li> <li>5. Summarizes legal safeguards appropriate to utilize in nursing practice.</li> <li>6. Relates the process of continuing quality improvement (CQI) to documentation.</li> <li>7. Identifies methods to prevent litigation.</li> <li>8. Describes legal responsibilities of student nurses.</li> </ol>	<p>A. Regulations governing nursing practice and education</p> <p>Nurse Practice Act        Regulation by BRN        Voluntary controls, including NLN</p> <ul style="list-style-type: none"> <li>▪ The Joint Commission</li> <li>▪ WASC</li> </ul> <p>B. Legal responsibilities of the nurse</p> <ul style="list-style-type: none"> <li>▪ Sources of laws           <ul style="list-style-type: none"> <li>- tort law</li> </ul> </li> <li>▪ Elements of liability for the nurse           <ul style="list-style-type: none"> <li>- negligence</li> <li>- malpractice</li> </ul> </li> <li>▪ Causes for liability           <ul style="list-style-type: none"> <li>- treatment</li> <li>- medication administration</li> <li>- communication/confidentiality</li> <li>- monitoring/observing/supervising</li> <li>- safety</li> </ul> </li> <li>▪ Legal safeguards for nursing practice           <ul style="list-style-type: none"> <li>- documentation</li> <li>- CQI and incident reporting</li> <li>- standards of clinical nursing practice</li> <li>- professional liability insurance</li> <li>- institutional policies and procedures</li> <li>- event notification</li> </ul> </li> </ul>	<p><b><u>Required Reading</u></b></p> <p>Berman,        Chapter 4: pp. 47-70</p> <p>Review website:  <a href="http://www.rn.ca.gov/regulations/title16.shtml">http://www.rn.ca.gov/regulations/title16.shtml</a></p> <p><a href="http://www.rn.ca.gov/regulations/npa.shtml">http://www.rn.ca.gov/regulations/npa.shtml</a></p> <p><b><u>Recommended Reading</u></b>        (on Library Reserve)</p> <p>Marquis, B.L. &amp; Huston, C.J. (2012). <i>Leadership roles and management functions in nursing theory and application</i> (8<sup>th</sup> ed.). Philadelphia: Wolters Kluwer.        Chapter 5: pp. 94-116</p>

Unit Title: <b>Legal Issues in Nursing (Cont'd)</b>		
<b>Objectives</b>	<b>Content Outline</b>	<b>Student Activities</b>
C. Discusses clients' rights and responsibilities. <ol style="list-style-type: none"> <li>1. Defines and explains the basic elements of informed consent.</li> <li>2. Summarizes the Client Bill of Rights.</li> <li>3. Discusses the Health Insurance Portability and Accountability Act (HIPAA).</li> <li>4. Explains the legal principles involved in Do-not-resuscitate (DNR) orders.</li> </ol>	C. Client rights and responsibilities <ul style="list-style-type: none"> <li>▪ Informed consent</li> <li>▪ Client Bill of Rights</li> <li>▪ Concept: Self-care</li> <li>▪ HIPAA compliance</li> <li>▪ DNR orders</li> </ul>	



## **NURSING 112 WRITTEN ASSIGNMENT**

Written Assignment: Critique an article related to a Legal Issue or Healthcare Issue/Policy

Select an article of interest from a nursing journal or a multidisciplinary health journal (with article authored by an RN) on a legal issue or healthcare issue/policy, that has implications to nursing, i.e. , nursing staffing, mandatory overtime, Joint Commission's National Patient Safety Goals, mandatory reporting of health-care associated infections, etc. The chosen article must be within 5 years.

This assignment is worth **6% of your N112 grade**. The report must be typed, minimum of 2 pages but no more than 4 pages excluding the title and reference pages. The student must attach a copy of the article to the report. Make sure to find an article that contains enough information for you to complete the assignment.

**DUE DATE: March 01, 2018 at 1330 (to either that day's lecturer or stamp date it in the school's office to be placed in your Clinical Instructor's mailbox.**

## **APA GUIDELINES**

The following APA Guidelines are to be used for your written assignment:

1. Use standard size 8 1/5 x 11 paper; white, clean, and print dark enough to read easily.
2. Must be type-written. All lines are double-spaced throughout the entire document.
3. Use black, 12-point Times New Roman font throughout the document.
4. Refer to sample paper in library.

**EVALUATION TOOL FOR WRITTEN ASSIGNMENT due March 1, 2018 @ 1330**

Name of Student: \_\_\_\_\_

Title of Article: \_\_\_\_\_

Name of Journal: \_\_\_\_\_

All criteria below must be addressed. Zero credit will be given if: the article is not within 5 years, or is not retrieved from a nursing journal or multidisciplinary health journal (with article authored by an RN). Both the article and this evaluation form **must** be attached to the report. **A written report that is late, or without an article attached, or without a reference list will not be graded and will receive a zero. This assignment is worth 6% of your N112 grade.**

**NOTE: *Plagiarism* is considered as *academic dishonesty*. It occurs when a student purposely uses someone else's language, ideas, or other original materials without acknowledging its source or when one submits someone else's written work as one's own, inappropriately or inadequately citing ideas and words borrowed from other sources. *If plagiarism is identified, zero credit is given.***

CRITERIA	% POSSIBLE	%EARNED
<b><u>Format</u></b> <ul style="list-style-type: none"> <li>Length of paper 2-4 pages (excluding title and reference pages), type-written, double-spaced, correct grammar &amp; spelling (5%)</li> <li>Adherence to APA including correct format for: (15%) <ul style="list-style-type: none"> <li>Title page, headers, headings, in-text citations, quotations, margins, and reference list</li> </ul> </li> </ul>	20%	
<b><u>Content of Work Submitted</u></b> <ul style="list-style-type: none"> <li><b>Introduction:</b> Brief description of what the article is about (20%)</li> <li><b>Body:</b> Key points of the article and implications (40%) <ul style="list-style-type: none"> <li>Discussion of key points of the article.</li> <li>Address the implications of this article to the nursing profession/practice, client, healthcare system, and the community (if applicable).</li> </ul> </li> <li><b>Conclusion:</b> Summarize your findings (10%)</li> <li><b>Recommendation:</b> State whether you would recommend this article to other students. Give a rationale as to why or why not (10%)</li> </ul>	80%	
<b>TOTAL POINTS</b>	<b>Possible: 100%</b>	