Moberly Area Community College  
Common Syllabus  
NUA 200 Professional Perspectives  
Current Term

### Instructor:

Office number:  
Office hours:  
Contact information:  
Classroom number:  
Class days and time: 

### Catalog Description:

NUA200 Professional Perspectives (Credit Hours: 3-0-3, Clock Hours-Theory: 48)  
This course focuses on making the transition from a licensed practical nurse to a registered professional nurse. Role development of the registered nurse as provider and manager of care and a member of the professional nurse community are emphasized. Communication skills utilizing technology, providing supervision, advocacy, and collaboration will be expanded. Students will learn to consider ethical, legal, financial and cultural issues while organizing, setting priorities and delegating nursing care. Social and political influences on nursing practice and health care delivery will be explored.

### Prerequisite/Co-requisite: None

### Text(s): Title: LPN to RN Transitions  
Author: Claywell, Lora  
Edition: Fifth  
Publisher: Mosby, Inc.

### Other Required Materials:  
Access to high speed internet; noise cancelling headphones, microphone and webcam.

### Purpose of Course:

Professional Perspectives will assist students to develop skills necessary in the health care environment. Most of these skills do not relate directly to care of a single patient, but are necessary for client advocacy, communication, organization, and prioritization of care. Awareness of these skills will assist the LPN to transition to the role of the registered nurse.

### Course Objectives:

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

1. Initiate, evaluate and update plan of care, care map, clinical pathway used to guide and evaluate client care  
2. Incorporate evidence-based practice/research results when providing care  
3. Educate client and staff about client rights and responsibilities  
4. Manage conflict among clients and health care staff
5. Prioritize workload to manage time effectively
6. Participate in performance improvement/quality assurance process
7. Supervise care provided by others
8. Act as client advocate

**Course Content:**
Professional Perspectives will focus on skills necessary for the nurse to function as a member within the discipline of nursing, as a provider of health care, and as a manager of care. Individual issues that the nurse should consider will also be addressed.

**Connection with Health Sciences Division (HSD) Outcome Statement:**

In compliance with MACC’s HSD outcomes, the student who successfully completes this course will be able to:

1. Demonstrate effective written and oral communication skills;
2. Demonstrate an understanding of scientific principles and computational skills and how to use them to solve problems and make informed decisions.
3. Demonstrate knowledge of how history has shaped society and culture, understand how the individual relates to society and culture, appreciate cultural diversity, understand human behavior and mental processes, and understand human development.

**ASSESSMENT OF STUDENT LEARNING**

Grading policies are within the guidelines and policies as established by the Moberly Area Community College School of Associate Degree Nursing, as outlined in the Associate Degree Nursing Student Handbook. Students must obtain an average of 78% in both the classroom and clinical settings.

**Grade Scale:**

- A = 90-100%
- B = 83-89%
- C = 78-82%
- D = 66-77%
- F = 66 and below

**Exams and Quizzes:** Three unit exams will be given. Quizzes can be given at any time, announced or unannounced. A comprehensive HESI exam will be administered at the end of the course. The score from this exam will count as one unit exam. The policy of the Associate Degree Nursing Student Handbook will be followed regarding quizzes and exams. The final exam for this course consists of a project and presentation. Details and rubric can be found in course modules.

**Participation:**
Participation in all aspects of the Associate Degree Nursing Program curriculum is essential for the learning process. Participation guidelines are followed as outlined in the Associate Degree Nursing Student Handbook.
Other Methods of Assessment:
Online discussions, student/instructor/peer interactions, role-playing, group projects and presentations, student-instructor conferences as desired by the student or deemed necessary by the faculty.

Expected Study Time Commitments:
Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 12-24 study hours per week may be expected for a 6-credit hour class.

Description of Major Assignments:
Assignments will include: case studies, adaptive quizzing, online discussions, papers, textbook assignments, worksheets, and a major research project with a presentation.

Program Assessment:
The Associate Degree Nursing Program faculty continually strives to meet the needs of the associate degree nursing student through program improvements. This is a cooperative effort that includes faculty, students, the Missouri State Board of Nursing, and other entities as appropriate. Students are assessed on mastery of the course concepts and essential skills through the courses of the Associate Degree Nursing Program. Other program assessments are part of the Comprehensive Associate Degree Nursing Assessment Plan that includes clinical performance criteria, essential skills mastery, the Clinical Process Evaluation, NCLEX-RN Licensure, placement rates, follow-up surveys, and accreditation from the Missouri State Board of Nursing.

INSTRUCTOR POLICIES

Tardiness:
Make-up and late work:
Extra-credit work:

Schedule of Student Assignments/Activities:
See Course Calendar and Assignments in Canvas.

COLLEGE POLICIES

Attendance Policy:
Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”
Term Length Drop Calculations

16-week: Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

8-week: Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

4-week: Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Intersession: Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

Definition of Course Attendance

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<thead>
<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tbody>
<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams during class meetings and online</td>
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<td></td>
<td>• Submission of assignments during class meetings and online</td>
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<tr>
<td></td>
<td>• Participation in discussions during class meetings and online</td>
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<tr>
<td>Online Course</td>
<td>Active participation in an online course includes the following:</td>
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<tr>
<td></td>
<td>• Completion of quizzes or exams</td>
</tr>
<tr>
<td></td>
<td>• Submission of assignments</td>
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<td></td>
<td>• Participation in threaded discussions</td>
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Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, I.090 & M.095)
**Academic Dishonesty:**
MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Student Email:**
MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC email account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC email (student email) system are two separate systems.

**ADA Statement:**
Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at [http://www.macc.edu/index.php/services/access-office](http://www.macc.edu/index.php/services/access-office).

**Title IX Statement:**
MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see [http://www.macc.edu/sexual-misconduct-policy](http://www.macc.edu/sexual-misconduct-policy) or contact Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or cheryll@macc.edu.