



## NUR 302 Current Issues and Trends in Nursing

현대 간호 이슈와 동향

### Syllabus

Spring, 2021

#### 월드미션대학교 사명과 목표

##### Mission Statement

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

##### 사명

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

##### Bachelor of Science in Nursing Completion Program Learning Outcomes (BSN Completion PLO)

Upon completion of the degree, students will be able to:

1. Integrate nursing education to professional nursing practice;
2. Demonstrate evidence - based practice with critical thinking;
3. Demonstrate professional communication with spiritual competence;
4. Demonstrate Leadership skills for health promotion during the life cycle; and
5. Apply systems, finances and policies to professional nursing care.

##### 간호학 학사 Completion과정 학습 결과

이 학위를 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 간호 교육과 전문적 간호 실무를 통합할 수 있다.
2. 비판적 사고를 통해 근거에 기반한 간호를 실천할 수 있다.
3. 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
4. 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술 적용할 수 있다.
5. 전문적인 간호 업무에 제도와 재정 및 정책 적용할 수 있다.

##### Instructor

##### 강사 이름 및 연락처

Prof. Youngsook Kim-Sasaki  
Phone: (949)308-1169  
e-mail:ykimsasaki@gmail.com

##### Class Hour 수업 시간

Lecture : Session (01/28-5/13)

##### Classroom 강의실

Lecture :TBD

##### Office Hour 면담 시간

- 1) In-class direct counseling:TBD
- 2) Email contact: ykimsasaki@wmul.edu Response will be provided within 48 hrs with an exception for weekends.
- 3) 질문방 활용 – 무들 내 질문방moodle.wmu.edu 을 활용하여 학습에 필요한 질문을 하거나 메시지 기능을 활용해 교수와 커뮤니케이션할 수 있으며 교수는 48시간 내에 답변할 것임

#### 4) Zoom conference

### Course Description 과목 소개

This course is aimed to help students build the knowledge, skills, and attitude to have a successful professional nursing career in today's world. The course will explore the nurse's role in relation to the healthcare team and system. The course will also examine contemporary issues and trends that impact nursing practice and education. The discussion topics include ethical concerns as well as the principles of effective leadership and management in nursing.

본 과목에서는 학생들로 하여금 최근 성공적인 전문간호사로서 요구되는 지식, 기술, 그리고 태도를 개발할 수 있도록 돕는데 목표를 둔다. 또한 헬스케어 팀과 체제 안에서의 간호사의 역할에 대해 탐구한다. 현재 최근의 이슈나 동향이 간호행위와 교육에 어떤 영향을 주는지를 검토한다. 간호조직 내의 윤리적 문제점 및 효율적인 리더십과 경영에 대한 토론을 한다.

### Course Learning Outcomes (CLO) 학습 결과

#### At the completion of this course, students will be able to:

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

1. Identify contemporary issues and trends in the healthcare delivery system in the United States that have a direct impact on evidence-based nursing practice and education (PLO#1)
2. Demonstrate critical thinking ability in analyzing and examining ways sociocultural and occupational factors affect ethical decision making for nurses (PLO #2).
3. State the principles of effective leadership and management to be executed as an RN (PLO#4)
4. Articulate understanding of the environmental, technological, economic, social, and political issues that impact the management and delivery of health care (PLO#5)

### Prerequisites 수강 전 필수 사항

1. Students must purchase: Online Lippincott CoursePoint:Stegen and Sowerby: Nursing in Today's World, Eleventh Edition (2020). This will allow students have access to the textbook, Online Learning Interactive Modules, and other student resources (Obtain ID and password).
2. Students must complete Lippincott online orientation and learn how to use all course contents.
3. Students must have knowledge about APA format and Reference.

### Course Format 수업 형식

Weekly lecture (4 hours x 15 weeks), group project/presentations, individual paper, critical thinking activities, open book quizzes, case studies/Interactive Module assignments, and Podcast/video case discussions.

### Required Reading 필수 교재 (전자자료 포함)

1. Stegen & Sowerby, Nursing in Today's World: Trends, Issues, and Management (11th Ed.). Philadelphia, PA: Wolters Kluwer
2. Lippincott CoursePoint:Stegen and Sowerby: Nursing in Today's World, Eleventh Edition (2020)

To access Lippincott CoursePoint complete registration and follow the instructions at:

<https://lippincottdirect.lww.com/NursingEducation-WorldMissionUniversity-Summer2020>

## Recommended Reading 추천 교재/ including E-Resources 전자자료 포함

1. Academy of Medical-Surgical Nurses (AMSN). (2017). Evidence-based practice. Retrieved August 2, 2017, from <https://www.amsn.org/practice-resources/evidence-based-practice>
2. Advinskis, I., Salsberry, P., & Chipps, E. (2018). An Exploration of Contributing Factors to Patient Safety. *Journal of Nursing Care Quality*, 33(2), 7.
3. American Journal of Nursing. (2015). Code of ethics for nurses with interpretive statements. Retrieved from <https://www.nursingworld.org/code-of-ethics>
4. Brous, E. (2016). Legal Considerations in Telehealth and Telemedicine. *American Journal of Nursing*, 116 (9), 4.
5. Brown, M. (2015) Ethics in organizations. *Markkula Center for Applied Ethics: Better Choices*. Retrieved from <https://www.scu.edu/ethnics/ethnics-resources/ethnic-decision-making/ethnics-in-organizations/>
6. Center for Connected Health Policy: The National Telehealth Policy Resource Center. (n.d.). What is telehealth. Retrieved May 21, 2020, from <https://www.cchpca.org/about/about-telehealth>
7. Emerson, C. (2017). Calling to nursing: Concept analysis. *Advances in Nursing Science*, 40(4), 10.
8. Fida, R., Laschinger, H., & Leiter, M. (2018). The protective role of self-efficacy against workplace incivility and burnout in nursing: A time-lagged study. *Health Care Management Review*, 43(1), 9.
9. Findlaw. (2019). Understanding Informed Consent and Your Rights as a Patient. Retrieved from <http://healthcare.findlaw.com/patient-rights/understanding-informed-consent-a-primer.html>
10. Florence Nightingale Biography (2020). Retrieved from <https://www.biography.com/people/florence-nightingale>
11. Health Resources and Services Administration. (n.d.). Telehealth programs. Retrieved May 21, 2020, from <https://www.hrsa.gov/rural-health/telehealth/>
12. National League for Nursing (NLN). (n.d.). The voice of nursing education. Retrieved from <https://www.nln.org>
13. National Council of State Boards of Nursing. (2018). A nurse guide to professional boundaries. Retrieved from [https://www.ncsbn.org/ProfessionalBoundaries\\_Complete.pdf](https://www.ncsbn.org/ProfessionalBoundaries_Complete.pdf)
14. Nightingale, F. (1954). Notes on Nursing: What it is, and what it is not. [An unabridged republication of the first American edition, as published by D. Appleton and Company in 1860]. New York: Dover Publications.
15. Pidgeon, K. (2017). The keys for success: Leadership core competencies. *Journal of Trauma Nursing*, 24(6), 4.
16. Pierotti, D. (2017). Do you speak finance? *Home Healthcare Now*, 35(1), 2.
17. Ruel, S. R. (2014). Lilian Ward. Home Healthcare Nurse. *Home Healthcare Nurse*, 32(7), 597-600.
17. Schaubroeck, J., Cameli, A., Bhatia, S., & Paz, E. (2016). Enabling team learning when members are prone to contentious communication: The role of team leader coaching. *Human Relations*, 69(8), 1709-1727. doi:10.1177/0018726715622673

**Online resources for students:**

elibrary 블로그 (정보활용가이드)를 참고하십시오. (<http://elibrary.wmu.edu/>)

이 사이트에서 ‘자료 찾는 방법’을 클릭하시면 각종 데이터 베이스 사용법이 나와있습니다. Syllabus

1. KISS 사용법 <http://elibrary.wmu.edu/연구방법/kiss-사용법/>
2. DBpia사용법 <http://elibrary.wmu.edu/dbpia사용법/>
3. RISS 사용법 <http://elibrary.wmu.edu/연구방법/riss/4>
4. 인터넷 자료 사용법 <http://elibrary.wmu.edu/인터넷-자료-평가법/>

**Course Requirements** 과제 및 필수사항

This course uses both the textbook, Lippincott CoursePoint Enhanced (see the required reading section above), as well as a group project/presentation, quizzes, and papers to facilitate collaborative, student-centered learning experiences for students. It is recommended that students set aside a specific amount of time each week to review and complete assigned Module Activities and discussion topics before coming to the class ( approximately 1~2 hours of preparation time for each lecture).

	Required Assignment/Activity	Due Date	Percent of Course
<b>● Module Activities</b>			
CLO #1, 2	<ul style="list-style-type: none"> <li>● Review and complete all of the assigned Module Activities in Lippincott Course Point prior coming to every scheduled class.</li> <li>● Each test score of completed module activities is captured/tabulated to generate an overall score for completing all module assignments.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete assignments by 12:00 a..m. on the day due.</li> </ul>	30%
<b>● Writing Assignments: Individual Paper</b>			
CLO # 4	<ul style="list-style-type: none"> <li>● Students are required to submit an individual essay in 800 to1000 words (*see the Instructions for Individual Paper section below for details) which discusses the evolution of the role of the professional nurse from the early origins to current practices.</li> </ul>	<ul style="list-style-type: none"> <li>● Plan/prepare in advance to submit your paper on or before the deadline (12 a.m.on the day due).</li> <li>● Papers submitted after the posted due date and time will be penalized 10% per any part of a 24-hour period beyond the due date and time.</li> </ul>	30%
<b>● Quizzes</b>			

CLO# 1,2	<ul style="list-style-type: none"> <li>Quizzes are reviews of important concepts presented in course readings and activities. Students are required to submit the open book quizzes during each class session and are expected to have discussion.</li> <li>One make-up quiz is allowed within 2 weeks of the original test date for documented, excused absences.</li> <li>Incomplete items or quizzes not submitted for grading receive no credit.</li> </ul>	<ul style="list-style-type: none"> <li>Every scheduled class meeting</li> </ul>	10%
<b>• Group Project/Presentation</b>			
CLO# 3,4	<ul style="list-style-type: none"> <li>This course consists of collaborative learning efforts to maximize learning. Attendance and participation in the scheduled class activities during Final Presentation are mandatory.</li> <li>Each student has the responsibility to prepare and present his/her assigned part of the projects: 1) PowerPoint Presentation, 2) Ethical Issues in Nursing Debate.</li> <li>For the debate project, students will be randomly divided into two groups. Each group member will collaborate to defend your position: staff nurse/nursing supervisor.</li> </ul>	Final Presentation Week : Thursday, December 3, 2020	20%
<b>• In-Class Activities/Participation</b>			
CLO# 3	<ul style="list-style-type: none"> <li>Attendance and participation in the classroom activities is important. Students are also expected to engage and participate in the case studies/critical thinking discussions to contribute toward achieving learning objectives set for each week.</li> </ul>		10%
		Total	100%

**Grading** 성적 평가

Grading					
Grade	GPA	Numeric Description	Grade	GPA	Numeric Description
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

“I”, “F” 학점 규정

a. “I” 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 “I” 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고, 한 학기 이후에는 “I” 가 “F”로 자동 변경됩니다.

b. “F” 학점: 변경할 수 없으며 재수강을 할 경우, “B+” 이상을 넘을 수 없습니다.

**Course Schedule** 강의 일정 **15 Weeks**

Week	Calendar	Lesson	Assignment	Discussions & Activities
Wk1	1/28	<u>Introduction:</u> - Course and Assignments - APA Format and Reference - E-Library and Bibliography	Reading recommended online resource materials from Syllabus  Reviewing and completing assigned Interactive Module Activities	Classroom Participation
Wk2	2/4	<u>Unit 1 - Moving into the Profession of Nursing (1)</u>  Chapter 1 - Exploring the Growth of Nursing as a Profession	Online Learning Modules: -2.03 How Nursing Theory Affects Practice and Research  -4.07 Nurse Practice Act	Open Book Quiz  Video/podcast Case Study  Daily Ethical Dilemmas

Wk3	2/11	<u>Unit 1 - Moving into the Profession of Nursing (2)</u>  Chapter 2 - Educational Preparation for Nursing Chapter 3 - Credentials for Healthcare Providers	Modules:  -4.06 State Boards of Nursing -4.07 Credentials for Healthcare Providers	Daily Ethical Dilemmas  Open Book Quiz
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Wk 4	2/18	<u>Unit 1 - Moving into the Profession of Nursing (3)</u>  Chapter 4 - Making Professional Goals as Reality	Modules:  -1.01 The ANA Code of Ethics -1.02 Ethical Principles	Open Book Quiz  Critical Thinking Activities
Wk 5	2/25	<u>Unit 1 - Moving into the Profession of Nursing (4)</u>  Chapter 5 - The World of Healthcare Employment	Modules: -1.03 Factors Affecting Ethical Decision Making -2.01 Ethical Decision-Making Process	Open Book Quiz  Daily Ethical Dilemmas Exercise
Wk 6	3/4	<u>Unit 2 - Understanding Healthcare in Today's Society (1)</u>  Chapter 6 - Understanding the Healthcare Environment and Its Financing	Modules: -7.01: Modern Health Care Systems -7.02: Healthcare Delivery Systems - 7.03: Factors and Trends that Influence Health Care	Open Book Quiz

Wk 7	3/11	<u>Unit 2 - Understanding Healthcare in Today's Society (2)</u>  Chapter 7 - Legal Responsibilities for Practice	Modules: -4.01 Categories of Law -4.02 Torts -4.03 Criminal and Civil Charges -4.04 Liability -4.05 Protective Statutes and Rules	Open Book Quiz  Critical Thinking Activity
Wk 8	3/18	<u>Unit 2 - Understanding Healthcare in Today's Society (3)</u>  Chapter 8 – Ethical Concerns in Nursing Practice	Modules: -2.02 Critical Thinking and Ethical Decision Making -3.01 Value -3.02 Conflict and Conflict Resolution in Nursing Practice -3.03 Essential Professional Values -3.05 Moral Challenges in Nursing	Open Book Quiz

Wk 9	3/25	<u>Unit 2 - Understanding Healthcare in Today's Society (4)</u>  Chapter 9 – Safety Concerns in Healthcare  <i>Chapter 10 - The Nursing Profession and the Community</i>	Modules: -6.01 Culture in Nursing -6.02 Diversity and Assimilation -6.04 Strategies for providing Culturally Sensitive Care  -7.04 Environmental Factors -7.06 Social Issues Impacting Care	<b>Podcasts</b> Topic 15: Talk Show: <i>Finger on the Pulse: Field Triage</i> in Three Easy Steps Topic 15: Talk Show: <i>Finger on the Pulse: Emergency Preparedness</i> : All Your Skills in Action Open Book Quiz
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Wk 10	4/1	<u>Unit 3 - Accepting Greater Responsibility for Nursing Practice (1)</u>  <i>Chapter 11 - Initiating the Leadership and Management Role</i>	Modules:  - 3.06 Accountability  Case Studies:	Open Book Quiz
WK 11	4/8	<u>Unit 3 - Accepting Greater Responsibility for Nursing Practice (2)</u>  <i>Chapter 12 - Working With Others in a Leadership Role</i> Unit Exam or Other Learning Activity	Case Studies:	Open Book Quiz
Wk 12	4/15	<u>Unit 3 - Accepting Greater Responsibility for Nursing Practice (3)</u>  Chapter 13 – Facing Challenges of Today's Workplace	Case Studies:  * Individual Paper Draft due	Podcast: Topic 11: Serial: A Year in the Life: A Call to Action  Open Book Quiz
Wk 13	4/22	<u>Unit 3 - Accepting Greater Responsibility for Nursing Practice (4)</u>	Modules:  -7.08 Political Issues Impacting Health Care	Open Book Quiz

		Chapter 14 – Valuing the Political Process	-7.09 Health Care Policy -7.10 Nurse Activism and the Future of Health Care	
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Wk 14	4/29	<u>Unit 3 - Accepting Greater Responsibility for Nursing Practice (5)</u>  <i>Chapter 15– Applying Research and Technology to Nursing Practice</i>	Modules: -5.01 Evidence-Based Research -5.02 Reasoning Approaches - 5.03 Incorporating Evidence-Based Research into Practice -5.04 The Nurse’s Role in Research -5.05 Research Process -5.06 Critical Appraisal Process	Podcast: Topic 11: Talk Show: <i>Finger on the Pulse: Nursing Research – Fact or Fiction?</i>  Open Book Quiz
Wk 15	5/ 6 - 5/13	Group Project Presentations  Evaluation	Individual Paper due	Presentation Discussion

**Academic Integrity Commitment** 학문적 정직성

기독교학교의 학생으로서 우리 모두는 기독교인이 자녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.

정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.

**A. Cheating:** 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우 1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.

2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.

3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다. **B.**

**위조(Fabrication):** 의도적으로 거짓이나 정보의 허위조작.

**C. 부정행위를 돕는 것(Facilitation academic dishonesty):** 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.

**D. 표절행위(Plagiarism):** 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 이용하는 경우. 이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

## Online Course Policy 온라인 수업 규정

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the

technical support. If students need technical assistance at any time during the course, you can visit the Student Services in Moodle or email IT technician, [bomarch@wmu.edu](mailto:bomarch@wmu.edu).

컴퓨터 조건: 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 부가적인 소프트웨어가 구비되어 있어야 한다. 기술지원을 위해서는 무들 내에 있는 학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 언제든지 기술적인 지원이 필요하다면, 무들 내에 있는 학생 서비스에 들어가거나 IT 과장에게 연락한다. [bomarch@wmu.edu](mailto:bomarch@wmu.edu)

**Moodle Message:** In every course MOODLE MESSAGE will be used. Students can check the message in the Moodle system. Please check the student's own messages regularly. 무들 메시지: 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**\*\*Students can take online courses with their mobile devices. To do this, they should install the Moodle app in their mobile devices. It's available in Google Play, Apple Market, and Windows App Stores. Students can use Moodle app after they register the site address with "moodle.wmu.edu" when the app prompts to input the site address, and then they can login with WMU Moodle ID and password that they already set up.**

\*\*학생들은 온라인 강의를 자신의 모바일 기기에서도 들을 수 있습니다. 이를 위해서는 자신의 모바일 기기에 무들 앱을 설치해야 합니다. 안드로이드 운영 체제의 경우 Google Play, iPhone의 경우 App Store, 윈도우 태블릿의 경우 Windows App Store에 가서 Moodle Mobile 앱을 free로 다운 받은 후 site address를 입력하는 곳에 "moodle.wmu.edu"를 등록한 다음 본인의 WMU Moodle ID와 비밀번호로 로그인하면 현재 수강 중인 강의에 들어갈 수 있습니다.

**Q&A:** In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

질의응답: 온라인 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 과목마다 질의응답방 (Q&A방)이 준비되어 있으므로 자신의 질문사항을 그 곳에 올린다.

**Participation Policy:** Participation is essential in an online class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

참여 규정: 참여는 온라인 클래스에서 필수요소이다. 모든 과목에서 학생들은 교실수업과 똑같이 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 낙제 할 수 있다.

**Assignments Completion Policy:** All assignments for the course will be submitted electronically through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.

과제 제출 규정: 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.

### **\*Instructions for Individual Writing Paper:**

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Construct a 800-to 1000-word essay ( eight- to ten-page APA-formatted paper including title and reference pages) based on the given situation below:

**Situation:** Consider the evolution of the role of the professional nurse from the early origins to current practices.

Things to consider while developing this paper:

1. What influences and factors have caused the need for change?
2. What part does education have in professional practice or entry into practice?
3. How has the Affordable Care Act changed the landscape of nursing?
4. What role does technology and diversity have in nursing?
5. What does nursing need to improve?
6. What recommendation would you propose?

**Grading for Individual Writing Project - Rubric # 1**

Evaluation Criteria & Expected Elements	Unsatisfactory (3)	Satisfactory (4)	Accomplished (5)	Distinguished (6)	Rubric Score
1. Conveys understanding of the paper	-Thesis is not clear or is not included.	-Thesis is clear, but lacks any connection between the thesis and any arguments.	-Thesis shows clear, logical relationships between the overall thesis and some arguments.	-Thesis shows clear, logical relationships between the overall thesis and each argument.	/30
2. Cohesiveness	-Does not tie together information. -Paper does not flow and appears to be created from disparate issues. -Headings are necessary to link concepts. -Writing does not demonstrate understanding any relationships.	-Sometimes ties together information from all sources. -Paper does not flow and disjointedness is apparent. - Author's writing does not demonstrate an understanding of the relationship among material obtained from all sources.	-Relates information from all sources. Paper flows with only some disjointedness. -Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	-Paper flows from one issue to the next. -Author's writing demonstrates an understanding of the relationship among material obtained from all sources.	/30
3. Develops paper	-There is no apparent organization to the paper.	-There is some level of organization though digression,	-Paper has a clear organizational structure	- Paper is logically organized. -Easily followed	

		ambiguity, and			
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	-Difficult to follow -No or poor transitions -No format	irrelevance is too apparent.	with some digressions, ambiguities or irrelevances. -Followed basic transitions, structured format	-Effective, smooth, and logical transitions. -Professional format	/30
4. Spelling & Grammar	-Numerous grammar and spelling errors.	-Noticeable spelling & grammar mistakes.	-Minimal spelling &/or grammar mistakes.	-No spelling &/or grammar mistakes.	/30
5. APA/References /Citations	-Does not cite sources.	-Cites some data obtained from other sources. -Citation style is either inconsistent or incorrect.	-Cites most data obtained from other sources. - APA citation style is used in both text and reference	-Cites all data obtained from other sources. -APA citation style is used in both text and reference lists.	/30
<b>Total</b>	Minimum 15			Maximum 30	

**\*\* Instructions for Group Projects:**

1. PowerPoint Presentation

**Topic:** Discuss the future of telehealth and applications for delivering patient care at a distance and new settings.

- a) Submit a 10- to 12-slide Microsoft® PowerPoint® presentation for group training
- b) Informational brochure OR Informational poster

2. Group Debate Presentation

**Topic:** Ethical Issues in Nursing Debate

**Situation:** Ethical debates range on for nurses as they act as patient advocates. The purpose of this debate is to understand ethical obligations and patient safety within professional practice.

Safe patient ratio is often a dilemma. Consider you are the nurse who is taking care of six patients on a medical-surgical floor, you have a charge nurse but without any nursing assistants. What do

you do? Whom do you request help from? How do you delegate? The other group will be the nursing supervisor who is covering an entire Level 2 facility; it is a weekend, and you realize staffing is short. What do you say to the nurse on the units where the patient ratio is exceeding safe standards? Use the following link as a resource:

<https://www.nursingworld.org/practice-policy/work-environment/nurse-staffing/>

## Group Project Rubrics

### PowerPoint Presentation - Rubric # 2

#### Topic: Telehealth

Criteria & Scale	Unsatisfactory (1)	Satisfactory (2)	Accomplished (3)	Distinguished (4)
<b>Purpose</b>	Demonstrates basic or limited information and understanding of telehealth.	Demonstrates basic information and understanding.	Demonstrates detailed information and understanding of telehealth.	Demonstrates exemplary information and understanding.
<b>Team Work</b>	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers alternative solutions or courses of action that build on the ideas of others.
<b>Presentation</b>	Makes no use of headings, fonts, bullet points or white space to enhance visual appeal and readability.	Makes minimal use of headings, fonts, bullet points and white space to enhance visual appeal and readability.	Makes occasional use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes frequent and effective use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.
<b>Grammar, Spelling, Writing Mechanics</b>	There are so many errors that meaning is obscured.	There are some errors.	There are occasional errors.	The writing is free of errors.

<b>APA Usage</b>	Format of the format is not recognizable APA	There are frequent errors in APA format.	APA format is used with minor errors.	APA format is used accurately and consistently in the paper and on the "References" page.
<b>Total</b>	Minimum 5			Maximum 20

**Topic: Ethical Issues in Nursing Debate - Rubric # 3**

<b>Criteria &amp; Scale</b>	<b>Unsatisfactory (1)</b>	<b>Satisfactory (2)</b>	<b>Accomplished (3)</b>	<b>Distinguished (4)</b>
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<b>Opening &amp; Closing Statements</b>	-Arguments are unorganized, incomplete, or completely lacking in evidence. -Opening and closing statements do little more than state the position of the team.	-Organized and generally complete presentation of arguments and evidence. -Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate.	-Well-organized and complete presentation of arguments and evidence. -Opening statement successfully frames the issues; the closing statement summarizes many arguments made in the debate.	-Extremely thorough, well-organized presentation of arguments and evidence. -Opening statement engages the interest of the audience; the closing statement leaves no unanswered issues and resonates with the audience.
<b>Rebuttals</b>	-Is unable to respond to issues raised by opponents in a significant or accurate way.	-Replies to most of the issues raised by opponents with generally precise answers. -Offers arguments, but no evidence, to counter the arguments made by opponents.	-Responds to issues raised by opponents with accurate and generally concise answers. -Contests the arguments made by opponents; challenges are generally successful.	-Responds to issues raised by opponents with concise, accurate, logical answers. -Effectively challenges the rebuttal made by opponents with reasoning and evidence.



<b>Use of Facts</b>	-Every point was not supported.	-Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	-Every major point was adequately supported with relevant facts, statistics and/or examples.	-Every major point was well supported with several relevant facts, statistics and/or examples.
<b>Connections</b>	-No connections presented.	-The group provides basic information on the one issue without addressing the others.	-The group shows an understanding and demonstrates a standard understanding of the connection between nursing issues with limited reference to ethical and legal content.	-The group clearly understands and skillfully demonstrates a full understanding of the connection between nursing issues and the ethical and legal responsibility.

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<b>Performance</b>	-Demonstrates little or no preparation. Fails to maintain a respectful tone.	-Appears nervous, yet somewhat confident, before classmates. Maintains respectful tone. -Use of preparation materials does not distract.	-Exhibits confidence and energy in the course of the debate. -Maintains respectful tone. Uses preparation materials effectively.	-Exhibits confidence, energy, and passion in the course of the discussion. -Maintains respectful tone. Accesses preparation materials with ease.
<b>Total</b>	Minimum 5			Maximum 20

**Participation in the Classroom Activities -Rubric # 4**

<b>Criteria &amp; Scale</b>	<b>Unacceptable (0)</b>	<b>Acceptable (1-2)</b>	<b>Above Average (3-4)</b>
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<b>Punctuality &amp; Attendance</b>	Often late and/or having unexcused absences	Follows/observes the school attendance policy.	Never late/misses classes
<b>Active Participation:</b> Utilizes all opportunities to engage in classroom activities and discussions	Often misses to participate and not being attentive to classroom activities	Follows direction and attends all planned activities	Fully utilizes all opportunities to engage in classroom activities and discussions. Makes significant contributions
<b>Critical Thinking :</b> Analyzes clinical problems accurately and integrates multiple spheres of influence (causes/effects) and how they directly affect ethical decision making for nurses.	Seldom participate in critical thinking discussions.	Occasionally engaged in discussions to demonstrate critical thinking ability	Consistently demonstrate critical thinking ability
<b>Total</b>	Minimum 0		Maximum Score 10

## PLO-CLO Chart

**NUR 311 Current Issues and Trends in Nursing**

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### Course Description

This course is aimed to help students build the knowledge, skills, and attitude to have a successful professional nursing career in today's world. The course will explore the nurse's role in relation to the healthcare team and system. The course will also examine contemporary issues and trends that impact nursing practice and education. The discussion topics include ethical concerns as well as the principles of effective leadership and management in nursing.

Program Learning Outcomes	Course Learning Outcomes	Assignments/Course Requirements	Evaluation Standards	Results
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decision making for nurses (PLO #2)	tion in Case	Rubric # 4
	Studies/Critical Thinking Activities	(Weight:10%)

3. Demonstrate Leadership skills for health promotion during the life cycle (PLO#4)	State the principles of effective leadership and management to be executed as an RN (PLO#4)	Group Projects/Presentations	Rubric # 2, 3 (Weight:20%)
		Discussion/participation in Case Studies/Critical Thinking Activities	Rubric # 4 (Weight:10%)

4. Apply systems, finances, and policies to professional nursing care (PLO #5)	Articulate understanding of the environmental, technological, economic, social, and political issues that impact the	Individual Paper	Rubric # 1 (Weight: 30%).
		Group Projects	Rubric # 2, 3

(Weight:20%)

management and delivery  
of health care (PLO#5)

**RAW DATA**

Students	Reading & Module Reviews (30%)	Group Projects (20%)	Discussion 토의 참여 (10%)	Quizzes (10%)	Writing Project (30%)	Total 합계	Grade 학점	GPA 평점
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								

### Course Description

This course is aimed to help students build the knowledge, skills, and attitude to have a successful professional nursing career in today's world. The course will explore the nurse's role in relation to the healthcare team and system. The course will also examine contemporary issues and trends that impact nursing practice and education. The discussion topics include ethical concerns as well as the principles of effective leadership and management in nursing.

Program Learning Outcomes	Course Learning Outcomes	Assignment Methods	Expected Level of Achievement	Result of Assessment	Next Steps
1. Integrate general nursing and nursing education in professional nursing practice (PLO #1)	Articulate the importance of using evidence-based research as a foundation for professional nursing process (PLO#1)	CoursePoint Interactive Modules	80% of students receive 70 or above (0-100 points)		
2. Demonstrate evidence-based nursing practice with critical thinking (PLO#2)	Demonstrate critical thinking ability in analyzing and examining ways sociocultural and occupational factors could affect ethical decision making for nurses (PLO #2)	Open Book Quizzes  Discussion participation in Case Studies/Critical Thinking Activities	80% of students receive 80 or above (0-100 points).  80% of students receive 7 or above (0-10 scale).		
3. Demonstrate Leadership skills for health promotion during the life cycle (PLO#4)	State the principles of effective leadership and management to be executed as an RN (PLO#4)	Group Projects/Presentations  Group discussion/classroom participation	80% of students receive 14 or above (5-20 scale) per project  80% of students receive 7 or above (0-10 scale)		
4. Apply systems, finances, and policies to	Articulate understanding of the environmental,	Individual Paper	80% of students receive 22 or above		

professional nursing care (PLO #5)	technological, economic, social, and political issues that impact the management and delivery of health care (PLO#5)	Group Presentations	(15-30scale). 80% of students receive 14 or above. (5-20 scale) per project		
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**NUR 305**

**Psychological and Spiritual Assessment in Health Care**

간호현장에서의 심리적, 영적 사정

**Syllabus**

**Fall, 2021**

**월드미션대학교 사명과 목표**

**Mission Statement**

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

**사명**

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

**RN to BSN Program Learning Outcomes :**

Upon completing this program, students will be able to:

- 1 Integrate nursing education to professional nursing practice
- 2 Demonstrate evidence- based practice with critical thinking
- 3 Demonstrate professional communication with critical and spiritual competence
- 4 Demonstrate Leadership skills for health promotion during the life cycle
- 5 Apply systems, finances and policies to professional nursing care

**기독교상담학과 프로그램 학습 결과**

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

- 1 . 간호 교육과 전문적 간호 실무를 통합할 수 있다.
- 2 . 비판적 사고를 통해 근거에 기반한 간호를 실천할 수 있다.
- 3 . 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
- 4 . 생애주기 동안 환자들의 건강 증진을 위한 리더쉽 기술 적용할 수 있다.
- 5 . 전문적인 간호 업무에 제도화 재정 및 정책 적용할 수 있다.

**Instructor**

강사 이름 및 연락처

Prof. Kyung Hwa Song

Phone: 213-388-1000 (ext. 136)

e-mail: [khsong@wmu.edu](mailto:khsong@wmu.edu)

**Class Hour** 수업 시간

1<sup>st</sup> session (8/23-10/16)

**Classroom** 강의실

Online

**Office Hour** 면담 시간

1) Online responsive contact: by using Moodle Message anytime  
Professor is supposed to reply the message or question within 24 Hrs.



질문방 활용 -무들 내 질문방을 활용하여 학습에 필요한 질문을 하거나 메시지 기능을 활용해 교수와 커뮤니케이션할 수 있으며 교수는 24시간 내에 답변할 것임

2) Synchronous contact: By using a web conference tool or internet phone.

Zoom 을 통한 실시간면담 -8월26일 목요일, 오후 2시(Los Angeles - US Pacific Time); 9월13일 월요일, 오후 5시(Los Angeles - US Pacific Time); 10월 5일 오전 11시(Los Angeles - US Pacific Time)

## Course Description 과목 소개

This course offers a psycho-spiritual assessment for understanding human mind and healing ministry in Health care. Through Internal Family Systems (IFS) model and cognitive behavior therapy, students will experience depth understanding of themselves and benefit in interpersonal relationships, as well as be equipped with effective way of healing ministry for others. Also, students will deepen their spiritual life through regular practices.

인간의 정신과 치유 사역을 이해하기 위한 심리학 및 영적 사정을 한다. 내면 가족 체계 모델과 인지 행동 치료를 통해 학생들은 자신에 대한 깊은 이해와 대인 관계에서의 도움을 얻게 될 뿐만 아니라 다른 사람들을 위한 치유 사역의 효과적인 방법을 갖추게 된다. 또한 학생들은 정기적인 실습을 통해 영적인 삶을 깊게 할 것이다.

## PROGRAM LEARNING OUTCOMES (PLOs):

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with critical and spiritual competence
4. Demonstrate Leadership skills for health promotion during the life cycle
5. Apply systems, finances and policies to professional nursing care

## Course Learning Outcomes (CLO)

### 학습 결과

At the completion of this course, students will be able to:

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

1. Articulate the essential concepts and processes of Internal Family Systems Therapy and apply them to inner world of themselves and patients for the improvement of effective communication. (PLO#3)  
IFS의 핵심 개념과 치유의 과정을 말할 수 있고 자신과 환자의 내면 세계에 적용할 수 있으며 이를 통해 환자 내면과 효과적으로 소통할 수 있다.

2. Apply the concepts and processes of IFS to develop leadership skills for patients’ mental, spiritual health throughout their life span.(PLO#4)  
IFS의 개념을 활용하여 환자들의 생애주기 동안 영적, 심리적 건강 증진을 위한 리더쉽 기술을 적용할 수 있다.
  
3. Embody Christian care by applying IFS to patients as an evidence-based practice. (PLO#2)  
환자들에게 근거에 기반한 심리치료 기법인IFS를 적용함으로써 기독교적 보살핌을 실제화할 수 있다.

**LEARNING OUTCOMES ALIGNMENT TABLE**

ESSENTIAL	Program Learning Outcomes (PLO)	Course Learning Outcomes (CLOs)
<p><b>ESS #1: Liberal Education for Baccalaureate Generalist Nursing Practice</b></p> <p><b>ESS #6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b></p>	<p><b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b></p>	<p><b>CLO 1: Articulate the essential concepts and processes of Internal Family Systems Therapy and apply them to inner world of themselves and patients for the improvement of effective communication. (PLO#3)</b></p>
<p><b>ESS #2: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</b></p>	<p><b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b></p>	<p><b>CLO 2: Apply the concepts and processes of IFS to develop leadership skills for patients’ mental, spiritual health throughout their life span.(PLO#4)</b></p>

<p><b>ESS #3: Scholarship for Evidence- Based Practice</b></p>	<p><b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b></p>	<p><b>CLO 3: Embody Christian care by applying IFS to patients as an evidence-based practice. (PLO#2)</b></p>
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**Prerequisites** 수강 전 필수 사항

Students can take online courses with their mobile devices. To do this, they should install the Moodle app in their mobile devices. It's available in Google Play, Apple Market, and Windows App Stores. Students can use Moodle app after they register the site address with "[moodle.wmu.edu](https://moodle.wmu.edu)" when the app prompt to input the site address, and then they can login with WMU Moodle ID and password that they already set up.

학생들은 온라인 강의를 자신의 모바일 기기에서도 들을 수 있으며 이를 위해서는 자신의 모바일 기기에 무들 앱을 설치해야 합니다. 안드로이드 운영 체제의 경우 Google Play에 가지거나 iPhone의 경우 App Store에, 윈도우 태블릿의 경우 Windows App Store에 가서서 Moodle Mobile 앱을 free로 다운 받은 후 앱을 실행시켜 site address를 입력하는 곳에 "moodle.wmu.edu"를 등록한 다음 본인의 WMU Moodle ID와 비밀번호로 로그인하면 현재 수강 중인 강의에 들어갈 수 있습니다."

1. Student can install the Moodle app directly from Mobile device to take online course. It's available in Google Play, Apple Market, and Windows App Stores. Student can register with "https://moodle.wmu.edu" and login with WMU Moodle ID.
  2. Students are required to use ZOOM (Web Conference Tool) for the synchronous discussion.
  3. Students can learn how to use ZOOM at Student service of WMU Moodle site.
1. 강의를 모바일로 듣기 위해서는 모바일에 무들 앱을 설치해야 합니다. 안드로이드 운영 체제의 경우 Google Play에 가지거나 iPhone의 경우 App Store에 가서서 Moodle Mobile을 free로 다운 받은 후 "https://moodle.wmu.edu"를 등록한 다음 본인의 WMU Moodle ID로 로그인하면 현재 수강 중인 강의에 들어갈 수 있습니다.
  2. 학생들은 웹 컨퍼런스 툴인 ZOOM을 사용할 수 있어야 합니다.
  3. ZOOM 사용법은 무들 > 학생 서비스 > 온라인 자료실에서 볼 수 있습니다.

**Course Format** 수업 형식

1. Weekly asynchronous online lecture (30 min session x2/ per week), forum, and review quiz 동영상 강의(30분 강의 2개)와 토론과제, 리뷰퀴즈
2. IFS Practice IFS실습
3. 실시간 Zoom Meeting

## Required Reading 필수 교재

동영상 강의 노트 (무들에 업로드)

Schwartz, Richard C. *Introduction to Internal Family Systems Model*. Oak Parks, IN: Trailheads Publications, 2001.

Earley, Jay. *참자아가 이끄는 소인격체 클리닉: 참자아 리더십 매뉴얼, IFS 자기치유 프로세스*. 서울: 시그마프레스, 2014.

## Recommended Reading 추천 교재

Holmes, Tom. *소인격체 클리닉: 그림으로 안내하는 내면의 삶*. 서울: 시그마프레스, 2013.

Earley, Jay. *IFS를 통한 분노 치유하기*. 서울: 학지사, 2014.

Weiss, Bonnie. *자기비판을 자신감으로 변화시키기*. 서울: 학지사, 2014.

Earley, Jay. *미루기 패턴 해결하기*. 서울: 학지사, 2015.

Earley, Jay. *내부갈등 해결하기*. 서울: 학지사, 2015.

Weiss, Bonnie., and Jay Earley. *완벽주의 해결하기*. 서울: 학지사, 2015.

## E-Resources

Schwartz, R. C. (2013, January 14). Why some people hate sex: The fascinating psychology behind sexual revulsion. Retrieved from <http://www.alternet.org/sex-amp-relationships/why-some-people-hate-sex-fascinating-psychology-behind-sexual-revulsion>

WMPG. (Producer). (2008, July 8). Addiction and shame [Audio podcast]. Retrieved from <http://safespaceradio.com/2008/>

Wood, L. (2015, February 11). Building response flexibility in clients with eating disorders: Improvisation and embodying addiction. [Web log comment]. Retrieved from <https://thedramascope.wordpress.com/2015/02/11/building-response-flexibility-in-clients-with-eating-disorders-improvisation-and-embodying-addiction/>

## Online resources for students

**elibrary** 블로그 (정보활용가이드)를 참고하십시오. (<http://elibrary.wmu.edu/>)

- 이 사이트에서 '자료 찾는 방법'을 클릭하시면 각종 데이터 베이스 사용법이 나와있습니다.
  - [KISS 사용법](http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/kiss-%EC%82%AC%EC%9A%A9%EB%B2%95/)
  - [DBpia 사용법](http://elibrary.wmu.edu/dbpia%EC%82%AC%EC%9A%A9%EB%B2%95/)
  - [RISS 사용법](http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/riss/)
  - [인터넷 자료 사용법](http://elibrary.wmu.edu/%EC%9D%B8%ED%84%B0%EB%84%B7-%EC%9E%90%EB%A3%8C-%ED%8F%89%EA%B0%80%EB%B2%95/)

**Course Requirements**

**1. (PLO#3/CLO#1) Weekly Quiz (20%):** Students are required to read weekly reading assignments, take online lecture, then submit the weekly quiz.

매주 할당된 리딩 과제를 읽고 강의동영상을 시청한 후 Quiz를 풀어 제출합니다. Quiz는 매주 10문항으로 10분 이내에 풀어서 제출하셔야 하며 한번만 접속할 수 있습니다. 학기말에 모든 퀴즈 점수가 합산되어 20점 만점으로 변환됩니다.

**2. (PLO#2/CLO#3) Forum Discussion 주제 토론(10%):** Students are expected to upload their own opinion to the thematic question and also to give replies to at least three classmates' answers.

매주 주제 토론에서 각 주제에 해당하는 주제로 토론글(200자 내외, 1-2 paragraph)을 올리고, 다른 사람의 글을 읽은 후 최소 3명에게 답글을 답니다. 본인 글은 매주 수요일, 답글은 매주 금요일 밤 12시가 Due입니다.

**3. (PLO#4/CLO#2) Part Map (20%):** Students are required to submit a Part Map of their own or a patient's.

한 학기동안 IFS를 공부하시면서 본인이나 한 환자의 Part Map을 만들어 제출합니다.

이것은 배운 내용을 본인이나 환자에게 실습함으로써 잘 적용하도록 하기 위함입니다. (DUE: 3/24 수 자정까지)

**4. (PLO#3/CLO#1) Mid-Term (20%) and Final Exam (20%):** 중간고사와 기말고사는 수업한 내용과 교재 범위 안에서 출제하며 단답형 혹은 서술형 시험입니다. 각각 20문항씩 출제되며 제한 시간은 40분입니다.

**5. 실시간 줌미팅 참석(10%):** 실시간 줌미팅은 3회 이루어지며 각 미팅 시간의 계획은 다음과 같습니다.

8/26 목 2pm: 오리엔테이션, 소개, 중요 공지 사항 안내, 질의 응답

9/13 월 5pm: IFS practice in group setting. 전체 그룹을 대상으로 실시하는 실제 IFS 치료 세션이 진행될 예정입니다.

10/5 화 11am: Demo of personal IFS session. 참석자 중 한 분을 대상으로 하여 개인 IFS 치료 세션이 데모로 진행될 예정입니다.

각 세션 참석시 3점씩을 얻게 되고, 3회 모두 참석한 경우 10점을 얻습니다.

실시간 참석이 원칙이나 사정상 실시간 참석이 어려운 분을 위해 모든 줌미팅은 녹화될 것이며 무들에 게시될 것입니다. 비록 실시간 참석을 못 하셨어도 녹화된 세션을 보시고 세션 내용에 대한 자세한 관찰 노트를 작성해서 제출하시면 세션당 2점씩 얻으실 수 있습니다.

**Grading 성적 평가**

Grading					
Grade	GPA	Numeric Description	Grade	GPA	Numeric Description

A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

“I”, “F” 학점 규정

a. “I” 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 “I” 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고. 한 학기 이후에는 “I” 가 “F”로 자동 변경됩니다.

b. “F” 학점: 변경할 수 없으며 재수강을 할 경우, “B+” 이상을 넘을 수 없습니다.

**Course Schedule 강의 일정**

Wk	Calendar	Lesson	Assignment	
Wk 1	8/23-8/29	Introduction to IFS	Lecture note, ch.1 Schwartz, ch.1 Earley, ch.1	Zoom Meeting: 8/26, 목 2pm
Wk 2	8/30-9/5	Parts: Exiles, Managers, Firefighters	Lecture note, ch.2 Schwartz, ch.3 Earley, ch.2	
Wk 3	9/6-9/12	Self	Lecture note, ch.3 Schwartz, ch.2	
Wk 4	9/13-9/19	Healing Process	Lecture note, ch.4 Schwartz, ch.5 Earley, ch.3	Mid-Term Exam
Wk 5	9/20-9/26	Neuro-Physiological Foundation	Lecture note, ch.5	<u>Zoom Meeting:</u> <u>9/13 월 5</u> <u>pm</u>
Wk 6	9/27-10/3	Interpersonal Relationship and Communication	Lecture note, ch.6	
Wk 7	10/4-10/10	Cognitive Behavioral Therapy and IFS 1	Lecture note, ch.7 Earley, ch.14	Zoom Meeting: 10 /5, 화 11am

Wk 8	10/11-10/17	Cognitive Behavioral Therapy and IFS 2	Lecture note, ch.8 Earley, ch.13	Final Exam Part Map: (DUE:10/17)
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**Academic Integrity Commitment 학문적 정직성**

기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.

정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.

- A. Cheating: 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우
    - 1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.
    - 2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.
    - 3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.
  - B. 위조(Fabrication): 의도적으로 거짓이나 정보의 허위조작.
  - C. 부정행위를 돕는 것(Facilitation academic dishonesty): 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.
  - D. 표절행위(Plagiarism): 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우.
- 이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one’s own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

### Expanded Bibliography 추가 참고 문헌

- Barbera, M. *Bring Yourself to Love: How Couples Can Turn Disconnection into Intimacy*. Boston, MA: Dos Monos Press, 2008.
- Earley, J. *Self-Therapy: A Step-by-Step Guide to Creating Wholeness and Healing Your Inner Child Using IFS, A New, Cutting-Edge Psychotherapy* (1st ed.). Larkspur, CA: Pattern System Books, 2009.
- . *Negotiating for Self-Leadership in Internal Family Systems Therapy*. Larkspur, CA: Pattern System Books, 2012.
- . *Resolving Inner Conflict: Working through Polarization Using Internal Family Systems Therapy*. Larkspur, CA: Pattern System Books, 2012.
- . *Working with Anger in Internal Family Systems Therapy*. Larkspur, CA: Pattern System Books, 2012.
- . *Freedom from Your Inner Critic: A Self-Therapy Approach*. Louisville, CO: Sounds True, 2013.
- Goulding, R. A., and Richard Schwartz. *The Mosaic of the Mind: Empowering the Tormented Selves of Child Abuse Survivors*. New York, NY: Norton & Co, 1995.
- Holmes, T. *Parts Work: An Illustrated Guide to Your Inner Life*. Kalamazoo, MI: Winged Heart Press, 2011.
- Mones, A. *Transforming Troubled Children, Teens, and Their Families: An Internal Family Systems Model for Healing*. New York, NY: Routledge, 2014.
- Papernow, P. L. *Surviving and Thriving in Stepfamily Relationships: What Works and What Doesn't*. New York, NY: Routledge, 2013.
- Schwartz, J., and Brennan, B. *There's a Part of Me...* Oak Park, IL: Trailheads Publications, 2013.
- Schwartz, R. C. *Internal Family Systems Therapy*. New York, NY: Guilford Publications, 1995.
- . *You Are the One You've Been Waiting for: Bringing Courageous Love to Intimate Relationships*. Oak Park, IL: Trailheads Publications, 2008.
- Steege, M. K. *The Spirit-Led Life: Christianity and the Internal Family System*. United States of America: M. K. Steege, 2010.
- Sweezy, M., and Ziskind, E. (Eds.). *Internal Family Systems Therapy: New Dimensions*. New York, NY: Routledge, 2013.
- Weiss, B. *Illustrated Workbook for Self-Therapy for Your Inner Critic: Transforming Self-Criticism into Self-Confidence*. Larkspur, CA: Pattern System Books, 2011.
- Weiss, B. *Self-Therapy Workbook: An Exercise Book for the IFS Process*. Larkspur, CA: Pattern System Books, 2013.

### Online Course Policy 온라인 수업 규정



**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need technical assistance at any time during the course, you can visit the Student Services in Moodle or email IT technician, [bomarch@wmu.edu](mailto:bomarch@wmu.edu).

**컴퓨터 조건:** 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 부가적인 소프트웨어가 준비되어 있어야 한다. 기술지원을 위해서는 무들 내에 있는 학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 언제든지 기술적인 지원이 필요하면, 무들 내에 있는 학생 서비스에 들어가거나 IT 과장에게 연락한다. [bomarch@wmu.edu](mailto:bomarch@wmu.edu)

**Moodle Message:** In every course MOODLE MESSAGE will be used. Student can check the message in the Moodle system. Please check student's own messages regularly.

**무들 메시지:** 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**Q&A:** In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

**질의응답:** 온라인 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 과목마다 질의응답방 (Q&A방)이 준비되어 있으므로 자신의 질문사항을 그 곳에 올린다.

**Participation Policy:** Participation is essential in an online class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**참여 규정:** 참여는 온라인 클래스에서 필수요소이다. 모든 과목에서 학생들은 교실수업과 똑같이 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 낙제할 수 있다.

**Assignments Completion Policy:** All assignments for the course will be submitted electronically through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.

**과제 제출 규정:** 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.

## Guidelines for Part Map

Due Date: 10/17 (일요일) 밤 12시 (Late submission 일 경우 감점)

제출방법: 무들에 스캔하여 업로드 (pdf, ppt, word)

내용: Part Map + 설명 에세이 (두 개의 파일로 따로 올려도 되고 한 파일에 두 내용을 다 포함해도 됩니다)

한 학기 동안 IFS 작업을 하면서 자신이나 혹은 자신이 돌보는 환자의 내면 세계에서 발견한 parts 를 자신만의 창조적 방법으로 표현하는 것입니다. 그림을 그리거나, PPT를 이용하거나, 오려 붙이는 콜라주, 점토, 영상, 포토샵, 에세이 등 다양한 방법을 생각하여 자신의 내면 세계를 표현합니다.

반드시 포함되어야 하는 것은 각 part들의 모습과 그들에 대한 소개, 그들 간의 관계에 대한 표현이나 설명입니다.

Parts Map은 자신이나 환자의 내면 세계를 표현하는 예술작품입니다.

**Rubric**

	10	8	6	4	2
Content 내용	Articulate well parts, Self, and their dynamics; Make full use of class learnings Parts 와 Self, 그들 간의 관계 등이 자세하고 알기 쉽게 표현 학습한 내용이 다양하고 풍성하게 표현됨	All requirements are met, but need more detailed description 필요한 내용들이 잘 기술되긴 하였지만 조금 더 풍성하면 좋았을 것이다.	Some parts of description are not correct. Need more enriched explanation. 학습 내용들이 반영되긴 했지만 조금 더 풍성하면 좋았을 것이다. 혹은 학습 내용들 중 정확하지 않은 부분이 있다.	A little poor description. Some errors and wrong description are found 설명이 조금 더 풍성했으면 좋았을 것이다. 학습 내용들 중 틀린 부분들이 많다.	Poor explanation Description has nothing to do with class learnings 설명이 빈약 학습 내용과 상관없는 과제 제출
Creativity in Expression 표현 매체의 독창성	Very creative 매우 독창적	Creative 독창적인 편	Somewhat Creative 독창적인 면이 있다	A little Creative 약간 독창적	General 일반적

**PLO-CLO Chart**

NUR 305 Psychological and Spiritual Assessment in Health Care				
Course Description				
<p>This course offers a psycho-spiritual assessment for understanding human mind and healing ministry in Health care. Through Internal Family Systems (IFS) model and cognitive behavior therapy, students will experience depth understanding of themselves and benefit in interpersonal relationships, as well as be equipped with effective way of healing ministry for others. Also, students will deepen their spiritual life through regular practices.</p>				
Program Learning Outcomes	Course Learning Outcomes	Assignments/ Course Requirements	Evaluation Standards	Results
1. Integrate general nursing and nursing education to practice professional nursing practice				
2. Demonstrate evidence- based practice with critical thinking	3. Embody Christian care by applying IFS to different cultural backgrounds.	2. Forum Discussion	Weekly Submission	
3. Demonstrate professional communication with critical and spiritual competence	1. Articulate the essential concepts and processes of Internal Family Systems Therapy and apply them to inner world of themselves and patients for the improvement of effective communication.	1. Weekly Quiz 4. Exams	Scores Scores	
4. Demonstrate Leadership skills for health promotion during the life cycle	2. Apply the concepts and processes of IFS to develop leadership skills for patients’ mental, spiritual health throughout their life span.	3. Part Map	Rubric	
5. Apply systems, finances and policies to professional nursing care				

### Project RUBRIC

	5	4	3	2	1
Content 내용	Articulate well parts, Self, and their dynamics; Make full use of class learnings Parts 와 Self, 그들 간의 관계 등이 자세하고 알기 쉽게 표현 학습한 내용이 다양하고 풍성하게 표현됨				Poor explanation Description has nothing to do with class learnings 설명이 빈약 학습 내용과 상관없는 과제 제출
Creativity in Expression 표현 매체의 독창성	Very creative 매우 독창적				General 일반적

## Assessment Analysis

NUR 305 Psychological and Spiritual Assessment in Health Care					
Course Description					
<p>This course offers a psycho-spiritual assessment for understanding human mind and healing ministry in Health care. Through Internal Family Systems (IFS) model and cognitive behavior therapy, students will experience depth understanding of themselves and benefit in interpersonal relationships, as well as be equipped with effective way of healing ministry for others. Also, students will deepen their spiritual life through regular practices.</p>					
Program Learning Outcomes	Course Learning Outcomes	Assignment Methods	Expected Level of Achievement	Result of Assessment	Next Steps
1. Integrate general nursing and nursing education to practice professional nursing practice					
2. Demonstrate evidence- based practice with critical thinking	3. Embody Christian care by applying IFS to patients from different cultural backgrounds	2. Forum	80% of students participate in weekly discussion		

<p>3. Demonstrate professional communication with critical and spiritual competence</p>	<p>1. Articulate the essential concepts and processes of Internal Family Systems Therapy and apply them to inner world of themselves and patients for the improvement of effective communication.</p>	<p>1. Weekly Quiz 4. Exams</p>	<p>80% of students receive 18 or above. (0-20 scale) 80% of students receive 40 or above. (0-50 scale)</p>
<p>4. Demonstrate Leadership skills for health promotion during the life cycle</p>	<p>2. Apply the concepts and processes of IFS to develop leadership skills for patients' mental, spiritual health throughout their life span.</p>	<p>3. Part Map</p>	<p>80% of student receive 7 or above by the rubric (0-10 scale)</p>
<p>5. Apply systems, finances and policies to professional nursing care</p>	<p>.</p>		



**NUR 314**  
**Nursing Research (3 Credits)**  
**Spring, 2022**

**Mission Statement**

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

**사명**

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

**RN to BSN Program Learning Outcomes :**

Upon completing this program, students will be able to:

- 1 Integrate nursing education to professional nursing practice
- 2 Demonstrate evidence- based practice with critical thinking
- 3 Demonstrate professional communication with critical and spiritual competence
- 4 Demonstrate Leadership skills for health promotion during the life cycle
- 5 Apply systems, finances and policies to professional nursing care

**간호사를 위한 학사학위 프로그램 학습 결과**

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

- 1 . 간호 교육과 전문적 간호 실무를 통합할 수 있다.
- 2 . 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
- 3 . 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
- 4 . 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
- 5 . 전문적인 간호 업무에 제도화 재정 및 정책을 적용할 수 있다.

**Instructor**

**강사 이름 및 연락처**

Prof. Jung Eun Kim (Judy)  
Phone: 213-388-1000 Ext) 114  
e-mail: [judykim@wmu.edu](mailto:judykim@wmu.edu)  
Cell: 213-275-9482

**Class Hour 수업 시간**

Wednesday 5 pm to 8pm (Pacific Time)

**Classroom 강의실**

synchronized zoom ([zoom6@wmu.edu](mailto:zoom6@wmu.edu)) 213-388-6000

**Office Hour 면담 시간**

- 1) In-class direct counseling through Zoom: Every Wednesday
- 2) Email contact: [judykim@wmu.edu](mailto:judykim@wmu.edu) (Response within 48 hrs)  
No weekend. Professor is supposed to reply the message or question within 48 Hrs.
- 3) Please, utilize the Moodle site, ([moodle.wmu.edu](http://moodle.wmu.edu)) to communicate with an instructor. An instructor will respond within 48 hours.
- 4) SNS such as Kakao talk
- 5) Synchronous contact: By using a web online conference tool.

**Course Description 과목 소개**

This course is designed to teach nursing research's major concepts, process, and application of nursing research findings into nursing practice. Students will gain an understanding of the nursing research's core concepts and process. Students

Nursing Research & Senior Project Prof. Jung Eun Kim **CLO 3: Apply acquired nursing knowledge into nursing fields with critical and spiritual competence. (PLO #3)**

will learn basic nursing statistics and will have opportunities to practice the statistical program SPSS for nursing research. Overall, students will integrate nursing knowledge and complex concepts to their nursing research and nursing practice.

**PROGRAM LEARNING OUTCOMES (PLOs):**

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with critical and spiritual competence
4. Demonstrate Leadership skills for health promotion during the life cycle
5. Apply systems, finances and policies to professional nursing care

**Course Learning Outcomes (CLO)**

At the completion of this course, students will be able to:

1. Understand core concepts, major components, and process of nursing research. (PLO #1)
2. Understand essential statistical methods for nursing research. (PLO #2)
3. Apply acquired nursing knowledge into nursing fields with critical and spiritual competence. (PLO #3)

**LEARNING OUTCOMES ALIGNMENT TABLE**

ESSENTIAL	Program Learning Outcomes (PLO)	Course Learning Outcomes (CLOs)
ESS #3: Scholarship for Evidence- Based Practice	PLO 1: Integrate nursing education to professional nursing practice.	CLO 1: Understand core concepts, major components, and process of nursing research. (PLO #1)
ESS #4: Information Management and Application of Patient Care Technology  ESS #5: Healthcare Policy, Finance, and Regulatory Environments	PLO 2: Demonstrate evidence- based practice with critical thinking.	CLO 2: Understand essential statistical methods for nursing research. (PLO #2)



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<p><b>ESS #6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b></p>	<p><b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b></p>	
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**Prerequisites 수강 전 필수 사항**

- 1) Students must purchase “*Nursing Research, Ninth Edition*” by Denise F. Polit, Cheryl Tatano Beck.
- 2) Students must have access and required to use Online Learning with Lippincott CoursePoint Interactive Modules.
- 3) Students must complete Lippincott online orientation and learn how to use all course contents before starting
- 4) Students must download an E-book from Lippincott. They only have one attempt to download.
- 5) Students must have knowledge about APA format and References.

**Course Format 수업 형식**

16 weeks Weekly Zoom distance learning at real class time, ppt lecture via Zoom, class participation and group and small group discussion with zoom room (join meeting id : 213 388 6000) invited by Prof. Judy Kim.

**Required Reading 필수 교재**

Polit, D. F., & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice*. Wolters Kluwer.  
 Grove, S., & Ciper, D. (2019). *Statistics for Nursing Research: A workbook for Evidence-Based Practice*. Third edition. Evolve.

**Recommended Reading 추천 교재**

Polit, D. F., & Beck, C. T. (2021). *Resource manual for Nursing research: generating and assessing evidence for nursing practice*, Eleventh edition. Wolters Kluwer.  
 Green, S.B., & Salkind, N.J. (2013). *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data*, 7th ed. Upper Saddle River, NJ: Prentice Hall.

**Expanded Bibliography 추가 참고 문헌**

Creswell, J.W. (2013). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (4th ed). Sage Publications. ISBN 978-1-452226-10-1  
 Hulley, S. B., Cummings, S. R., Browner, W.S., Grady, D.G., Newman, T. B. (2013). *Designing clinical research*. (4th ed.). Lippincott Williams & Wilkins. ISBN-13 978-1-608318-04-9

**E-Resources**

Online resources for students

**elibrary 블로그 (정보활용가이드)를 참고하십시오. (<http://elibrary.wmu.edu/>)**

- Log in to [nursing.wmu.edu](http://nursing.wmu.edu)

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- **CINAHL**  
<https://www.ebsco.com/products/research-databases/cinahl-complete>
- **KISS 사용법**  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/kiss-%EC%82%AC%EC%9A%A9%EB%B2%95/>
- **RISS 사용법**  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/riiss/>
- **인터넷 자료 사용법**  
<http://elibrary.wmu.edu/%EC%9D%B8%ED%84%B0%EB%84%B7-%EC%9E%90%EB%A3%8C-%ED%8F%89%EA%B0%80%EB%B2%95/>

**Course Evaluation Methods**

CLO	Activities	Due Date	%(Points)
CLO # 1	Class participation	In class	10%(10)
	Attendance	Weekly	10%(10)
	Mid-term exam	03/23	20%(20)
	Final exam	05/04	20%(20)
CLO #2	Quiz	04/20	20%(20)
CLO #3	Interactive Module	Weekly assigned	20%(20)
Total			100%(100)

**Grading 성적 평가**

Grade	GPA	Numeric Description	Grade	GPA	Numeric Description
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

"I", "F" 학점 규정

- a. "I" 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 "I" 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고, 한 학기 이후에는 "I" 가 "F"로 자동 변경됩니다.
- b. "F" 학점: 변경할 수 없으며 재수강을 할 경우, "B+" 이상을 넘을 수 없습니다.

**Course Schedule** (Subject to change per school events, holidays, and others)

(3 Credits x 30hours = Total 90 study hours required to complete a semester)

Wk	Date	Lesson/ Topic	Assignment	Relevant Chapters (Study hours)
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Nursing Research & Senior Project Prof. Jung Eun Kim **CLO 3: Apply acquired nursing knowledge into nursing fields with critical and spiritual competence. (PLO #3)**

Wk 1	01/26	<b>Part I</b> Overview of Nursing Research and its role in EBP	Interactive Module (Chapter 1)	Chapter 1. Introduction to Nursing Research for Evidence-Based Practice (5hrs)
Wk 2	02/02	<b>Part I</b> Overview of Nursing Research and its role in EBP	Interactive Module (Chapter 3)	Chapter 3. Reading and Critical appraising research articles (5hrs)
Wk 3	02/09	<b>Part II</b> Preliminary Steps in Quantitative and Qualitative Research	Interactive Module (Chapter 5)	Chapter 5. Identifying research problems, research questions, and hypotheses (5hrs)
Wk 4	02/16	<b>Part II</b> Preliminary Steps in Quantitative and Qualitative Research	Interactive Module (Chapter 6)	Chapter 6. Finding and reviewing research evidence in the literature (5hrs)
Wk 5	02/23	<b>Part III</b> Designs and Methods for Quantitative & Qualitative Nursing Research	Interactive Module (Chapter 9)	Chapter 9. Appraising sampling and data collection in quantitative studies (5hrs)
Wk 6	03/02	<b>Part III</b> Designs and Methods for Quantitative & Qualitative Nursing Research	Interactive Module (Chapter 10)	Chapter 10. Appraising qualitative designs and approaches (5hrs)
Wk 7	03/09	<b>Part III</b> Designs and Methods for Quantitative & Qualitative Nursing Research	Interactive Module (Chapter 11)	Chapter 11. Appraising sampling and data collection in qualitative studies (5hrs)
Wk 8	03/16	<b>Part III</b> Designs and Methods for Quantitative & Qualitative Nursing Research	Interactive Module (Chapter 12)	Chapter 12. Understanding mixed methods research, quality improvement, and other special types of research (5hrs)
Wk 9	03/23			<b>** Mid-term exam</b> (From Chapter 1 thru Chapter 11) (10hrs)
Wk 10	03/30	<b>Part IV</b> Analysis and Interpretation in Quantitative and Qualitative Research	Interactive Module (Chapter 13)	<b>** Nursing Statistics: Understanding Nursing Statistical Methods- Session 1</b> Chapter 13. Understanding Statistical Analysis of quantitative data (5hrs)
Wk 11	04/06	<b>Part IV</b> Analysis and Interpretation in Quantitative and Qualitative Research	Interactive Module (Chapter 13)	<b>** Nursing Statistics: Understanding Nursing Statistical Methods- Session 2</b> Chapter 13. Understanding Statistical Analysis of quantitative data (5hrs)
Wk 12	04/13	<b>Part IV</b> Analysis & Interpretation in Quantitative and Qualitative Research	Interactive Module (Chapter 14)	<b>** Nursing Statistics: Understanding Nursing Statistical Methods- Session 3</b> Chapter 14. Interpreting quantitative findings and evaluating clinical (5hrs)

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Wk 13	04/20	<b>Part IV</b> Analysis & Interpretation in Quantitative and Qualitative Research	Interactive Module (Chapter 15, 16)	<b>** Quiz: Nursing statistics</b> Chapter 15. Understanding the analysis of qualitative data Chapter 16. Appraising trustworthiness and integrity in qualitative research (5hrs)
Wk 14	04/27	<b>Part IV</b> Analysis & Interpretation in Quantitative and Qualitative Research	Interactive Module (Chapter 17, 18)	Chapter 17. Learning from systematic reviews Chapter 18. Putting research evidence into practice (5hrs)
Wk 15	05/04			<b>** Final exam</b> (From Chapter 1 thru Chapter 18) (10hrs)
Wk 16	05/11	Fina Exam evaluation & Feedbacks		Course Evaluation

**Academic Integrity Commitment 학문적 정직성**

기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다. 정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.

- A. Cheating: 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우
  - 1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.
  - 2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.
  - 3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.
- B. 위조(Fabrication): 의도적으로 거짓이나 정보의 허위조작.
- C. 부정행위를 돕는 것(Facilitation academic dishonesty): 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.
- D. 표절행위(Plagiarism): 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우.

이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 받게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 휴제 절차 과정을 밟게 될 것이다.

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At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

### Course Policy 수업 규정

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need technical assistance at any time during the course, you can contact Lippincott Technical Services vi or email them [www.thepoint.lww](http://www.thepoint.lww)

**컴퓨터 조건:** 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 추가적인 소프트웨어가 구비되어 있어야 한다. 기술지원을 위해서는 무들 내에 있는 학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 언제든지 기술적인 지원이 필요하다면, 무들 내에 있는 학생 서비스에 들어가거나 Lippincott Technical Service에게 연락한다.

**Moodle Message:** In every course MOODLE MESSAGE will be used. Student can check the message in the Moodle system. Please check student's own messages regularly.

**무들 메시지:** 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**Q&A:** In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

**질의응답:** 온라인 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 과목마다 질의응답방 (Q&A방)이 준비되어 있으므로 자신의 질문사항을 그 곳에 올린다.

**Participation Policy:** Participation is essential in an in class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**참여 규정:** 참여는 수업 클래스에서 필수요소이다. 모든 과목에서 학생들은 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 삭제할 수 있다.

**Assignments Completion Policy:** All assignments for the course will be submitted through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.

Nursing Research & Senior Project Prof. Jung Eun Kim **CLO 3: Apply acquired nursing knowledge into nursing fields with critical and spiritual competence. (PLO #3)**

**과제 제출 규정:** 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.

**Course Evaluation**

**1. Class Participation (10%)**

Students are expected to engage and participate in each week’s thematic objectives. Refer to the rubric.

**2. Attendance (10%)**

Students are required to attend the class every week on time. 2 points per absent, 1 absent per three times tardy. When missing more than 1/3 absence of a semester you will receive a failure(“F”) for the course unless a withdrawal request is submitted by the last date to withdraw from the course, All absences must involve legitimate excuses, such as health problems or family emergencies. Documentation should be available for all absences and supplied when requested.

**3. Course Point Interactive Modules (20%)**

Students are required to read **weekly** reading assignments and submit Course Point Interactive Modules. 10 assignments in total. Used an average score of all assignments (Due : 7:30pm on every Sunday)

**4. Quiz- Nursing Statistics (20%)**

Students will have a quiz. It will cover the contents regarding statistical methods. To achieve a high score in this quiz, students will need to engage and participate in discussion during the Statistical method 3 sessions.

**5. Mid-term exam (20%)**

This Mid-term exam covers chapter 1 thru chapter 11. Students will complete mid-term exam about course content. Questions will be multiple choice, true false, and short writing. On the date of this exam, students will receive the exam paper thru email from an instructor, and will need to submit the answers within the same day.

**6. Final exam 20%**

This Final exam covers whole chapters, chapter 1 thru chapter 18. Like the mid-term exam, this final exam also includes Questions will be multiple choice, true false, and short writing. On the date of this exam, students will receive the exam paper thru email from an instructor, and will need to submit the answers within the same day.

**Guidelines/Rubric**

**1. Class participation (10pts)**

Purpose/Objective: This class functions in a seminar-style where students are expected to come prepared to class, having completed the reading and informational assignments. To optimize learning, students will contribute to the teaching and learning experience through collaboration, involvement and guidance of class activities.

Criteria	Excellent Work 2.5	Meets Expectation 2	Needs Improvement 1.5	Not Acceptable 1	Total
<b>Critical Thinking Problem solving skills; adaption to change</b>	Always thinks through problems; selects strategy; finds way to solve	Consistent use of problem solving strategies	Somewhat use of problem solving strategies	Consistently avoids problem solving; rarely seeks assistance	

Nursing Research & Senior Project Prof. Jung Eun Kim **CLO 3: Apply acquired nursing knowledge into nursing fields with critical and spiritual competence. (PLO #3)**

<b>Effort Exhibits strong work ethic; preparedness</b>	Consistently comes to class prepared; maximizes class time available	Almost always prepared; frequently uses class time effectively	Irregularly comes to class prepared; somewhat uses class time effectively	Frequently does not come to class prepared; poor use of class time	
<b>Professionalism Behavior, attitude, personal presentation</b>	Always demonstrates positive attitude, self-control, good personal presentation & traits of life-long learning	Consistently positive; embraces life-long learning, and demonstrates personal presentation	Sometimes demonstrates positive attitude, self-control, good personal presentation, & traits of life-long learning	Resists new ideas and skills; rarely positive; demonstrates poor personal presentation	
<b>Communication Listening, oral, focused integrated issues/opinions</b>	Always uses clear, organized language; effectively exchanges ideas and information, responses connect to prior knowledge and extend knowledge	Consistently uses clear/organized language, builds off of other's ideas	Sometimes uses clear/organized language, builds off of other's ideas but often distracted	Poor demonstration of communication and listening skills. Listens to others ideas but stays with own ideas, response of off focus	

**2. Attendance (10pts)**

Criteria	Needs Improvement(5pts)	Meets Requirements (8pts)	Exemplary (10pts)	Total Points
Attendance	Absent > 3 times. Does not request excused absence prior to class. Consistently late to class.	Request/notification of absence submitted to professor prior to class. Occasionally arrives late to class. When late, enters without being disruptive to others.	Arrives to class on time. Request/notification of absence submitted to professor prior to class.	

**3. Module Individual On-line Study (20 pts)**

Purpose/Objective: Through independent on-line study, students will explore and understand major concepts and process of nursing research in health care settings. Students will learn diverse nursing research case studies and develop strategies how to implement nursing research. They will explain what nursing research is, how to conduct nursing research, and the application of nursing research outcomes in health care settings.  
Each incomplete module is deducted – 1 point from the total 20 points

**4. Quiz (20pts)**

Purpose/Objective: Through this quiz, students will understand concepts, components, and process of statistical methods for nursing research.

**5. Mid-term exam (20pts)**

Purpose/Objective: This exam will enhance students' understanding about course contents. Students will complete mid-term exam about course content.  
The content covered for the mid-term will include Chapter from 1 thru 11.  
Questions will be multiple choice, true false, and short writing.  
The exam is time limited, and it should be submitted within specific hours via email.

**6. Final exam (20pts)**

Purpose/Objective: This exam will enhance students' understanding about course contents.

Nursing Research & Senior Project Prof. Jung Eun Kim **CLO 3: Apply acquired nursing knowledge into nursing fields with critical and spiritual competence. (PLO #3)**

Students will complete the final exam about course content.

Questions will be multiple choice, true false, and short writing.

The exam is time limited, and it should be submitted within specific hours via email.

The content covered for the final exam will include all the Chapters from 1 thru 18.



**PLO-CLO chart**

This course is designed to teach students how to conduct nursing research and to apply nursing research findings to nursing practice. Students will gain an understanding of the research major components, process, statistical methods, current research findings through discussion, interactive modules, self-study, and mid-term/final exam. Students will develop diverse nursing research approaches to improve healthcare within a local healthcare delivery system.

<b>PLO</b>	<b>Course Learning Outcomes (CLO)</b>	<b>Assignment Methods</b>	<b>Evaluation Methods</b>	<b>Expected Level of Achievement</b>
1. Integrate nursing education to professional nursing practice	1. Understand core concepts, major components, and process of nursing research	Class participation/ Attendance/ Mid-term exam/ Final exam	Rubric/ Achieved points from midterm and final exams	80% of students receive 80 or above
2. Demonstrate evidence-based practice with critical thinking	2. Understand essential statistical methods for nursing research	Quiz	Achieved points from the quiz	80% of students receive 80 or above
3. Demonstrate professional communication with critical and spiritual competence	3. Apply acquired nursing knowledge into nursing fields with critical and spiritual competence.	Interactive Modules	Achieved points from the Modules' pre and post tests	80% of students receive 80 or above



## NUR 326 Syllabus

### EBP and Leadership in nursing

Spring, 2022

#### 월드미션대학교 사명과 목표 2022

##### Mission Statement

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

##### 사명

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

##### RN to BSN Program Learning Outcomes:

Upon completing this program, students will be able to:

- 1 **Integrate nursing education to professional nursing practice**
- 2 **Demonstrate evidence- based practice with critical thinking**
- 3 **Demonstrate professional communication with critical and spiritual competence**
- 4 **Demonstrate Leadership skills for health promotion during the life cycle**
- 5 **Apply systems, finances and policies to professional nursing care**

##### 간호사를 위한 간호학 학사 학위 프로그램 학습 결과

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. **간호 교육과 전문적 간호 실무를 통합할 수 있다.**
2. **비판적 사고를 통해 근거에 기반한 간호를 실천할 수 있다.**
3. **비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.**
4. **생애주기 동안 환자들의 건강 증진을 위한 리더쉽 기술을 적용할 수 있다.**
5. **전문적인 간호 업무에 제도과 재정 및 정책을 적용할 수 있다.**

##### Instructor

Suzie Sung MSN, MNN RNC, RN  
Phone: 562-644-2123 Email: suzies@wmu.edu

##### Class Hour

Session (01/23/2021 to 05/10/2021)

##### Classroom

On-line Class

##### Office Hour

- 1) Direct Encounter: Between 10am and 06pm on every Thursdays
- 2) Email contact: Response within 48 hours except on the weekends. Students must use their school emails to contact the professor about formal matters (grades,

assignments, etc). Use the chat room in Moodle to ask questions necessary for learning or to communicate with the professor.

**Course Description**

This 4-credit course is designed to foster a understanding of the EBP in nursing and process while providing healthcare providers with resources, information, and tools to implement evidence-based practice (EBP). Real clinical examples, case studies, interactive modules, and competencies are provided to engage the nursing students actively in understanding how research findings can be applied to practice and in demonstrating how practice data is utilized to improve patient care outcomes.

**PROGRAM LEARNING OUTCOMES (PLOs):**

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with critical and spiritual competence
4. Demonstrate Leadership skills for health promotion during the life cycle
5. Apply systems, finances and policies to professional nursing care

**Course Learning Outcomes (CLOs)**

At the completion of this course, students will be able to:

1. Understand and identify implication and application of EBP in nursing. (PLO #2) [EBP Presentation](#)
2. Apply and utilize acquired knowledge regarding EBP into nursing fields. (PLO #1) [Module](#)
3. Describes and apply grace-full leadership into nursing practice. (PLO#4) [Bowling Reflection](#)
4. Use the scientific process, critical thinking and creative problem solving for clinical decision-making. (PLO # 3) [Discussion](#)

**LEARNING OUTCOMES ALIGNMENT TABLE**

ESSENTIAL	Program Learning Outcomes (PLO)	Course Learning Outcomes (CLOs)
<p><b>ESS #2: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</b></p>	<p><b>PLO 1: Integrate nursing education to professional nursing practice.</b></p>	<p><b>CLO 2: Apply and utilize acquired knowledge regarding EBP into nursing fields. (PLO #1)</b> <a href="#">Module</a></p>

<b>ESS #3: Scholarship for Evidence- Based Practice</b>	<b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b>	<b>CLO 1: Understand and identify implication and application of EBP in nursing. (PLO #2) <a href="#">EBP presentation</a></b>
<b>ESS #4: Information Management and Application of Patient Care Technology</b>	<b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b>	<b>CLO 4: Use the scientific process, critical thinking and creative problem solving for clinical decision-making. (PLO #3). <a href="#">Discussion</a></b>
<b>ESS #9: Baccalaureate Generalist Nursing Practice</b>	<b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b>	<b>CLO 3: Describes and apply grace-full leadership into nursing practice (PLO #4) <a href="#">Bowling Reflection paper</a></b>

### Prerequisites

1. Students must have “Evidence-Based Practice in Nursing and Healthcare 4<sup>th</sup> Edition” by Lippincott online book and obtain all ID and passwords.
2. Students must have access and are required to use Online Learning with Lippincott Course Point Interactive Modules.
3. Students must complete Lippincott online orientation and learn how to use all course contents.
4. Students must be knowledgeable about APA format and References.

### Course Format

1. Weekly Ground lecture (3 hours per week x 16 weeks), class participation, case studies discussion, and project presentation.
2. Weekly Interactive Modules assignments, bowling leadership reflection paper, EBP project presentation, and discussion.
3. Lectures in the classes are held in bilingual (Korean and English) for students to understand, however; all nursing assignments must be written and submitted in English to apply in the nursing practice. Reading ability to understand nursing textbooks such as quiz, assignments, modules by Lippincott is required, and presentations in English are recommended to promote the communication competency as professional nurses in nursing practice.

**Statement of Student Time Commitment**

For each course credit, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a four-credit course, at least 12 hours/week is expected. This is a general guideline which may vary depending on the assignment.

**Required Reading**

- Melnyk, B. M., & Fineout-Overholt, E. (2019). *Evidence-based practice in nursing & healthcare: A guide to best practice*. Lippincott Williams & Wilkins.
- Bowling, J. C. (2011). *Grace-full leadership: Understanding the heart of a Christian leader* (2nd ed.). Kansas City, MO: Beacon Hill Press.

**Recommended Reading**

1. American Psychological Association. (2010a). *Publication manual of the APA* (7th ed.). Washington, DC: Author.
2. Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2009). Evidence-based practice: step by step: igniting a spirit of inquiry. *AJN The American Journal of Nursing*, 109(11), 49-52.
3. Marquis, B. L. & Huston, C. J. (2020). *Leadership roles and management functions in nursing: Theory and application* (10th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott.
4. Melnyk, B. M., Fineout-Overholt, E., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-based practice: step by step: the seven steps of evidence-based practice. *AJN The American Journal of Nursing*, 110(1), 51-53.
5. Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). Evidence-based practice, step by step: asking the clinical question: a key step in evidence-based practice. *AJN The American Journal of Nursing*, 110(3), 58-61.
6. Stillwell, S. B., Fineout-Overholt, E., Melnyk, B. M., & Williamson, K. M. (2010). Evidence-based practice, step by step: searching for the evidence. *AJN The American Journal of Nursing*, 110(5), 41-47
7. Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-based practice step by step: Critical appraisal of the evidence: part I. *AJN The American Journal of Nursing*, 110(7), 47-52.
8. Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-Based Practice, Step by Step: Critical Appraisal of the Evidence: Part II: Digging deeper—examining the "keeper" studies. *AJN The American Journal of Nursing*, 110(9), 41-48.
9. Fineout-Overholt, E., Melnyk, B. M., Stillwell, S. B., & Williamson, K. M. (2010). Evidence-based practice, step by step: Critical appraisal of the evidence Part III. *AJN The American Journal of Nursing*, 110(11), 43-51.
10. Fineout-Overholt, E., Williamson, K. M., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B. (2011). Evidence-based practice, step by step: following the evidence: planning for sustainable change. *AJN The American Journal of Nursing*, 111(1), 54-60.
11. Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B. (2011). Evidence-based practice, step by step: implementing an evidence-based practice change. *AJN The American Journal of Nursing*, 111(3), 54-60.
12. Gallagher-Ford, L., Fineout-Overholt, E., Melnyk, B. M., & Stillwell, S. B. (2011). Evidence-Based Practice, Step by Step: Rolling Out the Rapid Response Team. *AJN The American Journal of Nursing*, 111(5), 42-47.

13. Fineout-Overholt, E., Gallagher-Ford, L., Melnyk, B. M., & Stillwell, S. B. (2011). Evidence-based practice, step by step: evaluating and disseminating the impact of an evidence-based intervention: show and tell. *AJN The American Journal of Nursing*, 111(7), 56-59.
14. Melnyk, B. M., Fineout-Overholt, E., Gallagher-Ford, L., & Stillwell, S. B. (2011). Evidence-based practice, step by step: sustaining evidence-based practice through organizational policies and an innovative model. *AJN The American Journal of Nursing*, 111(9), 57-60.
15. Brozek, B. (2010). *You're hired: A nurse's guide to success in today's job market*. Sacramento, CA: California Nursing Student's Association.
16. Hacker, D. (2007). *A writer's reference* (6<sup>th</sup> ed.). Boston, MA: Bedford/St. Martins.
17. Riley, J. B. (2017). *Communication in nursing* (8<sup>th</sup> ed.). St. Louis, MO: Elsevier.
18. Rischer, K. (2015) *Think like a nurse! Practical preparation for professional practice*. [e-book] Minneapolis, MN.
19. Strunk, W. & White, E. B. (1999). *The elements of style* (4<sup>th</sup> ed.). New York, NY: Longman Publishing.

**E-Resources**

1. <https://moodle.wmu.edu>
2. <https://thepoint.lww.com>
3. Use Purdue Owl for information regarding APA (American Psychological Association) latest requirements for paper formatting, grammar and punctuation. (<https://owl.english.purdue.edu/owl/resource/560/01/>)
4. <http://elibrary.wmu.edu/>
5. <https://www.jointcommission.org/Course Evaluation Methods>

CLO	Activities	Due Date	%(Points)
CLO # 1	Discussion/Attendance/Participation	In class	20%(20)
CLO # 2	Module study	weekly	30%(30)
CLO # 3	Bowling leadership reflection paper	By midnight of 05/05/2022	20%(20)
CLO # 4	EBP Project presentation	03/24/22 to 04/28/22	30%(30)
		<i>Total</i>	100%(100)

**Grading 성적 평가**

Grade Description	GPA	Numeric Description	Grade	GPA	Numeric
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

"I", "F" 학점 규정

- a. "I" 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 "I" 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고, 한 학기 이후에는 "I" 가 "F"로 자동 변경됩니다.
- b. "F" 학점: 변경할 수 없으며 재수강을 할 경우, "B+" 이상을 넘을 수 없습니다.

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. Grades in undergraduate courses are not rounded up. If a student has questions regarding grades, the student should contact a professor and the professor should respond about the question within 1 week.

### **Late Assignment Submission**

Late submission of assignments is discouraged and will result in 10% deduction/day including weekends and holidays.

### **APA Style**

Complete APA format is required for all formal papers submitted through the Dropbox. APA format specifies format for title page, running head with pagination, abstract, levels of headings, in-text citations, and reference list. Discussions do not require APA format unless you are using information from a reference source (your textbook, other books, journal articles, etc.), in which case you must properly use APA format for in-text citations and references. All documents must be submitted in Word (.doc or .docx).

### **Participation**

In distance education courses, you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you will have to complete your discussion assignments. Consistent failure to participate in class will result in being dropped from the course.

### **Expectations**

You are encouraged to bring your technology device into the classroom for class activities only, ie: note taking, viewing lecture content. In order to promote an inclusive and optimal learning environment for everyone, unrelated web browsing, texting, or social media is not tolerated. If you need to text or take a phone call, please make sure that your device is on silent and leave the room. If you decide not to abide by this request and are disruptive, you will be asked to leave for the remainder of the class

### **Academic Integrity Commitment 학문적 정직성**

기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.

정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.  
A. Cheating: 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우

1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.
2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.
3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.

B. 위조(Fabrication): 의도적으로 거짓이나 정보의 허위조작.

C. 부정행위를 돕는 것(Facilitation academic dishonesty): 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.

D. 표절행위(Plagiarism): 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우.

이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one’s own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.



**Course Schedule (Subject to change per school events, holidays, and others)**

<b>Week</b>	<b>Lesson</b>	<b>Assignment/ Discussion/Activity</b>
<b><u>Week 1</u></b> 01/27/2022	<i>Chapter 1 : Making the Case for Evidence-Based Practice and Cultivating a Spirit of Inquiry</i>	-Assign Bowling Chapter -Upload "Say Hello" on Flipgrid
<b><u>Week 2</u></b> 02/03/2022	<i>Chapter 1 : Making the Case for Evidence-Based Practice and Cultivating a Spirit of Inquiry</i> <i>Chapter 2: Asking Compelling Clinical Questions</i>	EBP Module 1.01 EBP Module 1.02
<b><u>Week 3</u></b> 02/10/22	<i>Chapter 1 : Making the Case for Evidence-Based Practice and Cultivating a Spirit of Inquiry</i> <i>Chapter 2: Asking Compelling Clinical Questions</i>	<b>Bowling #1</b>
<b><u>Week 4</u></b> 02/17/2022	<i>Chapter 3: Finding Relevant Evidence to Answer Clinical Questions</i> <i>Chapter 4: Critically Appraising Knowledge for Clinical Decision Making</i>	EBP Module 1.03 EBP Module 1.04 EBP Module 1.05 <b>Bowling #2</b>
<b><u>Week 5</u></b> 02/24/2022	<i>Chapter 3: Finding Relevant Evidence to Answer Clinical Questions</i> <i>Chapter 4: Critically Appraising Knowledge for Clinical Decision Making</i> <b><u>EBP Project- Identify significant PICO questions, background, and statistics at my work</u></b>	<b>Bowling #3</b> EBP Module 1.06 EBP Module 1.07 EBP Module 1.08
<b><u>Week 6</u></b> 03/03/2022	<i>Chapter 3: Finding Relevant Evidence to Answer Clinical Questions</i> <i>Chapter 4: Critically Appraising Knowledge for Clinical Decision Making</i>	<b>Bowling #4</b> EBP Module 2.01 EBP Module 2.02 EBP Module 2.03
<b><u>Week 7</u></b> 03/10/2022	<i>Chapter 5: Critically Appraising Quantitative Evidence for Clinical Decision Making</i>	<b>Bowling #5</b> EBP Module 2.04 EBP Module 2.05 EBP Module 2.06
<b><u>Week 8</u></b> 03/17/2022	<i>Chapter 6: Critically Appraising Qualitative Evidence for Clinical Decision Making</i> <b><u>Bowling Reflection paper Due By midnight of 10/17/2021</u></b>	EBP Module 2.07 EBP Module 2.09 EBP Module 2.08

<p><b><u>Week 9</u></b> 03/24/2022</p>	<p><i>Chapter 7: Integration of Patient Preferences and Values and Clinical Expertise Into Evidence-Based Decision making</i> <i>Chapter 8: Advancing optimal care with robust clinical practice guidelines</i></p>	<p><b><u>PROJECT Presentation#1</u></b> <i>EBP Module 2.10</i></p>
<p><b><u>Week 10</u></b> <b><u>03/31/2021</u></b></p>	<p><i>Mid-term Evaluation</i></p>	<p><b><u>Mid-term Evaluation</u></b></p>
<p><b><u>Week 11</u></b> 04/07/2022</p>	<p><i>Chapter 9: Implementing Evidence in Clinical Settings</i></p>	<p><i>EBP Module 2.11</i> <b><u>PROJECT Presentation#2</u></b></p>
<p><b><u>Week 12</u></b> 04/14/2022</p>	<p><i>Chapter 10: The Role of Outcomes and Quality Improvement in Enhancing and Evaluating Practice Changes</i> <i>Chapter 11: Implementing the Evidence-Based Practice Competencies in Clinical and Academic Settings to Ensure Healthcare Quality and Improved Patient Outcomes</i></p>	<p><i>EBP Module 2.12</i> <b><u>PROJECT Presentation#3</u></b></p>
<p><b><u>Week 13</u></b> 04/21/2022</p>	<p><i>Chapter 12: Leadership Strategies Creating and Sustaining Evidence-Based Practice Organizations</i></p>	<p><i>EBP Module 2.08</i> <i>EBP Module 3.01</i> <b><u>PROJECT Presentation#4</u></b></p>
<p><b><u>Week 14</u></b> 04/28/2022</p>	<p><i>Chapter 19: Using Evidence to influence Health and Organizational Policy</i> <i>Chapter 20: Disseminating Evidence Through presentations, Publications, Health Policy Briefs, and the Media</i></p>	<p><i>EBP Module 4.01</i> <i>EBP Module 5.01</i> <b><u>PROJECT Presentation#5</u></b></p>
<p><b><u>Week 15</u></b> 05/05/2022</p>	<p><i>Chapter 23: Ethical Considerations for Evidence Implementation and Evidence Generation</i> <b><u>EBP project paper Due by midnight of 05/05/2022</u></b></p>	
<p><b><u>Week 16</u></b> 05/12/2022</p>	<p><i>Final Evaluation</i></p>	<p><b><i>Final Evaluation</i></b></p>

**\*\* Discussion, Attendance, and Participation (20 pts)**

Purpose/Objective: This class functions in a seminar-style where students are expected to come prepared to class, having completed the reading and informational assignments. To optimize learning, students will contribute to the teaching and learning experience through collaboration, involvement and guidance of class activities.

Grading Rubric:

<b>Criteria</b>	<b>Needs Improvement</b>	<b>Meets Requirements</b>	<b>Exemplary</b>	<b>Points</b>
Attendance	Absent > 3 times. Does not request excused absence prior to class. Consistently late to class.	Request/notification of absence submitted to professor prior to class. Occasionally arrives late to class. When late, enters without being disruptive to others.	Arrives to class on time. Request/notification of absence submitted to professor prior to class.	6
Preparedness	Inconsistently completes assigned readings and materials prior to class. Generally not ready to discuss issues. Unreliable at bringing books, related articles, and other assigned materials to class.	Mostly completes assigned readings and reviews materials prior to class. Usually ready to discuss issues. Mostly brings books, related articles, and other assigned materials to class.	Consistently prepared by completing assigned readings and reviews materials prior to class. Consistently ready to discuss issues. Brings books, related articles, and other assigned materials to class.	6
Contribution	Does not contribute to class discussion. <u>Talks to others or focuses on other course work, cell phone or personal computer rather than class discussions and presentations</u> (will result in deductions).	Contributes to class discussion and asks questions, but not on a consistent basis.	Contributes to class discussion, expanding on topic and asks relevant questions. Connects class discussion to readings, previous class discussions/seminars or clinical experiences.	8
<b>TOTAL</b>				<b>20</b>

**\*\* Module Individual On-line Study (30 pts)**

Purpose/Objective: Through independent on-line study, students will explore and understand application of EBP in health care settings. Students will learn diverse clinical case studies and develop strategies how to implement EBP in nursing. They will explain what EBP is, how EBP is implemented, and the application of EBP in health care settings.

**\*\*Bowling Reflection Paper(20 pts)**

Throughout the semester, each student will be assigned one of chapters from the Bowling Book *Grace-full leadership: Understanding the heart of a Christian Leader*. Each student will read the assigned chapter and summarize. Students write a reflection paper and the paper includes a summary, takeaways, and implication into their nursing fields. The paper should be at least 3 pages excepting the cover page and references page. The paper also should be **written in APA format and complete sentences.**

Grading Rubric:

<b>Criteria</b>	<b>Excellent Work</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Not Acceptable</b>	<b>Total points</b>
<b>Content Knowledge</b>	Conveys well-rounded knowledge of the topic. -Excels in fully presenting what is known about the topic.	Major points of topic are mostly covered in the required assignment areas.	Key information is missing from 2 or more assignment areas	Knowledge of topic does not cover all the required assignment areas.	10
<b>Clarity, Critical Thinking</b>	Concisely explains the topic. Consistently analyzes information, offers insight, and draws conclusions. Excels in presentation of ideas. Scholarly work.	Explains the topic. -Presents information about the topic. Some analysis, insight, and conclusions offered. -Scholarly work.	Major aspects of the topic are presented, but content lacks insight and analysis.	Major aspects of the topic are missing or inadequate. -Lacks insight, analysis, and conclusions. -Reader gains little understanding of the topic.	5
<b>Writing Composition (Spelling, Grammar, Sentence Structure)</b>	An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error free.	Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout. Errors do not interfere with the readability or comprehension of information.	Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout.	Numerous errors (>6 errors) occur with spelling, grammar, transitions, and sentence structure, throughout, which make it very difficult to read and understand the information presented.	3
<b>References &amp; APA Format</b>	An occasional error may occur, but the paper is essentially error-free, following APA format in the body of the paper and reference page.	Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the paper.	Frequent errors (4-5 errors) occur with APA format throughout the paper.	Numerous errors (>6 errors) occur with APA format consistently throughout the paper, indicating that little effort was placed on understanding the format guidelines.	2
				<b>Total point</b>	<b>20</b>

**\*\* EBP project presentation (30 pts)**

**Requirements:** Each student will need to explore background questions and identify PICO questions. Students will have to find relevant evidence to answer the clinical PICO questions and appraise the evidence.

- Investigate current PICO questions from the nursing fields that a student work or a student is interested. Then perform a literature review on the topic and collect relevant information. Give specific examples in your presentations
- Critically appraise your evidence and information.
- Integrate knowledge and experience that you personally have had whether positively or negatively related to the PICO questions. An example would be prevention of pressure ulcers where the patients were turned every two hours or were not turned at all during your shift at the hospital.
- **Presentation** - Present and offer for discussion regarding the PICO question. This should be done as if sharing at a staff meeting, taking about 20 minutes. Use appropriate materials (handouts, samples, simple Power Point, video)- this needs to be kept pertinent. Address key points and keep to allotted time.
- Presentation is professional- **NO reading of the slides, with your back to the audience**, rather using simple note cards.

**Grading Rubric:**

Criteria	Needs Improvement	Meets Requirements	Exemplary	Points
<b>Content</b>	Elements are missing, unclear and/or unprofessional. NPSG is vague or unclear as to the origin or reason why it is a National safety goal Multiple spelling and grammar errors. Slides are overwhelming with too much information	Addresses all required elements of assignment, NPSGs are clear and information is validated by credible sources. Minor spelling and grammar errors. Slides contain bullet points, however, there is an abundance of information on the slide	Addresses all required elements of assignment and are especially thoughtful, thorough, and validated by highly credible sources. No spelling or grammar errors. Slides are succinct and easy to read	20
<b>Presentation</b>	Poor presentation of requirements listed above. Lacking key points, poor use of time. No supporting materials considered. Reads slides or notes. Minimal interaction with audience Dress is inappropriate for a professional presentation	Presentation of requirements listed above. Key points made to keep within time allotment. Use of supporting materials, as appropriate. Some reading of the slides or notes and moderate interaction with the audience Dress is casual for a presentation	Thorough and clear presentation of requirements listed above. Effectively summarizes key points to keep within time allotment. Good use of supporting materials, as appropriate. <b>No reading of the slides or notes</b> excellent interaction with the audience Dresses appropriately for a presentation	10
<b>Total</b>				<b>30</b>

**Guidelines for EBP project presentation/paper**

**Required Contents**

- Introduction/ Background
- PICO question
- Literature Review using TOE (Table of Evidence): At least, include 3 articles
- Application evidence into action
- Implications/Conclusion

**\*\* An example of TOE**

Author	Purpose	Design	Sample	Measurement	Result
Bohanny et al., 2013	To explore the relationships among health literacy, self-efficacy, & self-care of patients with T2DM	Cross-sectional study with a descriptive correlational design	N=150, a public DM clinic in the Marshall Islands	S-TOFHLA (Baker et al.,1999) used for health literacy. DMSES used for self-efficacy. SDSCA for self-care	Diabetes education & health literacy were positively correlated with self-efficacy. In regression, health literacy, diabetes education, & employment status explained 11.8% of the variance in self-efficacy, In the regression, self-efficacy and marital status together explained 16.7% of the variance in self-care (F(2,148)=15.95, p<.001)
Borhaninejad, Shati, Bhalla, Iranpour, & Fadayevaran, 2017	Examine association b/t social support & self-efficacy with self-care in elderly with diabetes	Observational cross-sectional population-based survey	N=374 (female=226, male=148), elderly (≥60years) with diabetes, Kerman city, Iran	Self-care: SDSCA Social Support: multidimensional scale of perceived social support Self-efficacy: diabetes management self-efficacy scale	Positive and significant correlation of social support & self-efficacy with self-care. The independent variables accounted for 44.3% of the variance in self-care.
Chang, Song, & Im, 2012	Evaluate the psychometric properties (reliability&validity) of the Korean version of DM self-efficacy Scale among Korean older adults with T2DM	Psychometric test	N=278 older adults with T2DM, South Korea	The Diabetes Self-efficacy Scale by the Stanford Patient Education Research Center (1996); The Korean version of SDSCA by Toobert et al. (2000)	Cronbach’s alpha=.89, The Kaiser-Meyer-Olkin=.88, the Bartlett’s test of sphericity was statistically significant ( $\chi^2=1183.96$ , p<.01),
Cherrington, Wallston, & Rothman, 2010	To examine associations b/t depressive symptoms, self-efficacy, & glycemic control among men & women with T2DM	A cross-sectional study with correlational & meditational analyses	N=162, female=98, male=64, two clinics in North Carolina USA	The Perceived Diabetes Self-Management Scale (PDSMS) for self-efficacy, the Center for Epidemiologic Studies Depression (CES-D) for depression	For males, there was a significant correlation b/t depressive symptoms and DM self-efficacy, but not significant for females. Both depression and self-efficacy were correlated with glycemic control for males, not females.

### USEFUL WEBSITES

Addiction Recovery Resources for the Professional Agency for Healthcare, Policy, and Research	<a href="http://www.lapage.com">www.lapage.com</a>
American Association of Colleges of Nursing	<a href="http://www.ahrq.gov">www.ahrq.gov</a>
American Nurses Association (Code of Ethics, Collective Bargaining)	<a href="http://www.aacn.nche.edu">www.aacn.nche.edu</a>
American Nurses Credentialing Center	<a href="http://www.nursescredentialing.org">www.nursescredentialing.org</a>
American Organization of Nurse Executives (AONE)	<a href="http://www.aone.org">www.aone.org</a>
California Board of Registered Nursing	<a href="http://www.rn.ca.gov">www.rn.ca.gov</a>
Canadian Bioethics Society	<a href="http://www.bioethics.ca">www.bioethics.ca</a>
International Council of Nurses	<a href="http://www.icn.ch">www.icn.ch</a>
Joint Commission, The Hospital Accreditation, Core Measures, National Practice Safety Goals	<a href="http://www.jointcommission.org">www.jointcommission.org</a>
Management Library	<a href="http://managementhelp.org">managementhelp.org</a>
National Institutes of Health	<a href="http://www.nih.gov">www.nih.gov</a>
National League for Nursing (NLN)	<a href="http://www.nln.org">www.nln.org</a>
Sigma Theta Tau International Nursing Honor Society	<a href="http://www.nursingsociety.org">www.nursingsociety.org</a>
Quality and Safety Education for Nurses	<a href="http://www.qsen.org">www.qsen.org</a>
Resume (samples)	<a href="http://www.resumes-for-nurses.com">www.resumes-for-nurses.com</a>
Cover Letters and Resume (samples and tips)	<a href="http://www.coverlettersandresume.com">www.coverlettersandresume.com</a>
Santa Clara Univ, Markkula Center for Applied Ethics	<a href="http://www.scu.edu/ethics">www.scu.edu/ethics</a>
Society for Judgement and Decision Making	<a href="http://www.sjdm.org">www.sjdm.org</a>
U.S. Dept. of Health and Human Services (HIPPA)	<a href="http://www.hhs.gov">www.hhs.gov</a>
Weebly (create a website for a professional portfolio)	<a href="http://www.weebly.com/">www.weebly.com/</a>
Western Association of Schools and Colleges (WASC) Senior College and University Commission	<a href="http://www.wascsenior.org">www.wascsenior.org</a>





**NUR 328**

**Nursing Informatics 간호정보학**

**Syllabus**

**Spring 2022**

### 월드미션대학교 사명과 목표

#### Mission Statement

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

#### 사명

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

#### RN to BSN Program Learning Outcomes:

Upon completing this program, students will be able to:

- 1 Integrate nursing education to professional nursing practice
- 2 Demonstrate evidence- based practice with critical thinking
- 3 Demonstrate professional communication with critical and spiritual competence
- 4 Demonstrate Leadership skills for health promotion during the life cycle
- 5 Apply systems, finances and policies to professional nursing care

#### 간호사를 위한 간호학 학사학위 프로그램 학습 결과

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

- 1 . 간호 교육과 전문적 간호 실무를 통합할 수 있다.
- 2 . 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
- 3 . 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
- 4 . 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
- 5 . 전문적인 간호 업무에 제도와 재정 및 정책을 적용할 수 있다.

#### Instructor

강사 이름 및 연락처

Prof. Young Joo Lee

Phone: 213-388-1000 Ext) 133

e-mail: yjlee@wmu.edu

#### Class Hour 수업 시간

**3:40 PM - 7:10 PM (Pacific Time)**

**6:40 PM - 10:10 AM (Eastern Time)**

#### Classroom 강의실

Zoom (Meeting ID: 213-388-6000)

#### Office Hour 면담 시간

1) Zoom counseling: Every Tuesday or Thursday.  
Zoom 면담: 매주 화요일이나 목요일.

2) Email contact: [yjlee@wmu.edu](mailto:yjlee@wmu.edu)

Will respond within 48 hrs except on the weekends.

Students must use their school emails to contact the professor about formal matters (grades, assignments, etc).

주말을 제외한 48시간 내에 답변

학생들은 공식적인 문제에 대한 질의(성적, 과제 등) 는 반드시 학교 이메일 [yjlee@wmu.edu](mailto:yjlee@wmu.edu) 을 사용해야함.

3) Use a chat room in Moodle to ask questions necessary for learning or to communicate with the professor.

무들 내 질문방을 활용하여 학습에 필요한 질문을 하거나 메시지 기능을 활용해 교수와 커뮤니케이션할 수 있음

### Course Description 과목 소개

This course will provide nurses with an overview of healthcare informatics. The role of the nurse, in a world of modern technology, will be explored. Students will apply these concepts and frameworks to each student's own nursing practice. This provides the foundational knowledge for how to access, manage, retrieve, and present clinical data in the healthcare delivery system by using technology and informatics. Students will illustrate various types of health information systems and promote administrative competency in their clinical settings. Students will promote critical thinking and clinical, administrative leadership skills by using literature review or research databases to solve the various issues from nursing practice with evidence based practice.

본 과목에서는 간호사에게 간호 정보학에 대한 전반적인 개요를 제공한다. 이는 정보화시대 간호사의 역할을 알아보고, 이러한 정보학의 개념과 틀을 간호 현장에 적용해 본다. 첨단기술과 정보학을 활용하여 건강간호전달체계에서의 임상적 데이터를 조작, 관리, 저장하기 위한 기초지식을 습득한다. 또한 학생들은 다양한 건강정보시스템 유형을 파악해 본다. 이때 학생들은 간호 현장에서의 일어날 수 있는 이슈에 대한 문제해결을 하기 위해 문헌이나 정보검색과 같은 근거 기반 실습을 한다. 이를 통해 학생들은 비판적 사고를 함양하고, 임상적, 행정적 리더쉽 능력을 향상시킬 수 있다.

### PROGRAM LEARNING OUTCOMES (PLOs):

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with critical and spiritual competence
4. Demonstrate Leadership skills for health promotion during the life cycle
5. Apply systems, finances and policies to professional nursing care

### Course Learning Outcomes (CLO)

At the completion of this course, students will be able to:

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

1. Identify basic computer competencies and proficiency in the identification, access, evaluation, and use of information for nursing practice. Demonstrate an understanding of the principles that form the basis for the organizational and professional health information systems(HIS) used by healthcare professionals **(#PLO 1)**

2. Demonstrate evidence-based practice on various issues that students face in their own practical settings through literature review or research databases such as CINAHL. **(#PLO 2)**

3. Illustrate knowledge of various types of health information systems(HIS) to analyze clinical and administrative uses in nursing practice and predict its influences in the nursing systems, policies, financials in the future using critical thinking. **(#PLO 5)**

1. 간호현장에서 정보에 대한 식별, 접근, 평가 및 사용에 대한 기본적인 컴퓨터 역량과 숙련도를 실천할 수 있다. 건강간호전문가들이 사용하는 건강정보시스템(HIS)의 전문적인 원리와 지식을 이해한다. **(PLO #1)**

2. 간호 현장에서의 일어날 수 있는 이슈에 대한 문제해결을 하기 위해 문헌이나 정보검색과 같은 근거 기반 실습을 한다. **(PLO #2)**

3. 다양한 유형의 병원정보시스템이 간호임상현장에서 어떻게 적용되는지를 분석해 보고, 비판적 사고를 통해 간호정보학이 미래의 간호 시스템, 정책, 재정에 어떤 영향을 미칠지를 예측해 본다. **(PLO #5)**

**LEARNING OUTCOMES ALIGNMENT TABLE**

<b>ESSENTIAL</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Course Learning Outcomes (CLOs)</b>
<b>ESS #4: Information Management and Application of Patient Care Technology</b>	<b>PLO 1: Integrate nursing education to professional nursing practice.</b>	<b>CLO 1: .Identify basic computer competencies and proficiency in the identification, access, evaluation, and use of information for nursing practice. Demonstrate an understanding of the principles that form the basis for the organizational and professional health information systems(HIS) used by healthcare professionals (#PLO 1)</b>

<p><b>ESS #4: Information Management and Application of Patient Care Technology</b></p>	<p><b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b></p>	<p><b>CLO 2: Demonstrate evidence-based practice on various issues that students face in their own practical settings through literature review or research databases such as CINAHL. (#PLO 2)</b></p>
<p><b>ESS #4: Information Management and Application of Patient Care Technology</b></p>	<p><b>PLO 5: Apply systems, finances and policies to professional nursing care</b></p>	<p><b>CLO 3: Illustrate knowledge of various types of health information systems(HIS) to analyze clinical and administrative uses in nursing practice and predict its influences in the nursing systems, policies, financials in the future using critical thinking.(#PLO 5)</b></p>

**Prerequisites 수강 전 필수 사항**

- 1) Students must purchase and access to Lippincott CoursePoint, *“Informatics and Nursing, Fifth Edition by Sewell”* redeem your ACCESS CODE and complete registration at <http://thePoint.lww.com/activate>
- 2) On the welcome screen from “My Classes”, select “Join a Class”, enter your CLASS CODE, AND Click “Enroll”
- 3) Students must have access and required to use Online Learning with the CoursePoint’s Interactive Modules(pretest/posttest) by Lippincott
- 4) Students must complete Lippincott online orientation and learn how to use all course contents.
- 5) Students must download E-book from Lippincott. They only have one attempt to download.
- 6) Students must have knowledge about APA format and References.

**APA Format for Written Papers**

· LABEL YOUR ELECTRONIC FILE (YOUR ATTACHMENT) AS REQUIRED.

Revise the date of the file as required with each new submission. Improperly labeled files will be returned.

- Double-spaced, 1" margins all around, Times New Roman 12 point or Arial 11 point font.
- Follow APA 7th ed. guidelines.
- Title page and Reference list do not count for page limitation.
- The reference list, if any, should be double-spaced.

### **Writing Expectations and Assistance:**

It is recommended that you obtain writing assistance once per semester if you consider yourself a poor writer. You may contact the writing assistance, Christine Yoo(nursing@wmu.edu), for a further assistant. The class follows strict APA 7th ed. Manual guidelines.

### **Course Format 수업 형식**

#### Methodology

1. Although students, peers, and an instructor do not meet face to face in the classroom, students must attend synchronized Zoom meetings at designated class time wherever students are.
2. Weekly class participation and open discussion by zoom meeting. Students can use 2-3 breakout rooms with Zoom simultaneously for small group discussion if needed.
3. Weekly CoursePoint Interactive Modules assignments, pre- test, and post -test. Assigned students prepare in advance for the discussion during the zoom meeting.
4. Academic English Writing with APA format: Analysis reflection paper for understanding of Nursing Informatics in health care delivery system.
5. Students may attend workshops provided by the school library to improve students' ability to retrieve information such as CINAHL, RISS workshop booklet, and to enhance presentation skills using presentation tools such as Powerpoint, Words.

#### Methodology

1. 학생과 교수는 교실에서 만나지 않고, 동료들이나 교수가 각 지역에 흩어져 있지만, 정해진 수업시간 zoom 으로 실시간 수업에 반드시 출석하여 수업을 하는 것을 원칙으로 한다.
2. 매주 Zoom 미팅에서 수업 참여와 토론을 하고 필요하면 Zoom 안에 2-3개의 소그룹을 만들어 소그룹 토론을 한다.
3. 매주 Course Point 모듈 과제, pre-test와 post-test 하고 학생들을 정해 수업시간에 토론을 한다. 지정된 학생이 미리 줌 미팅서 토론할 토픽을 준비하도록 한다.
4. 학술적 영어 글쓰기( APA 형식) : Moodle의 과제란에 업로드하여 글쓰기에 대한 부분을 도움 이에 대한 건강간호 전달체계내에서 간호정보학의 개념을 이해를 위한 분석보고서를 작성한다.
5. 학생들은 CINAHL이나 RISS workshop booklet 같은 검색 엔진에 대해 배우고 파워포인트나 워드를 이용한 발표 스킬을 향상시키기 위해서 학교 도서관에서 제공하는 워크샵에 참석할 수 있다.

### Required Reading 필수 교재

Sewell, J.(2019). *Informatics and Nursing ;Opportunities and Challenges*, sixth Edition. Wolters Kluwer

박현애 (2017). *최신 간호정보학*, 현문사

### Recommended Reading 추천 교재

김지현(2016). *간호정보학*, 백석대학교 KOCW <http://commons.bu.ac.kr/em/576a1619696ea>

### E-Resources

#### Online resources for students

elibrary 블로그 (정보활용가이드)를 참고하십시오. (<http://elibrary.wmu.edu/>)

- 이 사이트에서 ‘자료 찾는 방법’을 클릭하시면 각종 데이터 베이스 사용법이 나와있습니다.
  - CINAHL 사용법  
<http://elibrary.wmu.edu/cinahl-with-full-text-%ea%b0%84%ed%98%b8%ed%95%99%ea%b3%bc/>
  - KISS 사용법  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/kiss-%EC%82%AC%EC%9A%A9%EB%B2%95/>
  - DBpia 사용법  
<http://elibrary.wmu.edu/dbpia%EC%82%AC%EC%9A%A9%EB%B2%95/>
  - RISS 사용법  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/riss/>
  - 인터넷 자료 사용법  
<http://elibrary.wmu.edu/%EC%9D%B8%ED%84%B0%EB%84%B7-%EC%9E%90%EB%A3%8C-%ED%8F%89%EA%B0%80%EB%B2%95/>

### Course Requirements

#### 1.PLO #1/ CLO #1. Attendance/Class Participation (20%)

Students are required to attend the class every week on time. 2 points per absent, 1 absent per three times tardy. When missing more than 1/3 absence of a semester you will receive a failure(“F”) for the course unless a withdrawal request is submitted by the last date to withdraw from the course,

All absences must involve legitimate excuses, such as health problems or family emergencies. Documentation should be available for all absences and supplied when requested.

Students are expected to engage and participate in group discussion through Zoom online meeting in each week’s thematic objectives. Refer to the rubric.

#### 2. PLO #2/CLO #2. CoursePoint Interactive Modules (40%): Due one hour before starting class (Thursday 11 am)

Students are required to read **weekly** e-book reading assignments and submit CoursePoint Interactive Modules(pretest/ posttest). 16 assignments in total. Will use an average score of all assignments. Students will start on modules during class and the leftover modules will be homework.

#### 3. PLO #5 / CLO #3. Project Analysis Reflection Paper and Presentation (30%)

Students are required to submit the Analysis Reflection paper **to integrate Informatics concepts in their Nursing care practice through APA format (Maximum 10 pages)**. After watching a movie, The Island, analyze how nursing informatics are applied to nursing practice in the movie and analyze them to apply to their own nursing practice in the future such as system, finance, and policy. Also, students will explore opportunities and challenges due to changes in the future. This will provide opportunities to become professional leaders. Students will present this in class. (5-8 slides) (Due: 2/17/2022 midnight ) Students will also submit a paper about this information with APA format. (8-10 pages) (Due: midnight 4<sup>th</sup>, May /2022)

- Oh, J., Shin, H. & Degagne J.(2015). The Use of the Movie ‘The Island’ for Nursing Informatics in Nursing Students, *The Journal of the Korea Contents Association* , 15(4), 330-341

‘The Island’의 영화를 본뒤, ‘간호정보화가 간호 현장에서의 어떻게 적용되었는지’를 분석하고, ‘간호 정보화가 향후 미래의 간호현장(간호 제도, 간호 정책, 간호 재정) 에 어떤 영향을 미칠지’에 대해서 분석 보고서로 발표한다( PPT slide 5-8장). 이를 통해 학생들은 전문직 리더로서의 도약할수 있는 도전의 기회를 가질 수 있다. 이에 대한 내용을 APA format을 적용하여 8-10장 미만으로 제출한다(Due 2/10/2022)

**4. PLO #2/CLO #2 Nursing Informatics Literature Search Paper: 자신의 관심 이슈 (PICOT) 에 대한 Evidence based practice 적용을 위한, 간호정보문헌 검색 보고서 (10%)**

Students will choose an interesting topic from their nursing practice and search 10 literatures using 2 or more keywords on CINAHL to submit a paper with APA format (Maximum 10 pages). (Due 5/4/2022)

학생들은 자신의 간호현장에서 관심있는 이슈를 정하여 이에 관련된 검색 엔진(CINAHL) 을 통해 key word by Mesh(medical subject heading)를 2개 이상 적용하여 참고문헌을 10개 를 적용하여 요약 보고서를 제출한다 (10장 미만). 이때 APA format template을 반드시 적용한다. (Due 5/5/2022)

CLO #1	Class Participation and Attendance (30%)	Course Point Interactive Modules (20%)	
CLO #2		Course Point Interactive Modules (20%)	Nursing Informatics Literature Search Paper (10%)
CLO #3			Analysis Reflection Paper (30%)

**Grading 성적 평가**

Grading					
Grade	GPA	Numeric Description	Grade	GPA	Numeric Description
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

“I”, “F” 학점 규정

a. “I” 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 “I” 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고, 한 학기 이후에는 “I” 가 “F”로 자동 변경됩니다.

b. “F” 학점: 변경할 수 없으며 재수강을 할 경우, “B+” 이상을 넘을 수 없습니다.

성적 규정

성적에 대한 질문이 있을 경우 학생은 학기가 끝난 후 1주일 내에 교수와 성적을 확인해야 한다.

If a student has questions regarding final grades, the student has one week after the end of the semester to contact the professor.

**Course Schedule 강의 일정**

Week	Topic(s)	Module Assignments	Relevant Chapter in Sewell 5e
Week 1 01/27	Introduction of Nursing Informatics  Information, Communication, Health and Online Resources	Unit 1 Ch 1 Module 1.01: Concepts of Information and Communication Technology Unit 3 Ch. 9 Module 1.02: Online Sources for Health Care Information Unit 1 Ch.4 9 Module 1.03: Blogs, Social Media, and Other Web 2.0 Resources for Health Information	1, 4, 9
Week 2 02/03	Practice of searching research database i.e. CINAHL (Librarian) Technology Informatics Guiding Education Reform  Characteristics of Nurse Informatics  Information Technology and Multicultural	Unit 1 Ch. 1 Module 2.01: The TIGER Initiative: Making Health Care More Safe, Effective, Patient-Centered, Timely, and Equitable Through Technology Unit 1 Ch.1 Module 2.02: The History of Nursing Informatics Unit 1 Ch.1 Module 2.03: Characteristics of Unit 4 Ch.13 Nursing Module 2.04: Information Technology and Multicultural Groups Informatics Unit 3 Ch.11 Module 2.05: Health Care Services Through Mobile Technology	Project Analysis Reflection Paper and Presentation (Due 2/3/2022)  <a href="http://library.wm.edu/">http://library.wm.edu/</a> CINAHL Website Link  <a href="https://pubmed.ncbi.nlm.nih.gov/">https://pubmed.ncbi.nlm.nih.gov/</a>



	Mobile Technology		PubMed Website Link  <a href="https://medlineplus.gov/">https://medlineplus.gov/</a> Medline Website Link  1, 11, 13, 14
Week 3 02/10	Theory, EBP, and Data Integrity	Unit 4 Ch.16 Module 2.06: Nursing Informatics Theories Unit 3 Ch.9 Module 2.07: Evidence-Based Quality Improvement with Nursing Informatics Unit 3 Ch.9 Module 2.08: Evidence-Based Practice Models Unit 3 Ch.9 Module 2.09: Applying EBP to Patient Care Unit 6 Ch.23 Module 2.10: Data Integrity, Management and Accuracy	9, 17, 24
Week 4 02/17	Telehealth Software and Technology	Unit 5 Ch.20 Module 3.01: Health Insurance Portability and Accountability Act (HIPAA) Unit 3 Ch.12 Module 3.02: Electronic Health Record Terminology Unit 4 Ch.14 Module 3.03: Components of Electronic Health Records Unit 5 Ch.19 Module 3.04: Interoperable Electronic Health Record Subsystems	13, 15, 20, 21 Presentation During class
Week 5 02/24	Factors Impacting Telehealth	Unit 5 Ch.17 Module 3.05: Advantages and Disadvantages of Electronic Health Records Unit 5 Ch.18 Module 3.06: Considerations for Electronic Health Record Implementation Unit 5 Ch.22 Module 3.07: Effective Training for Using Electronic Health Records Unit 5 Ch.17 Module 3.08: Successfully Implementing an Electronic Health Record System	18, 19, 23
Week 6 03/03	Telehealth Implications for Practice	Unit 5 Ch.21 Module 4.01: Defining Telehealth and mHealth Unit 5 Ch.21 Module 4.02: Telehealth and Nursing over Distance Unit 5 Ch.21 Module 4.03: Advantages and Disadvantages to Telehealth Unit 5 Ch.21 Module 4.04: Future of Telehealth in Health Care	22
Week 7 03/10	Telehealth Implications for Practice (cont'd)	Unit 5 Ch.21 Module 4.05: Implementation and Practice of Telehealth Unit 5 Ch.21 Module 4.06: The Effects of Telehealth in Home-Based Care Systems	15, 22

		Unit 4 Ch.14 Module 4.07: Health Information Exchange (HIE)	
Week 8 03/17	Information Privacy, Confidentiality, Security, and Integrity	Unit 5 Ch.20 Module 5.01: Information Privacy, Confidentiality, and Security Unit 5 Ch.20 Module 5.02: Improving the Security of Protected Health Information (PHI) Unit 5 Ch.20 Module 5.03: Information Integrity Unit 6 Ch.25 Module 5.04: Security Measures to Keep Patient Information Safe Unit 1 Ch.3 Module 5.05: Using the Internet Safely and Securely	3, 11, 21, 25
Week 9 03/24	Terminology in Technology	Unit 4 Ch.15 Module 6.01: Understanding Standardized Terminology Unit 4 Ch.15 Module 6.02: Interface Terminology Versus Standardized Reference Terminology Unit 4 Ch.14 Module 6.03: Standardized Terminologies RElated to Patient Care	15, 16
Week 10 03/31	Terminology in Technology (cont'd)	Unit 4 Ch.15 Module 6.04: Terminology Structures Unit 5 Ch.17 Module 6.05: Standardized Terminologies and Meaningful Use	15, 16, 18
Week 11 04/07	EHR Technology	Unit 4 Ch.14 Module 7.01: Federal Policy Initiatives That Regulate Health Information Technology Unit 4 Ch.14 Module 7.02: Federal, State, and Local Levels of Healthcare Unit 4 Ch.14 Module 7.03: Financial Incentives for Implementing EHR Technology Unit 1 Ch.4 Module 7.04: Regulations Protecting Patient Privacy	4, 11, 13, 15, 18
Week 12 04/14	EHR Technology (cont'd)	Unit 6 Ch.25 Module 7.05: Safeguards to Protect Patient Information Unit 5 Ch.17 Module 7.06: Electronic Health Record Incentive Programs Unit 5 Ch.17 Module 7.07: Pros and Cons of Pay-for-Performance Legislation Unit 4 Ch.13Module 7.08: Federal Agencies, Meaningful Use, and EHR Implementation	13, 18, 21
Week 13 04/21	Pedagogy  간호정보학/HIS 이 우리 간호현장에 어떤 영향을 주는가?	Unit 4 Ch.16 Module 8.01: Teaching Approaches to Build Informatics Competencies Unit 4 Ch.16 Module 8.02: Nursing Informatics as a Career Unit 5 Ch.22 Module 8.03: Virtual and Electronic Learning in Nursing Education Unit 5 Ch.22 Module 8.04: Impact of Computerization	17, 23

Week 14 04/28	Technology in Education  Simulation	Unit 3 Ch.11Module 8.05: Mobile Learning Unit 5 Ch.22 Module 8.06: Distance Learning Unit 5 Ch.22 Module 8.07: Learning Management Systems Unit 5 Ch.22 Module 8.08: Simulation Modalities in Nursing Education Unit 5 Ch.22 Module 8.09: Simulation Activities in Nursing Education Unit 5 Ch.22 Module 8.10: Benefits, Challenges, and Best Practices for Simulation Programs	11, 23
Nursing Informatics Course  Final paper, Final presentation Nursing Informatics Literature Search Paper 간호정보문헌 검색 보고서 (Due 12/1)			

**Academic Integrity Commitment 학문적 정직성**

기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.

정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.

**A. Cheating:** 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우

1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.
2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.
3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.

**B. 위조(Fabrication):** 의도적으로 거짓이나 정보의 허위조작.

**C. 부정행위를 돕는 것(Facilitation academic dishonesty):** 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.

**D. 표절행위(Plagiarism):** 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우. 이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalog. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources.
- Unpermitted collaboration in preparing assignments.
- Cheating on exams by any means.
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

### Expanded Bibliography 추가 참고 문헌

#### Course Policy 온라인 수업 규정

**Language Policy:** Lectures in the classes are held in bilingual (Korean and English) for students to understand, however; all nursing assignments must be written and submitted in English to apply in the nursing practice. Reading ability to understand nursing textbooks such as quiz, assignments, modules by Lippincott is required, and presentations in English are recommended to promote the communication competency as professional nurses in nursing practice.

**언어 규정:** 수업중 강의는 학생들의 이해를 돕기 위해 한글/ 영어(이중언어) 로 하되, 간호학 관련 모든 과제는 간호현장 적용을 위해 영어로 작성 제출한다. 또한 간호학과 교재 (예: 리핀코트 모듈, e book, 과제) 를 이해할 수 있는 독해능력이 요구되고, 간호현장에서 학생들의 전문직 간호사로서의 의사소통 능력을 함양하기 위해 영어로 발표를 권장한다.

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need a technical assistance at any time about the CoursePoint, you can contact the Lippincott Technical Services or email them [www.thepoint.lww](http://www.thepoint.lww)

**컴퓨터 조건:** 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 부가적인 소프트웨어가 구비되어 있어야 한다. 기술지원을 위해서는 무들 내에 있는 학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 CoursePoint에 대한 기술적인 지원이 필요하다면, 무들 내에 있는 학생 서비스에 들어가거나 Lippincott Technical Customer Service([thePoint.lww.com](http://thePoint.lww.com))에게 도움을 받을수 있다.

**Moodle Message:** In every course MOODLE MESSAGE will be used. Students can check the message in the Moodle system. Please check the student's own messages regularly.

**무들 메시지:** 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**Q&A:** In online courses using Zoom real time with distance learning can lead to many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle or real time using chat room during Zoom class meetings.

**질의응답:** Zoom 을 이용한 온라인 실시간 원격 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 수업중 질의응답방 (Q&A방)이 준비되어 있으므로 자신의 질문사항을 그곳에 올린다. 또는 zoom meeting class중에 실시간 채팅방을 이용하여 질의 응답 할 수 있다.

**Participation Policy:** Attendance and participation is essential in and in class. In every course students are required to participate as if they were not in a face-to-face classroom. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**참여 규정:** 출석과 참여는 수업 에 가장 필수요소이다. 모든 과목에서 학생들은 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 수업 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 낙제할 수 있다.

**Assignments Completion Policy:** All assignments for the course will be submitted through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time. Make sure the label your files name before submit include your last name, assignment, and date

Example of file name to submit : NUR 324 Nursing Informatics- Last Name, First name - mm-dd-year.docx

**과제 제출 규정:** 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.

모든 과제의 파일 이름은 NUR 328 Nursing Informatics - 성, 이름- 날짜(월-일-년도) 로 제출한다.

#1 Rubric of Analytic Paper

Criteria	Excellent Work 5	Meets Expectation 4	Needs Improvement 3	Not Acceptable 2	Total points
Analyze how nursing informatics are applied to nursing practice in the movie	<p>___Points</p> <p>Shows insightful understanding of nursing informatics and well analyzes the application to nursing practice in the movie</p> <p>간호 정보학에 대한 통찰력있는 이해를 보여주고 영화에 나온 간호 정보학을 간호 실습에 응용하는 것을 잘 분석합니다.</p>	<p>___Points</p> <p>Somewhat analyzes how nursing informatics are applied to nursing practice in the movie</p> <p>영화에서 간호정보학이 간호실무에 어떻게 적용되는 지 다소 분석했다.</p>	<p>___Points</p> <p>Lacks understanding of how nursing informatics are applied in the movie</p> <p>간호 정보학이 영화에서 어떻게 적용되는지에 대한 이해 부족</p>	<p>___Points</p> <p>Analysis to how nursing informatics are applied in the movie is missing</p> <p>영화에서 간호정보학을 어떻게 적용했는지에 대한 분석이 빠져있다.</p>	
Apply to their own nursing practice in the future such as system, finance, and policy	<p>___Points</p> <p>-Concisely explains the application of the topic</p> <p>-주제의 적용을 간결하게 설명</p>	<p>___Points</p> <p>-Explains the application of the topic.</p> <p>-Presents concepts about the topic</p> <p>-주제의 적용을 설명합니다.</p> <p>-주제에 대한 개념 제시</p>	<p>___Points</p> <p>Major aspects of the topic are explained, but content lacks</p> <p>주제의 주요 측면이 설명되어 있지만 내용이 부족합니다.</p>	<p>___Points</p> <p>-Concept is basic.</p> <p>-Major aspects of the topic are missing or inadequate.</p> <p>-컨셉은 기본입니다.</p> <p>-주제 측면이 누락되었거나 부적절합니다.</p>	
Explore opportunities and challenges due to changes in the future	<p>___Points</p> <p>Identifies two opportunities and challenges due to changes in the future</p>	<p>___Points</p> <p>Identifies one opportunity and challenge due to changes in the future</p>	<p>___Points</p> <p>Only identifies opportunities or challenges</p> <p>기회나 힘든 점만</p>	<p>___Points</p> <p>Does not explore any opportunities or challenges due to changes in the future</p>	

	미래 변화로 인한 2개의 기회와 힘든 점을 설명합니다.	미래 변화로 인한 1개의 기회와 힘든 점을 설명합니다.	설명합니다.	미래의 변화로 인한 기회나 힘든 점을 탐색하지 않는다.	
<b>Presentation Skill (5)</b>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Easy to understand throughout of presentation</li> <li>-Captures the reader's attention</li> <li>-Excels in fully presenting what is known about the topic.</li> <li>-Presents information using clear and concise language in an organized manner</li> <li>-프레젠테이션 전반에 걸쳐 이해하기 쉬움</li> <li>-독자의 관심을 사로잡습니다.</li> <li>-주제에 대해 알려진 내용을 완벽하게 표현하는 데 탁월합니다.</li> <li>-명확하고 간결한 언어를 사용하여 체계적으로 정보를</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Easy to understand through most of the presentation.</li> <li>-Presents information in an organized manner</li> <li>-대부분의 프레젠테이션을 통해 이해하기 쉽습니다.</li> <li>-정리 된 방식으로 정보 제공</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Information is difficult to understand in a few areas.</li> <li>-Presents information using understandable language but is somewhat disorganized</li> <li>-정보는 일부 영역에서 이해하기 어렵습니다.</li> <li>-이해할 수 있는 언어를 사용하여 정보를 제공하지만 다소 혼란스러움</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Paper is not well organized.</li> <li>-Information is difficult to understand throughout most of the paper</li> <li>-Presents information that is not clear, logical, or organized to the point that the reader has difficulty understanding the message</li> <li>-종이가 잘 정리되어 있지 않습니다.</li> <li>-대부분의 논문에서 정보를 이해하기 어렵습니다.</li> <li>-명확하지 않거나 논리적이지 않거나 체계적이지 않은 정보를 독자가</li> </ul>	

	제공			메시지를 이해하기 어려울 정도로 제공합니다.	
<b>Writing Composition (Spelling, Grammar, Sentence Structure) (5)</b>	<p><b>Points</b></p> <p>-An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error-free.</p> <p>-가끔 오류가 발생할 수 있지만 쓰기, 문법, 철자, 전환, 가독성 및 문장 구조는 본질적으로 오류가 없습니다.</p>	<p><b>Points</b></p> <p>-Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout.</p> <p>-Errors do not interfere with the readability or comprehension of information.</p> <p>-약간의 사소한 오류</p> <p>(1-3 오류) 철자, 문법, 전환 및 문장 구조에서 발생할 수 있지만 전체적으로 일관성이 없습니다.</p> <p>-오류는 정보의 가독성이나 이해를 방해하지 않습니다.</p>	<p><b>Points</b></p> <p>-Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout.</p> <p>-빈번한 오류</p> <p>(4-5 오류) 철자, 문법, 전환, 문장 구조 및 가독성과 함께 발생합니다.</p>	<p><b>Points</b></p> <p>-Numerous errors (&gt;6 errors) occur with spelling, grammar, transitions, and sentence structure, throughout, which make it very difficult to read and understand the information presented.</p> <p>-많은 오류</p> <p>(&gt; 6 오류) 철자, 문법, 전환 및 문장 구조가 전체적으로 발생하므로 제시된 정보를 읽고 이해하기가 매우 어렵습니다.</p>	



<b>References (5)</b>	<b>Points</b>	<b>Points</b>	<b>Points</b>	<b>Points</b>	
	<p>-An occasional error may occur, but the paper is essentially error-free, following the APA format reference page.</p> <p>-Contains three or more references</p> <p>-가끔 오류가 발생할 수 있지만 APA 형식 참조 페이지에 따라 용지는 본질적으로 오류가 없습니다.</p> <p>-3 개 이상의 참고 문헌 포함</p>	<p>-Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the reference page.</p> <p>-Contains two references</p> <p>-약간의 사소한 오류 (1-3 오류) APA 형식에서 발생할 수 있지만 오류는 참조 페이지 전체에서 일관되지 않습니다.</p> <p>-두 개의 참조 포함</p>	<p>-Frequent errors (4-5 errors) occur with APA format throughout the reference page.</p> <p>-Contains one reference</p> <p>-참조 페이지 전체에서 APA 형식으로 자주 오류 (4-5 오류)가 발생합니다.</p> <p>-하나의 참조 포함</p>	<p>-Numerous errors (&gt;6 errors) occur with APA format consistently throughout the reference page., indicating that little effort was placed on understanding the format guidelines</p> <p>-No reference page attached</p> <p>-참조 페이지 전체에서 APA 형식에서 일관되게 많은 오류 (&gt; 6 오류)가 발생하여 형식 지침을 이해하는 데 거의 노력이 들지 않았음을 나타냅니다.</p> <p>-첨부된 참조 페이지 없음</p>	

# 2 Rubric of Class Participation

<b>Criteria</b>	<b>Excellent Work</b>	<b>Meets Expectation</b>	<b>Needs Improvement</b>	<b>Not Acceptable</b>	<b>Total points</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	

<b>Critical Thinking Strong problem solving skills; adaption to change</b>	<b>___Points</b> Identify problems with critical thinking about weekly discussions. Also apply it appropriately to the nursing scene.	<b>___Points</b> Identify problems with critical thinking on over 2/3 of the debate. Also apply it appropriately to the nursing scene.	<b>___Points</b> Identify problems with critical thinking on over 1/3 of the debate. Also applies it appropriately to the nursing scene.	<b>___Points</b> Do not grasp the problem with critical thinking at all about the debate. Also, students cannot properly apply it to the nursing scene.	
<b>Engagement</b>	<b>___Points</b> Proactively contribute to class by offering ideas and asking questions or comments more than once per class.	<b>___Points</b> Proactively contribute to class by offering ideas and asking questions once per class.	<b>___Points</b> Rarely contribute to class by offering ideas and asking questions.	<b>___Points</b> Never contribute to class by offering ideas and asking questions.	
<b>Professionalism Behavior, attitude, personal presentation</b>	<b>___Points</b> Always demonstrates positive attitude, self-control, good personal presentation and traits of life-long learning	<b>___Points</b> Consistently positive; embraces life-long learning, and demonstrates personal presentation	<b>___Points</b> Sometimes demonstrates positive attitude, self-control, good personal presentation and traits of life-long learning	<b>___Points</b> Resists new ideas and skills; rarely positive; demonstrates poor personal presentation	
<b>Communication Listening, oral, focused integrated issues/opinions</b>	<b>___Points</b> Always uses clear, organized language; effectively exchanges ideas and information, responses connect to prior knowledge and extend knowledge	<b>___Points</b> Consistently uses clear/organized language, builds off of other's ideas	<b>___Points</b> Sometimes uses clear/organized language, builds off of other's ideas but often distracted	<b>___Points</b> Poor demonstration of communication and listening skills. Listens to others ideas but stays with own ideas, response of off focus	

# 3 Rubric of Nursing Informatics Literature Search Paper

<b>Criteria</b>						<b>Total</b>
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<p><b>Format (5 points)</b>                  (1) Include 10 literatures from CINAHL by using 2 key words (2) Maximum of 10 pages (3) APA format</p>	<p><b>Excellent Work 5 Points</b>                  The paper is to meet all of the criteria for format.</p>	<p><b>Meets Expectation 4 Points</b>                  The paper contains all of the criteria for format but there are some minor errors.</p>	<p><b>Needs Improvement 3 Points</b>                  The paper meets two out of three criteria for format.</p>	<p><b>Not Acceptable 2 Points</b>                  The paper only meets one or no criteria for format.</p>		
<p><b>CRAAP points) (5</b></p>	<p><b>Currency 1 Point</b>                  When was it published?                  When was the last update?                  How recent do you need it to be?                   Updates are clearly shown, regular and current.</p>	<p><b>Relevance 1 Point</b>                  What kind of information is included?                  How complete is this information?                   No errors, clear concise, well written, information is accurate and relevant. An in-depth understanding of the related issues shows the author's familiarity with the subject.</p>	<p><b>Authority 1 Point</b>                  Who wrote the information?                  What are their credentials?                  Who is the publisher/sponsor?                   Author and publisher are clearly identified, respected and reliable. Able to confirm legitimacy of the author and content.</p>	<p><b>Accuracy 1 Point</b>                  Is the information supported by evidence?                  Is this a "peer reviewed" article?                  Is there an explanation of the research methodology?                   The author uses extensive, high quality evidence that is fully cited/linked and represents the evidence accurately. It is a peer reviewed article that contains clear</p>	<p><b>Purpose 1 Point</b>                  Why has the person or organization created this resource?                  Is it fact, opinion or propaganda?                  Is it biased or stereotyped?                   Facts are presented free from bias, information is thorough, multiple viewpoints are given. Purpose is clearly identifiable as educational with an intended audience.</p>	

				research methodology.		
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**CLO/PLO CHART**

NUR 328 Nursing Informatics				
Course Description				
<p>This course will provide nurses with an overview of healthcare informatics. The role of the nurse, in a world of modern technology, will be explored. We will apply these concepts and frameworks to each student’s own nursing practice. This provides the foundational knowledge for how to access, manage, retrieve, and present clinical data in the healthcare delivery system by using technology and informatics. Students will illustrate various types of health information systems and promote administrative competency in their clinical settings.</p>				
Program Learning Outcomes	Course Learning Outcomes	Assignments/ Course Requirements	Evaluation Standards	Results
1. Integrate nursing education to professional nursing practice	CLO #1: To identify basic computer competencies and proficiency in the identification, access, evaluation, and use of information for nursing practice	#1. Class Participation and Attendance #2. Course Point Interactive Modules	Participation rubric, Score	
2. Demonstrate evidence-based practice with critical thinking	CLO #2: To demonstrate an understand the principles that form the basis for th organizational and professional health information systems used by health car professionals	#2. Course Point Interactive Modules #2 Nursing Informatics Literature Search Paper	Score rubric	
3. Demonstrate professional communication with critical and spiritual competence.				
4. Demonstrate Leadership skills for health promotion during the life cycle.				
5. Apply systems, finances and policies to professional nursing care.	CLO #3: To illustrate knowledge of various types of health information systems and their clinical and administrative uses through critical thinking	#3. Analysis Reflection Paper	Paper Rubric	

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**ASSESSMENT ANALYSIS**

NUR 328 Nursing Informatics					
Course Description					
<p>This course will provide nurses with an overview of healthcare informatics. The role of the nurse, in a world of modern technology, will be explored. We will apply these concepts and frameworks to each student’s own nursing practice. This provides the foundational knowledge for how to access, manage, retrieve, and present clinical data in the healthcare delivery system by using technology and informatics. Students will illustrate various types of health information systems and promote administrative competency in their clinical settings.</p>					
Program Learning Outcomes	Course Learning Outcomes	Assignment Methods	Expected Level of Achievement	Result of Assessment	Next Steps
<p>1. Integrate nursing education to professional nursing practice</p>	<p>CLO #1: To identify basic computer competencies and proficiency in the identification, access, evaluation, and use of information for nursing practice</p>	<p>#1. Class Participation/ Attendance #2. Course Point Interactive Modules</p>	<ul style="list-style-type: none"> <li>● 80% of students acquire more than 80 percent/80% of students acquire more than 80 percent</li> <li>● 80% of students acquire more than 80 percent</li> </ul>		
<p>2. Demonstrate evidence-based practice with critical thinking</p>	<p>CLO #2: To demonstrate understanding of the principles that apply for the organizational and health information systems in health care professionals</p>	<p>#2. Course Point Interactive Modules</p>	<ul style="list-style-type: none"> <li>● 80% of students acquire more than 80 percent</li> </ul>		

3. Demonstrate professional communication with critical and spiritual competence.					
4. Demonstrate Leadership skills for health promotion during the life cycle.					
5. Apply systems, finances and policies to professional nursing care.	CLO #3: To illustrate knowledge of various types of health information systems and their clinical and administrative uses through critical thinking	#3. Analysis Reflection Paper	<ul style="list-style-type: none"> <li>● 80% of students acquire more than 80 percent</li> </ul>		



**NUR 329**

**Nursing Theory and Nursing Professional Values**

간호 이론과 간호 전문직 가치

**Syllabus**

**Spring 2022**

### 월드미션대학교 사명과 목표

#### **Mission Statement**

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

#### 사명

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

#### **RN to BSN Program Learning Outcomes :**

Upon completing this program, students will be able to:

- 1 Integrate nursing education to professional nursing practice
- 2 Demonstrate evidence- based practice with critical thinking
- 3 Demonstrate professional communication with critical and spiritual competence
- 4 Demonstrate Leadership skills for health promotion during the life cycle
- 5 Apply systems, finances and policies to professional nursing care

#### 간호사를 위한 간호학 학사학위 프로그램 학습 결과

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

- 1 . 간호 교육과 전문적 간호 실무를 통합할 수 있다.
- 2 . 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
- 3 . 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
- 4 . 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
- 5 . 전문적인 간호 업무에 제도와 재정 및 정책을 적용할 수 있다.

<b>Instructor</b>	Prof. Young Joo Lee
<b>강사 이름 및 연락처</b>	Phone: 213-388-1000 Ext) 114 e-mail: yjlee@wmu.edu
<b>Class Hour 수업 시간</b>	Thursday 3:00-6:20 pm
<b>Classroom 강의실</b>	Zoom synchronized (Meeting ID: 213-388-6000)
<b>Office Hour 면담 시간</b>	1) Thursday 2) In-class direct counseling: Every Thursday during session 3) Email contact: <a href="mailto:yjlee@wmu.edu">yjlee@wmu.edu</a> Response within 48 hrs. No weekend. Professor is supposed to reply the message or question within 24hrs. 3) 질문방 활용 – 무들 내 질문방moodle.wmu.edu 을 활용하여 학습에 필요한 질문을 하거나 메시지 기능을 활용해 교수와 커뮤니케이션할 수 있으며 교수는 48시간 내에 답변할 것임 4) Synchronous contact: By using a web conference tool or internet phone.

**Course Description 과목 소개**

This course will prepare students to understand the nature of nursing and the characteristics of nursing science, to establish a philosophical foundation for nursing, and to help to transition roles as a professional nurse. Students will explore nursing theories’ main concepts and theoretical conceptual frame and develop professional values through practicing evidence-based learning. It will be examined through synthesizing the theoretical basis and promoting leadership skills in their nursing practice.

본 과목에서는 간호의 본질 및 간호과학의 특성을 이해하고, 간호의 철학적 기초를 확립하여 전문직 간호사로서의 역할을 전환을 할 수 있도록 도와준다. 학생들은 간호 이론의 주요 개념 및 이론적 개념적 기틀을 탐구하고, 증거기반학습을 이용해봄으로써 전문적 가치관을 개발시킨다. 이를 통해 간호현장에서 이론적 기틀을 통합해보고 리더십 스킬을 향상 할 수 있다.

**PROGRAM LEARNING OUTCOMES (PLOs):**

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with critical and spiritual competence



- 4. **Demonstrate Leadership skills for health promotion during the life cycle**
- 5. **Apply systems, finances and policies to professional nursing care**

**Course Learning Outcomes (CLO) :**

**학습 결과**

**At the completion of this course, students will be able to:**

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

- 1. Identify nursing professional values by learning overview of the nature of nursing, nursing science and nursing philosophy to understand human experience. (PLO #1)
- 2. Distinguish between personal and professional values in nursing practice (PLO #2)
- 3. Understand and apply nursing theory into nursing practice through learning about the main concept of each nursing theorists (PLO #2)
- 4. Apply nursing theory into nursing practice through evidence based practice and analyze the impact of professional beliefs, values, and practices upon health and health care delivery. (PLO # 4)

**LEARNING OUTCOMES ALIGNMENT TABLE**

<b>ESSENTIAL</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Course Learning Outcomes (CLOs)</b>
<b>ESS #1: Liberal Education for Baccalaureate Generalist Nursing Practice</b>	<b>PLO 1: Integrate nursing education to professional nursing practice.</b>	<b>CLO 1: Identify nursing professional values by learning overview of the nature of nursing, nursing science and nursing philosophy to understand human experience. (PLO #1)</b>
<b>ESS #8: Professional and Professional Values</b>	<b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b>	<b>CLO 2: Distinguish between personal and professional values in nursing practice (PLO #2)</b>

<p><b>ESS #1: Liberal Education for Baccalaureate Generalist Nursing Practice</b></p>	<p><b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b></p>	<p><b>CLO 3: Understand and apply nursing theory into nursing practice through learning about the main concept of each nursing theorists (PLO #2)</b></p>
<p><b>ESS #4: Information Management and Application of Patient Care Technology</b></p> <p><b>ESS #8: Professional and Professional Values</b></p>	<p><b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b></p>	<p><b>CLO 4: Apply nursing theory into nursing practice through evidence based practice and analyze the impact of professional beliefs, values, and practices upon health and health care delivery. (PLO # 4)</b></p>

1. 인간의 경험을 이해하기 위해 간호과학, 간호철학을 학습하고. 간호의 전문직 가치체계를 확인한다. (personal belief and philosophy)
2. 간호현장에서 개인의 가치와 전문직 가치관의 차이를 구별할 수 있다.( picot)
3. 간호의 이론적 기초를 이해하기 위해 각 간호 이론가 들의 주요 개념을 익히고, 이를 간호 현장에 적용할수 있다. (Nursing theory project paper ppt presentation 40)
4. 근거기반 학습을 통해 간호이론을 현장에 적용할 수 있고, 건강전달체계에서의 간호 전문직 가치체계를 분석할 수 있다. (Nursing theory project paper ppt presentation 40)

**Prerequisites 수강 전 필수 사항**

- Students must have knowledge about APA format and References.

**Course Format 수업 형식**

- Weekly Ground lecture, class participation and open discussion
- Analysis reflection paper (APA format) and PPT Presentation

## Required Reading 필수 교재

Butts, J. B., Rich, K. L., Bak, H., Gang, I., Seo, E., An, S., & Choe, E. (2018). *간호철학과 간호이론 (Philosophies and Theories for Advanced Nursing Practice)* (3rd ed.). Paju: Sumunsa.

McEwen, M., & Wills, E. M. (2019). *Theoretical basis for nursing* (5th ed.). Philadelphia, PA: Wolters Kluwer.

Smith, M. C., & Parker, M. E. (2015). *Nursing Theories and Nursing Practice* (4th ed.). Philadelphia, PA: F A DAVIS.

남문희, 김요나, & 박효진. (2019). *최신 전문직과 간호윤리 (Profession & Nursing Ethics)*. Paju: Sumanasa.

## Recommended Reading 추천 교재

Hood, L. J. (2018). *Leddy & Pepper's professional nursing* (9<sup>th</sup> Ed.). Philadelphia, PA: Wolters Kluwer.

## E-Resources

### Online resources for students

elibrary 블로그 (정보활용가이드)를 참고하십시오. (<http://elibrary.wmu.edu/>)

- 이 사이트에서 '자료 찾는 방법'을 클릭하시면 각종 데이터 베이스 사용법이 나와있습니다.
  - CINAHL 사용법  
<http://elibrary.wmu.edu/cinahl-with-full-text-%ea%b0%84%ed%98%b8%ed%95%99%ea%b3%bc/>
  - KISS 사용법  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/kiss-%EC%82%AC%EC%9A%A9%EB%B2%95/>
  - DBpia 사용법  
<http://elibrary.wmu.edu/dbpia%EC%82%AC%EC%9A%A9%EB%B2%95/>
  - RISS 사용법  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/riiss/>
  - 인터넷 자료 사용법  
<http://elibrary.wmu.edu/%EC%9D%B8%ED%84%B0%EB%84%B7-%EC%9E%90%EB%A3%8C-%ED%8F%89%EA%B0%80%EB%B2%95/>

## Course Requirements

### 1.(PLO#1/CLO#1) Attendance/Class Participation (10%)

Students are required to attend the class every week on time. 2 points per absence, 1 absent per three times tardy. When missing more than 1/3 absence of a semester you will receive a failure("F") for the course unless a withdrawal request is submitted by the last date to withdraw from the course,

All absences must involve legitimate excuses, such as health problems or family emergencies. Documentation should be available for all absences and supplied when requested.

Students are expected to engage and participate in group discussion in each week's thematic objectives. Refer to class participation rubric.

## 2. (PLO#2/CLO#2) 중간과제 -1: mid term paper 1 PICOT (10%)

Students are required to submit one page of interesting concepts or issues using PICOT (Patient Population, Intervention of interest, Comparison intervention, Outcome, Time). PICOT is used for a helpful approach for summarizing research questions of their own concepts. (Due 2/17/2022)

<https://libguides.ggc.edu/NURS/PICOT> -> PICOT Questions

학생이 관심있는 연구 문제를 PICOT으로 정리해 본다(CLO #2)

학생들의 근무하고 있는 간호 현장에서 자신이 관심이 있는 이슈/ 개념을 정하여 이를 PICOT Template에 적용하여 제출한다. 이는 자신이 관심 있는 개념을 연구 문제로 요약하는데 도움을 주기 위함이다.

## 3. (PLO #2/CLO#3) 중간 과제 - 2: mid term paper 2 Nursing Theory Project Paper PPT Presentation (40%):

- 1) Choose one nursing theorist and analyze the nursing theory concepts theoretical framework.
- 2) Search at least one to three journals that apply the chosen theorist into nursing practice. Analyze how nursing theory is applied to nursing practice.
- 3) Connect that analysis and students' interested concepts **to apply the nursing theory into their workplace.**
- 4) Students will present in the classroom with 10 to 15 slides and write **reflection paper in APA format** in between 7-10 pages

Theories to explore

1. Florence Nightingale: Nursing What it is and What it is not: *Misun Kim*
2. Dorothea Orem: The Self-care Deficit Nursing Theory: *Jung Sook Choi*
3. Betty Neuman: The Neuman Systems Model: *Kyung Sook Oh*
4. Sister Callista Roy: The Roy Adaptation Model: *Misug Park*
5. Rosemarie Parse: The Human becoming Paradigm: *Cha Soon Park*
6. Nola Pender: Health Promotion Theory: *Young Sook Jeoung / Angella Park*

학생 관심 있는 concepts을 정하여 이를 간호이론과 접목시켜본다(CLO #1, 3). 이를 간호현장에 적용하여 프리젠테이션 한다 (CLO 1)

- 1) 한개의 간호이론가를 선택하여, 간호이론 개념의 이론적 기틀을 분석한다.
- 2) 자신이 선택한 간호 이론가를 간호현장에 적용한 저널(1-3개)을 검색하여, 간호이론이 어떻게 간호현장에 어떻게 적용했는지 분석한다.
- 3) 이를 학생이 관심있는 현장의 개념과 연결하여, 간호이론을 현재 자신이 근무하고 있는 간호현장에 적용한다.
- 4) 이를 PPT 10- 15장 정도로 발표하고, 쓰기 7장 -10장 내외로 이에 대한 Reflection paper 작성 (APA format) due : 5 May, 2022

**4. Final paper (PLO# 4 / CLO #4) Application of Nursing Professional Values and Beliefs in Nursing Practice Paper (APA format) (40%):**

- 1) Students reflect their own nursing philosophy professional beliefs/values and present and discuss (due: 3rd week (9/1) (10%)
  - 2) Students write a maximum of 5 pages in APA format about detailed short term and long term plans in order to become professional nurses with leadership. (due: 15th week 12/1)
- 
- 1) 학생들은 자신의 간호 철학과 전문적 가치관과 신념이 무엇인지를 스스로 반영해 보고(due: 17, Feb, 2nd weeks ) (10%) 발표하고 토의한다
  - 2) 학생들은 리더십을 갖춘 전문직 간호사가 되기 위해 자신이 앞으로 갖추어야 할 것들을 계획해 본다(단기계획, 장기계획으로 나누어서 구체적으로 제시해 본다) (30%) APA format 5 pages (final due 15th weeks, 5<sup>th</sup>, May 2022)

overview of the nature of nursing and philosophical foundation of nursing practices and in the delivery of nursing care for individuals, groups, and communities. Increased awareness of diverse nursing care and a sound understanding of the impact of professional beliefs, values, and practices upon health and health care delivery is a direct outcome of this course. The student explores and reflects upon their own professional values and beliefs based on theoretical concepts related to their clinical setting.

CLO #1	Class Participation and Attendance (10%)			
CLO #2		PICOT (10%)		
CLO #3			Nursing Theory Project Paper PPT Presentation (40%)	
CLO #4				Nursing Professional Values and Beliefs Paper (40%)

**Grading 성적 평가**

<b>Grading</b>					
<b>Grade</b>	<b>GPA</b>	<b>Numeric Description</b>	<b>Grade</b>	<b>GPA</b>	<b>Numeric Description</b>

A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

“I”, “F” 학점 규정

a. “I” 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 “I” 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고, 한 학기 이후에는 “I” 가 “F”로 자동 변경됩니다.

b. “F” 학점: 변경할 수 없으며 재수강을 할 경우, “B+” 이상을 넘을 수 없습니다.

성적 규정

성적에 대한 질문이 있을 경우 학생은 학기가 끝난 후 1주일 내에 교수와 성적을 확인해야 한다.

If a student has questions regarding final grades, the student has one week after the end of the semester to contact the professor.

**Course Schedule 강의 일정**

Week	Chapters/Topics	Sub-topics	Discussion/Homework
Week 1 1/27	Orientation of Nursing Theory and Nursing Professional Values	Orientation of Nursing Theory and Nursing Professional Values	Orientation Introduction of Nursing Professional Values and Nursing Theory
Week 2 2/03	Unit 1 Ch.2 Overview of Theory	Overview of Theory The importance of theory in nursing Terminology of theory Historical overview: theory development in nursing Classification of theories in nursing	Discussion: What is Nursing Theory? Why need the theory in Nursing? How can we adopt the nursing theory in Nursing Practice?

		Issues in theory development in nursing	What is your philosophy in Nursing?
Week 3 2/10	Unit 1 Ch.1 Philosophy, Science, and Nursing	<p>Nursing as a profession</p> <p>Nursing as an Academic Discipline</p> <p>Introduction to science and philosophy</p> <p>Science and philosophical schools of thought</p> <p>Nursing philosophy, nursing science, and philosophy of science in nursing</p> <p>Knowledge development and nursing science</p> <p>Research methodology and nursing science</p>	<p>Discussion:</p> <p>-Discuss about students' philosophy and belief</p>
Week 4 2/17	Unit 1 Ch.3 Concept Development: Clarifying meaning of terms	<p>Understanding the PICOT (Patient Population, Intervention of interest, Comparison intervention, Outcome, Time)</p> <p>The Concepts of "Concept"</p>	<p>What are your concepts?</p> <p>Concepts In Nursing Discipline</p> <p>Component of conceptual Framework in Nursing</p> <p>What is PICOT?</p>
Week 5 2/24	<b>Guest speaker:</b> <b>Understanding History of Philosophy</b>	Understanding of History of Philosophy, Nursing Philosophy, and Nursing Science	Students reflect their own nursing philosophy professional beliefs/values and present and discuss (due: 24 Feb.; 4th week <u>2/24/2022</u> )
Week 6 3/03	Unit 1 Ch.3 Concept Development: Clarifying meaning of terms	<p>Concept Analysis/Concept Development</p> <p>Strategies for Concept Analysis and Concept Development</p>	<p>What is my issue and main concept using PICOT?</p> <p><u>PICOT Paper due</u></p>
Week 7 3/10	Unit 2 Ch. 7 Grand Nursing Theories Based on Human Needs	Pender's Health Promotion Model	Discussion

Week 8 3/17	Unit 2 Ch.8 Grand Nursing Theories Based on Interactive Process	Dorothea Orem: The Self-care deficit Nursing theory	Discussion
Week 9 3/24	Unit 2 Ch.9 Grand Nursing Theories Based on Unitary Process	Florence Nightingale: Nursing: What it is and what it is not  Betty Neuman: The Neuman Systems Model	Discussion
Week 10 3/31	Unit 2 Ch.11 Overview of Selected Middle Range Nursing Theories Ch. 229	Sister Callista Roy: The Roy Adaptation Model	Discussion
Week 11 4/07	Unit 2 Ch.11 Overview of Selected Middle Range Nursing Theories Ch. 229	Rosemarie Parse:  The Human becoming Paradigm	
Week 12 4/14	Easter Break		
Week 13 4/21	Unit 4 Ch.19 Application of Theory in Nursing Practice  Final	Organizational Design  Shared governance  Transformational leadership in nursing and in health care  Patient care delivery models  Case management  Disease/chronic illness management  Quality management  Application of Nursing Professional Values and Beliefs in Nursing Practice <u>Presentation</u>	Final Presentation #1
Week 14 4/28	Unit 4 Ch.21 Application of theory in nursing administration and management  Final	Relationship between theory and practice  Theory-based nursing practice  The theory-practice gap	Final Presentation #2



	Application of Theory in Nursing Practice  Final	Situation-specific/practice theories in nursing  Application of Nursing Professional Values and Beliefs in Nursing Practice <u>Presentation</u>  Application of Nursing Professional Values and Beliefs in Nursing Practice <u>Presentation</u>	
Week 15 5/05	Final	Application of Nursing Professional Values and Beliefs in Nursing Practice <u>Paper</u>	Application of Nursing Professional Values and Beliefs in Nursing Practice <u>Paper due 5th May at 15<sup>th</sup> weeks</u>
Week 16 5/12	Final Evaluation	Nursing Advisory Committee Meeting	Course Evaluation Survey

**Academic Integrity Commitment 학문적 정직성**

<p>기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.</p> <p>정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.</p> <p>학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.</p> <p>A. Cheating: 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우</p> <ol style="list-style-type: none"> <li>1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.</li> <li>2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.</li> <li>3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.</li> </ol> <p>B. 위조(Fabrication): 의도적으로 거짓이나 정보의 허위조작.</p> <p>C. 부정행위를 돕는 것(Facilitation academic dishonesty): 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.</p> <p>D. 표절행위(Plagiarism): 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우.</p>
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이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

At the beginning of this course we, as faculty and students, reaffirm our commitment to being beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community that values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalog. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

## Expanded Bibliography 추가 참고 문헌

### Course Policy 온라인 수업 규정

**Language Policy:** Lectures in the classes are held in bilingual (Korean and English) for students to understand, however; all nursing assignments must be written and submitted in English to apply in the nursing practice. Reading ability to understand nursing textbooks such as quiz, assignments, modules by Lippincott is required, and presentations in English are recommended to promote the communication competency as professional nurses in nursing practice.

**언어 규정:** 수업중 강의는 학생들의 이해를 돕기 위해 한글/ 영어(이중언어) 로 하되, 간호학 관련 모든 과제는 간호현장 적용을 위해 영어로 작성 제출한다. 또한 간호학과 교재 (예: 리핀코트 모듈, e book, 과제) 를 이해할 수 있는 독해능력이 요구되고, 간호현장에서 학생들의 전문직 간호사로서의 의사소통 능력을 함양하기 위해 영어로 발표를 권장한다.

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If

students need technical assistance at any time during the course, you can contact Lippincott Technical Services vi or email them [www.thepoint.lww](http://www.thepoint.lww)

**컴퓨터 조건:** 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 추가적인 소프트웨어가 구비되어 있어야 한다. 기술지원을 위해서는 무들 내에 있는 학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 언제든지 기술적인 지원이 필요하다면, 무들 내에 있는 학생 서비스에 들어가거나 Lippincott Technical Service에게 연락한다.

**Moodle Message:** In every course MOODLE MESSAGE will be used. Student can check the message in the Moodle system. Please check student’s own messages regularly.

**무들 메시지:** 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**Q&A:** In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

**질의응답:** 온라인 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 과목마다 질의응답방 (Q&A방)이 준비되어 있으므로 자신의 질문사항을 그 곳에 올린다.

**Participation Policy:** Participation is essential in and in class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**참여 규정:** 참여는 수업 클래스에서 필수요소이다. 모든 과목에서 학생들은 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 낙제할 수 있다.

**Assignments Completion Policy:** All assignments for the course will be submitted through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.

**과제 제출 규정:** 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.

**Attendance/Class Participation Rubric (10 points)**

	3	2	1	0
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<p>Attendance/ Promptness</p>	<p>Students are always prompt and regularly attend classes on time.</p> <p>학생들은 항상 신속하고 정기적으로 정시에 수업에 참석하여 face-to-face interaction을 한다.</p>	<p>Students are late to class and cannot do face-to-face interaction during class for 1-3 times.</p> <p>학생들은 1-3회 수업에 지각하며 face-to-face interaction을 할 수 없다.</p>	<p>Students are late to class and cannot do face-to-face interaction during class 4-6 times.</p> <p>학생들은 4-6회 수업에 지각하며 face-to-face interaction을 할 수 없다.</p>	<p>Students are late to class and cannot do face-to-face interaction during class for 7 or more times.</p> <p>학생들은 7회 이상 수업에 지각하며 face-to-face interaction을 할 수 없다.</p>
<p>Openness</p>	<p>Students always have positive attitudes and are open minded during class. Students incorporate or build off of the ideas of others.</p> <p>학생들은 항상 긍정적인 태도를 갖고 수업 중에 열린 마음으로 수업에 임한다. 학생들은 다른 사람들의 아이디어를 통합하거나 구축할 수 있다.</p>	<p>Students sometimes have positive attitudes and are open-minded during class. Students lack the ability to incorporate or build off of the ideas of others.</p> <p>학생들은 때때로 긍정적인 태도를 갖고 수업 중에 열린 마음으로 수업에 임한다. 학생들은 다른 사람의 아이디어를 통합하거나 구축하는 능력이 부족하다.</p>	<p>Students have a restricted attitude during class so they have a hard time accepting and cooperating with other students.</p> <p>학생들은 수업 시간에 경직된 태도로 다른 학생들을 받아들이지 못하고 협력하는데 어려움이 있다.</p>	<p>Students cannot concentrate and easily distract the class so they cannot accept and cooperate with other students.</p> <p>학생들은 전혀 수업에 집중할 수 없고 쉽게 주의를 분산시키며 다른 학생들을 받아들이거나 협력하지 않는다.</p>
	4	3	2	0

Level of Engagement In Class	<p>Students proactively contribute to class by offering ideas and asking questions <u>more than once</u> per class.</p> <p>학생들은 아이디어를 제공하고 매 수업마다 한 번 이상 질문을 함으로써 적극적으로 수업에 기여한다.</p>	<p>Students proactively contribute to class by offering ideas and asking questions <u>once per</u> class.</p> <p>학생들은 매 수업마다 한 번씩 아이디어를 제공하고 질문을 함으로써 적극적으로 수업에 기여한다.</p>	<p>Students <u>rarely</u> contribute to class by offering ideas and asking questions.</p> <p>학생들은 아이디어를 제공하고 질문을 함으로써 수업에 거의 기여하지 못한다.</p>	<p>Students <u>never</u> contribute to class by offering ideas and asking questions.</p> <p>학생들은 아이디어를 제공하고 질문을 함으로써 수업에 전혀 기여하지 못한다.</p>
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**Midterm #1 Rubric for PICOT (Patient Population, Intervention of interest, Comparison intervention, Outcome, Time) (10%)**

Criteria	Excellent Work 5	Meets Expectation 4	Needs Improvement 3	Not Acceptable 2	Total points
<b>Rationale for Clinical Question (5)</b>	Rationale for selection of the question is explicit, clearly stated and logical. Includes data from the literature.	Rationale for the selection of the question is somewhat clear and logically written. Provides support for the topic. Data is present.	Rationale for the selection of the question is unclear written or does not provide adequate support for the topic.	There is no data to support the clinical question and/or minimal rationale to support the clinical question.	
<b>PICOT Question (5)</b>	The PICOT question is formatted correctly and contains all of the required components.	The PICOT question is formatted correctly, but is missing 1 required element.	The PICOT question is formatted correctly, but is missing 2 required elements.	The PICOT question is unclear and/or is missing 3 or more required elements.	

**Old Rubric for analysis paper**

Criteria	Excellent Work 5	Meets Expectation 4	Needs Improvement 3	Not Acceptable 2	Total points
<p><b>Content</b></p> <p><b>Knowledge (5)</b></p> <p>1. Collaborate professional value and a relevant research question</p> <p>전문적인 가치와 관련 연구 질문을 공동 작업</p>	<p><b>Points</b></p> <p>-Clearly and concisely collaborate professional value and a relevant research question</p> <p>전문적 가치와 관련 연구 질문을 명확하고 간결하게 협력</p>	<p><b>Points</b></p> <p>-Somewhat clearly and concisely collaborate professional value and a relevant research question</p> <p>전문적 가치와 관련 연구 질문을 다소 명확하고 간결하게 협력</p>	<p><b>Points</b></p> <p>-A research question is stated but there is no collaboration with professional value</p> <p>연구 질문이 언급되었지만 전문적인 가치와의 협력이 없음</p>	<p><b>Points</b></p> <p>-No research question is stated</p> <p>연구 질문이 언급되지 않았습니다.</p>	
<p><b>Content</b></p> <p><b>Knowledge (5)</b></p> <p>2. Provide the background of the nursing theory based on reference through EBT</p> <p>EBT를 통한 참고 자료 기반 간호 이론의 배경 제공</p>	<p><b>Points</b></p> <p>-Clearly and concisely provide the background of the nursing theory based on reference through EBT</p> <p>EBT를 통해 참조를 바탕으로 간호 이론의 배경을 명확하고 간결하게 제공</p>	<p><b>Points</b></p> <p>-Somewhat clearly and concisely provide the background of the nursing theory based on reference through EBT</p> <p>EBT를 통한 참조를 바탕으로 간호 이론의 배경을 다소 명확하고 간결하게 제공</p>	<p><b>Points</b></p> <p>-Basic or irrelevant background of the nursing theory based on reference through EBT to the paper is provided</p> <p>EBT를 통한 논문 참조에 근거한 간호 이론의 기본 또는 무관한 배경 제공</p>	<p><b>Points</b></p> <p>-No background of the research topic is provided</p> <p>연구 주제의 배경이 제공되지 않습니다.</p>	
<p><b>Content</b></p> <p><b>Knowledge (5)</b></p> <p>3. Identify precise definition of relevant nursing theory</p> <p>관련 간호 이론의 정확한 정의 파악</p>	<p><b>Points</b></p> <p>-Clearly and concisely identify precise definition of relevant nursing theory</p> <p>관련 간호 이론의 정확한 정의를 명확하고 간결하게</p>	<p><b>Points</b></p> <p>-Somewhat clearly and concisely identify precise definition of relevant nursing theory</p> <p>관련 간호 이론의 정확한 정의를 다소 명확하고</p>	<p><b>Points</b></p> <p>-Incomprehensible definition or irrelevant definition of relevant nursing theory is identified</p> <p>관련 간호 이론의 이해할 수 없는 정의 또는 관련없는 정의가</p>	<p><b>Points</b></p> <p>-No definition is identified</p> <p>정의를 확인되지 않았습니다.</p>	

	식별	간결하게 식별	식별 됨		
<p><b>Content</b></p> <p><b>Knowledge (5)</b></p> <p>4. Identify a feasible research method</p> <p>실행 가능한 연구 방법 식별</p>	<p><b>Points</b></p> <p>-Clearly and concisely identify a feasible research method</p> <p>실행 가능한 연구 방법을 명확하고 간결하게 식별</p>	<p><b>Points</b></p> <p>-Somewhat clearly and concisely identify a feasible research method</p> <p>실행 가능한 연구 방법을 다소 명확하고 간결하게 식별</p>	<p><b>Points</b></p> <p>-Incomprehensible method or irrelevant method of relevant research topic is identified</p> <p>관련 연구 주제의 이해할 수 없는 방법 또는 관련없는 방법 식별</p>	<p><b>Points</b></p> <p>-No research method is identified</p> <p>연구 방법이 확인되지 않았습니다.</p>	
<p><b>Content</b></p> <p><b>Organization (5)</b></p> <p>5. Organization &amp; collaboration of individual's professional value and the nursing theory</p> <p>개인의 전문적 가치와 간호 이론의 조직 및 협력</p>	<p><b>Points</b></p> <p>-Well organized structures</p> <p>-Information flows in a logical and interesting sequence about the individual's professional value and the nursing theory</p> <p>-Individual's professional value is well collaborated to the nursing theory</p> <p>잘 조직 된 구조</p> <p>-정보는 논리적이고 흥미로운 순서로 흐릅니다. 개인의 전문적 가치와 간호 이론에 대해</p> <p>-개인의 전문적</p>	<p><b>Points</b></p> <p>- Organized structures</p> <p>-Somewhat the information flows in a logical and interesting sequence about the individual's professional value and the nursing theory</p> <p>-Individual's professional value is somewhat collaborated to the nursing theory</p> <p>-조직화 된 구조</p> <p>-개인의 전문적 가치와 간호 이론에 대해 논리적이고 흥미로운 순서로 정보가 다소 흐릅니다.</p>	<p><b>Points</b></p> <p>-Less organized structures</p> <p>-The flow of the overall paper and the collaboration between individual's professional value and the nursing theory are hard to follow</p> <p>-덜 조직 된 구조</p> <p>-전체 논문의 흐름과 개인의 전문적 가치와 간호 이론 사이의 협력이 따르기 어렵다</p>	<p><b>Points</b></p> <p>-Disorganized structures</p> <p>-Individual's professional value is not connected to the nursing theory</p> <p>-무질서한 구조</p> <p>-개인의 전문적 가치는 간호 이론과 관련이 없습니다.</p>	

	가치는 간호 이론과 잘 연계되어 있습니다.	-개인의 전문적 가치는 간호 이론과 다소 공존			
<p><b>Content</b></p> <p><b>Knowledge (5)</b></p> <p>6. Conclusion</p> <p>-Examine nursing theory and apply in nursing practice</p> <p>-Analyze, and draw conclusions</p> <p>-간호 이론 검토 및 간호 실무에 적용</p> <p>-분석 및 결론 도출</p>	<p><b>Points</b></p> <p>-Clearly and concisely explains the application of the topic</p> <p>-Consistently analyzes information, and clearly draws conclusions.</p> <p>-주제의 적용을 명확하고 간결하게 설명</p> <p>-일관되게 정보를 분석하고 명확하게 결론을 도출합니다.</p>	<p><b>Points</b></p> <p>-Explains the application of the topic.</p> <p>-Presents concepts about the topic</p> <p>- Some analysis, and conclusions offered</p> <p>-주제의 적용을 설명합니다.</p> <p>-주제에 대한 개념 제시</p> <p>-일부 분석 및 결론 제공</p>	<p><b>Points</b></p> <p>-The application is hard to follow</p> <p>-Major aspects of the topic are presented, but content lacks insight and analysis and the conclusion is hard to follow</p> <p>-응용 프로그램을 따르기가 어렵습니다.</p> <p>-주제 측면이 제시 되었으나 내용에 대한 통찰력과 분석이 부족하여 결론을 내리기 어렵다</p>	<p><b>Points</b></p> <p>-Lacks analysis, and conclusions.</p> <p>-분석 및 결론이 부족합니다.</p>	
<p><b>Writing Composition (Spelling, Grammar, Sentence Structure) (5)</b></p>	<p><b>Points</b></p> <p>-An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error-free.</p> <p>-가끔 오류가 발생할 수 있지만 쓰기, 문법, 철자, 전환, 가독성 및 문장 구조는 본질적으로 오류가</p>	<p><b>Points</b></p> <p>-Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout.</p> <p>-Errors do not interfere with the readability or comprehension of</p>	<p><b>Points</b></p> <p>-Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout.</p> <p>-빈번한 오류 (4-5 오류) 철자, 문법, 전환, 문장 구조 및 가독성과</p>	<p><b>Points</b></p> <p>-Numerous errors (&gt;6 errors) occur with spelling, grammar, transitions, and sentence structure, throughout, which make it very difficult to read and understand the information presented.</p> <p>-많은 오류</p>	



	없습니다.	information. -약간의 사소한 오류  (1-3 오류) 철자, 문법, 전환 및 문장 구조에서 발생할 수 있지만 전체적으로 일관성이 없습니다.  -오류는 정보의 가독성이나 이해를 방해하지 않습니다.	함께 발생합니다.	(>6 오류) 철자, 문법, 전환 및 문장 구조가 전체적으로 발생하므로 제시된 정보를 읽고 이해하기가 매우 어렵습니다.	
<b>APA &amp; References (5)</b>	<b>Points</b> -An occasional error may occur, but the paper is essentially error-free, following the APA format reference page.  -가끔 오류가 발생할 수 있지만 APA 형식 참조 페이지에 따라 용지는 본질적으로 오류가 없습니다.	<b>Points</b> -Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the reference page.  -약간의 사소한 오류  (1-3 오류) APA 형식에서 발생할 수 있지만 오류는 참조 페이지 전체에서 일관되지 않습니다.	<b>Points</b> -Frequent errors (4-5 errors) occur with APA format throughout the reference page.  -참조 페이지 전체에서 APA 형식으로 자주 오류 (4-5 오류)가 발생합니다.	<b>Points</b> -Numerous errors (>6 errors) occur with APA format consistently throughout the reference page., indicating that little effort was placed on understanding the format guidelines  -No reference page attached  -참조 페이지 전체에서 APA 형식에서 일관되게 많은 오류 (>6 오류)가 발생하여 형식 지침을 이해하는데 거의 노력이 들지 않았음을 나타냅니다.  -첨부된 참조 페이지 없음	

**Midterm #2: Guidelines for Nursing Theory project Paper PPT Presentation (40%)**

Final Assignment: Due Date: **Sep 28** 밤 12시

제출방법: online. Wmu.edu월드미션 대학교 무들에 스캔하여 업로드 (pdf, ppt, word)

**Rubric for Nursing Theory project Paper PPT Presentation**

Criteria	Excellent Work	Meets Expectation	Needs Improvement	Not Acceptable	Total points
	5	4	3	2	
Content	Points	Points	Points	Points	
<p><b>Knowledge (5)</b></p> <p>1. Identify relevant nursing theory and theorists</p> <p>관련 간호 이론 및 이론가 식별</p>	<p>-Well-organized.</p> <p>Information flows in a logical and interesting sequence about relevant nursing theory and theorists of topic are covered in the topic; the relevance and concepts of nursing theory and theorist</p> <p>-잘 짜여진.</p> <p>논리적이고 흥미로운 순서로 정보 흐름</p> <p>관련 간호 이론 및 주제 이론가에 대해 주제에서 다룹니다. 간호 이론 및 이론가의 관련성과 개념</p>	<p>-Major factors of topic are mostly covered in the topic; the relevance and concepts of nursing theory and theorists</p> <p>Information flows in logical and interesting sequence</p> <p>-주제의 주요 요소는 대부분 주제에서 다룹니다. 간호 이론 및 이론가의 관련성과 개념</p> <p>논리적이고 흥미로운 순서로 정보 흐름</p>	<p>-Organization, sequence, and flows of content are difficult to follow at times</p> <p>-콘텐츠의 구성, 순서 및 흐름이 때때로 따르기 어렵습니다.</p>	<p>-Organization, sequence, and flow of content are difficult to follow at times.</p> <p>-콘텐츠의 구성, 순서, 흐름이 때때로 따르기 어렵습니다.</p>	

Content	Points	Points	Points	Points	
<p><b>Knowledge (5)</b></p> <p>2. Identify theoretical framework</p> <p>이론적 틀 파악</p>	<p>-Well organized the structures</p> <p>Information flows in a logical and interesting sequence about relevant theoretical framework of topic are covered in the topic; the relevance theoretical framework</p> <p>-잘 조직 된 구조</p> <p>논리적이고 흥미로운 순서로 정보 흐름 관련 이론적 틀에 대해 주제는 주제에서 다릅니다. 관련성 이론적 틀</p>	<p>- Organized structures</p> <p>-Major factors of topic are mostly covered in the topic; the relevance theoretical framework</p> <p>-조직화 된 구조</p> <p>-주제의 주요 요소는 대부분 주제에서 다릅니다. 관련성 이론적 틀</p>	<p>-less Organization, structures</p> <p>-적은 조직, 구조</p>	<p>-Paper is not well-organized structures</p> <p>-종이가 잘 정리되지 않은 구조</p>	
<p><b>Application in students' own work (5)</b></p> <p>3. Examine nursing theory and apply in nursing practice in students' own work</p> <p>간호 이론을 검토하고 학생 자신의 작업에 간호 실무에 적용</p>	<p>-Concisely explains the application of the topic</p> <p>-주제의 적용을 간결하게 설명</p>	<p>-Explains the application of the topic.</p> <p>-Presents concepts about the topic</p> <p>-주제의 적용을 설명합니다.</p> <p>-주제에 대한 개념 제시</p>	<p>Major aspects of the topic are explained, but content lacks</p> <p>주제의 주요 측면이 설명되어 있지만 내용이 부족합니다.</p>	<p>-Concept is basic.</p> <p>-Major aspects of the topic are missing or inadequate.</p> <p>-컨셉은 기본입니다.</p> <p>-주제 측면이 누락되었거나 부적절합니다.</p>	

<p><b>Clarity, Critical Thinking (5)</b> 4. Convey information, offer insight, and draw conclusions: utilizing presentation skills</p> <p>정보 전달, 통찰력 제공 및 결론 도출 : 프레젠테이션 기술 활용</p>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Consistently analyzes information, offers insight, and draws conclusions.</li> <li>-일관되게 정보를 분석하고 통찰력을 제공하며 결론을 도출합니다.</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Some analysis, insight, and conclusions offered.</li> <li>-일부 분석, 통찰력 및 결론 제공.</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Major aspects of the topic are presented, but content lacks insight and analysis</li> <li>-주제의 주요 측면이 제시되지만 내용에 대한 통찰력과 분석이 부족합니다.</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Lacks insight, analysis, and conclusions.</li> <li>-통찰력, 분석 및 결론이 없습니다.</li> </ul>	
<p><b>Presentation Skill (10)</b></p>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Easy to understand throughout of presentation</li> <li>-Captures the reader's attention</li> <li>-Excels in fully presenting what is known about the topic.</li> <li>-Presents information using clear and concise language in an organized manner</li> <li>-프레젠테이션 전반에 걸쳐 이해하기 쉬움</li> <li>-독자의 관심을 사로 잡습니다.</li> <li>-주제에 대해 알려진 내용을 완벽하게 표현하는 데 탁월합니다.</li> <li>-명확하고 간결한 언어를 사용하여 체계적으로 정보를 제공</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Easy to understand through most of the presentation.</li> <li>-Presents information in an organized manner</li> <li>-대부분의 프레젠테이션을 통해 이해하기 쉽습니다.</li> <li>-정리 된 방식으로 정보 제공</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Information is difficult to understand in a few areas.</li> <li>-Presents information using understandable language but is somewhat disorganized</li> <li>-정보는 일부 영역에서 이해하기 어렵습니다.</li> <li>-이해할 수 있는 언어를 사용하여 정보를 제공하지만 다소 혼란 스러움</li> </ul>	<p><b>Points</b></p> <ul style="list-style-type: none"> <li>-Paper is not well organized.</li> <li>-Information is difficult to understand throughout most of the paper</li> <li>-Presents information that is not clear, logical, or organized to the point that the reader has difficulty understanding the message</li> <li>-종이가 잘 정리되어 있지 않습니다.</li> <li>-대부분의 논문에서 정보를 이해하기 어렵습니다.</li> <li>-명확하지 않거나</li> </ul>	

				논리적이지 않거나 체계적이지 않은 정보를 독자가 메시지를 이해하기 어려울 정도로 제공합니다.	
<b>Writing Composition (Spelling, Grammar, Sentence Structure) (5)</b>	<p><b>Points</b></p> <p>-An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error-free.</p> <p>-가끔 오류가 발생할 수 있지만 쓰기, 문법, 철자, 전환, 가독성 및 문장 구조는 본질적으로 오류가 없습니다.</p>	<p><b>Points</b></p> <p>-Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout.</p> <p>-Errors do not interfere with the readability or comprehension of information.</p> <p>-약간의 사소한 오류</p> <p>(1-3 오류) 철자, 문법, 전환 및 문장 구조에서 발생할 수 있지만 전체적으로 일관성이 없습니다.</p>	<p><b>Points</b></p> <p>-Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout.</p> <p>-빈번한 오류</p> <p>(4-5 오류) 철자, 문법, 전환, 문장 구조 및 가독성과 함께 발생합니다.</p>	<p><b>Points</b></p> <p>-Numerous errors (&gt;6 errors) occur with spelling, grammar, transitions, and sentence structure, throughout, which make it very difficult to read and understand the information presented.</p> <p>-많은 오류</p> <p>(&gt; 6 오류) 철자, 문법, 전환 및 문장 구조가 전체적으로 발생하므로 제시된 정보를 읽고 이해하기가 매우</p>	

		-오류는 정보의 가독성이나 이해를 방해하지 않습니다.		어렵습니다.	
<b>References (5)</b>	<p><b>Points</b></p> <p>-An occasional error may occur, but the paper is essentially error-free, following the APA format reference page.</p> <p>-Contains three or more references</p> <p>-가끔 오류가 발생할 수 있지만 APA 형식 참조 페이지에 따라 용지는 본질적으로 오류가 없습니다.</p> <p>-3 개 이상의 참고 문헌 포함</p>	<p><b>Points</b></p> <p>-Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the reference page.</p> <p>-Contains two references</p> <p>-약간의 사소한 오류</p> <p>(1-3 오류) APA 형식에서 발생할 수 있지만 오류는 참조 페이지 전체에서 일관되지 않습니다.</p> <p>-두 개의 참조 포함</p>	<p><b>Points</b></p> <p>-Frequent errors (4-5 errors) occur with APA format throughout the reference page.</p> <p>-Contains one reference</p> <p>-참조 페이지 전체에서 APA 형식으로 자주 오류 (4-5 오류)가 발생합니다.</p> <p>-하나의 참조 포함</p>	<p><b>Points</b></p> <p>-Numerous errors (&gt;6 errors) occur with APA format consistently throughout the reference page., indicating that little effort was placed on understanding the format guidelines</p> <p>-No reference page attached</p> <p>-참조 페이지 전체에서 APA 형식에서 일관되게 많은 오류 (&gt;6 오류)가 발생하여 형식 지침을 이해하는 데 거의 노력이 들지 않았음을 나타냅니다.</p> <p>-첨부된 참조 페이지 없음</p>	

**Final: Rubric for Nursing Professional Values and Beliefs Paper (40%)**

학생들은 자신의 간호 철학과 전문적 가치관과 신념이 무엇인지를 스스로 반영해 본다(due: 3rd weeks 9/1) (10%)

- 3) 학생들은 자신의 간호 철학과 전문적 가치관과 신념이 무엇인지를 스스로 반영해 보고(due: 3rd weeks 9/1) (10%) 발표하고 토의한다

4) 학생들은 리더십을 갖춘 전문직 간호사가 되기 위해 자신이 앞으로 갖추어야 할 것들을 계획해 본다(단기계획, 장기계획으로 나누어서 구체적으로 제시해 본다)

Criteria	Excellent Work 5	Meets Expectation 4	Needs Improvement 3	Not Acceptable 2	Total points
Personal philosophy, professional values, and beliefs are clearly identified (5)					
Plans are realistic, feasible, related to nursing professional values (5)					

학생들은 전문직 간호사가 되기 위해 자신이 앞으로 갖추어야 할 것들을 계획해 본다.

Short term goal과 long term goal로 나누어서 구체적으로 제시해 본다(final due 15th weeks) (30%)

Criteria	Excellent Work 5	Meets Expectation 4	Needs Improvement 3	Not Acceptable 2	Total points
(5)					
Short term and long term goals (5)	-Clearly states short term and long term goals in detail	-Somewhat clearly states short term and long term goals	-Goals are stated but hard to distinguish between short term and long term goals	-No goals are stated	
Communication / Presentation	자신이 발표하고자 하는 내용을 잘 이해하고 발표하				
Leadership skills					
Application to nursing practice					

<p><b>Writing Composition (Spelling, Grammar, Sentence Structure) (5)</b></p>	<p>-An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error-free.</p> <p>-가끔 오류가 발생할 수 있지만 쓰기, 문법, 철자, 전환, 가독성 및 문장 구조는 본질적으로 오류가 없습니다.</p>	<p>-Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout.</p> <p>-Errors do not interfere with the readability or comprehension of information.</p> <p>-약간의 사소한 오류</p> <p>(1-3 오류) 철자, 문법, 전환 및 문장 구조에서 발생할 수 있지만 전체적으로 일관성이 없습니다.</p> <p>-오류는 정보의 가독성이나 이해를 방해하지 않습니다.</p>	<p>-Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout.</p> <p>-빈번한 오류</p> <p>(4-5 오류) 철자, 문법, 전환, 문장 구조 및 가독성과 함께 발생합니다.</p>	<p>-Numerous errors (&gt;6 errors) occur with spelling, grammar, transitions, and sentence structure, throughout, which make it very difficult to read and understand the information presented.</p> <p>-많은 오류</p> <p>(&gt; 6 오류) 철자, 문법, 전환 및 문장 구조가 전체적으로 발생하므로 제시된 정보를 읽고 이해하기가 매우 어렵습니다.</p>	
<p><b>APA &amp; References (5)</b></p>	<p>-An occasional error may occur, but the paper is essentially error-free, following the APA format reference page.</p> <p>-가끔 오류가 발생할 수 있지만 APA 형식 참조 페이지에 따라 용지는 본질적으로 오류가 없습니다.</p>	<p>-Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the reference page.</p> <p>-약간의 사소한 오류</p> <p>(1-3 오류) APA 형식에서 발생할 수 있지만 오류는 참조 페이지 전체에서 일관되지</p>	<p>-Frequent errors (4-5 errors) occur with APA format throughout the reference page.</p> <p>-참조 페이지 전체에서 APA 형식으로 자주 오류 (4-5 오류)가 발생합니다.</p>	<p>-Numerous errors (&gt;6 errors) occur with APA format consistently throughout the reference page., indicating that little effort was placed on understanding the format guidelines</p> <p>-No reference page attached</p> <p>-참조 페이지 전체에서 APA 형식에서 일관되게 많은</p>	



		않습니다.		오류 (> 6 오류)가 발생하여 형식 지침을 이해하는데 거의 노력이 들지 않았 음을 나타냅니다.  -첨부 된 참조 페이지 없음	
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### Assessment Analysis

NUR329 Nursing Theory and Nursing Professional Values					
Course Description					
This course will prepare students to understand the nature of nursing and the characteristics of nursing science, and establish a philosophical foundation for nursing and transition roles as a professional nurse. Students will develop professional values that have a direct impact on evidence-based nursing practice and will be examined through synthesizing the theoretical basis and promoting leadership skills in their nursing practice.					
Program Learning Outcomes	Course Learning Outcomes	Assignment Methods	Expected Level of Achievement	Result of Assessment	Next Steps
<b>1. To integrate nursing education to professional nursing practice</b>	CLO #1: Identify nursing professional values by learning nursing science and nursing theory to understand human experience.	#1. Class Participation and Attendance #2. PICOT #3. PPT Presentation #4. Nursing Theory Paper	<ul style="list-style-type: none"> <li>● 80% of students acquire more than 80 percent</li> <li>● 80% of students acquire more than 80 percent</li> <li>● 80% of students acquire more than 80 percent</li> <li>● 80% of students acquire more than 80 percent</li> </ul>	<ul style="list-style-type: none"> <li>● 100% (18/18) students acquired more than 80 percent.</li> <li>● 78% (14/18) students acquired more than 80 percent. The average score was 84%.</li> <li>● 94% (17/18) students acquired more than 80 percent. .</li> <li>● 78% (14/18) students acquired more than 80 percent. The average score was 87%</li> </ul>	<ul style="list-style-type: none"> <li>● Very Satisfactory</li> <li>● Offer samples of analyzed PICOT with a repetitive explanation</li> <li>● Very Satisfactory</li> <li>● Modify assignment to case study from analysis article/journal. It seems like it was hard for them to understand the article.</li> </ul>
<b>2. To demonstrate evidence-based practice with critical thinking</b>	CLO #2: Distinguish between personal and professional values in nursing practice  CLO #3: Understand and apply nursing theory into nursing practice through learning about the main concept of each nursing	#2. PICOT #3. PPT Presentation	<ul style="list-style-type: none"> <li>● 80% of students acquire more than 80 percent</li> <li>● 80% of students acquire more than 80 percent</li> </ul>	<ul style="list-style-type: none"> <li>● 78% (14/18) students acquired more than 80 percent. The average score was 84%.</li> <li>● 94% (17/18) students acquired more than 80 percent .</li> </ul>	<ul style="list-style-type: none"> <li>● Offer samples of analyzed PICOT with a repetitive explanation</li> <li>● Very Satisfactory</li> </ul>

	theorists				
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## NUR 342 Community and Public Health Nursing Practice

### Syllabus

Spring, 2022

#### 월드미션대학교 사명과 목표

##### **Mission Statement**

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

##### **Bachelor of Science in Nursing Completion Program Learning Outcomes (BSN Completion PLO)**

Upon completion of the degree, students will be able to:

1. Integrate nursing education to professional nursing practice;
2. Demonstrate evidence - based practice with critical thinking;
3. Demonstrate professional communication with spiritual competence;
4. Demonstrate Leadership skills for health promotion during the life cycle; and
5. Apply systems, finances and policies to professional nursing care.

##### **Instructor**

Prof. Youngsook Kim-Sasaki  
Phone: (949)308-1169  
e-mail: [ykimsasaki@gmail.com](mailto:ykimsasaki@gmail.com)

Prof. Young Wook Kim  
Phone: 213-322-2666  
e-mail: [youngwook.yu@wmu.edu](mailto:youngwook.yu@wmu.edu)

##### **Class Hour**

Lecture :January 12, 2022 - April 20, 2022 Wednesdays 6:30 pm ~9:00 pm

##### **Classroom**

Lecture :Online

##### **Office Hour**

- 1) Online responsive contact: by using Moodle Message anytime Professor is supposed to reply to the message or question within 24 Hrs.
- 2) Synchronous contact: By using a web conference tool or internet phone.  
Zoom- (Los Angeles - US Pacific Time)

## **Course Description**

This course will explore and apply the role of the community/public health nurse caring for individuals, families, communities, and populations through designing, implementing, and evaluating population-based interventions that promote the health of a community and its members. Emphasis is given to health promotion and disease/injury prevention within vulnerable and at-risk populations and minimizing health consequences of emergency and disaster situations.

## **PROGRAM LEARNING OUTCOMES (PLOs)**

Upon completing this program, students will be able to:

- 1. Integrate nursing education to professional nursing practice**
- 2. Demonstrate evidence- based practice with critical thinking**
- 3. Demonstrate professional communication with critical and spiritual competence**
- 4. Demonstrate Leadership skills for health promotion during the life cycle**
- 5. Apply systems, finances and policies to professional nursing care**

## **Course Learning Outcomes (CLOs)**

At the completion of this course, students will be able to:

- 1. Explore how social and health determinants, genetics, culture, ethnicity, spirituality, health beliefs, health literacy, and global perspectives influence the care of individuals, families, communities, and populations. (PLO 4)**
- 2. Examine data from reliable sources of evidence in the context of population-based care. (PLO 5)**
- 3. Investigate the influence of the environment on the current and future health of individuals, families, communities, and populations. ( PLO 4)**
- 4. Explore the nurse's role as an advocate for vulnerable and at-risk individuals, families, communities, and populations. (PLO 4)**
- 5. Analyze the scope of practice, roles, and responsibilities of the professional nurse in caring for individuals, families, communities, and populations in various community and public health settings. (PLO 5)**
- 6. Demonstrate professional interpersonal communication and collaboration with clients, colleagues, interdisciplinary staff members at the hosting agency, as well as other members of community agencies as part of improving patient health care outcomes."(PLO 3)**

**LEARNING OUTCOMES ALIGNMENT TABLE**

<b>ESSENTIAL</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Course Learning Outcomes (CLOs)</b>
<b>ESS #7: Clinical Prevention and Population Health</b>	<b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b>	<b>CLO 1: Explore how social and health determinants, genetics, culture, ethnicity, spirituality, health beliefs, health literacy, and global perspectives influence the care of individuals, families, communities, and populations. (PLO # 4)</b>
<b>ESS #3: Scholarship for Evidence- Based Practice</b>	<b>PLO 5: Apply systems, finances and policies to professional nursing care</b>	<b>CLO 2: Examine data from reliable sources of evidence in the context of population-based care. (PLO# 5)</b>
<b>ESS #7: Clinical Prevention and Population Health</b>	<b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b>	<b>CLO 3: Investigate the influence of the environment on the current and future health of individuals, families, communities, and populations. (PLO# 4)</b>
<b>ESS #5: Healthcare Policy, Finance, and Regulatory Environments</b>	<b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b>	<b>CLO 4: Explore the nurse’s role as an advocate for vulnerable and at-risk individuals, families, communities, and populations. (PLO# 4)</b>
<b>ESS #3: Scholarship for Evidence- Based Practice</b>	<b>PLO 5: Apply systems, finances and policies to professional nursing care</b>	<b>CLO 5: Analyze the scope of practice, roles, and responsibilities of the professional nurse in caring for individuals, families, communities, and populations in various community and public health settings. (PLO #5)</b>
<b>ESS #6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b>	<b>PLO 3: Demonstrate professional communication with critical and spiritual competence</b>	<b>CLO 6: Demonstrate professional interpersonal communication and collaboration with clients, colleagues, interdisciplinary staff members at the hosting agency, as well as other members of community agencies as part of improving patient health care outcomes."(PLO# 3)</b>

## Prerequisites

Students can take online courses with their mobile devices. To do this, they should install the Moodle app in their mobile devices. It's available in Google Play, Apple Market, and Windows App Stores. Students can use Moodle app after they register the site address with "[moodle.wmu.edu](https://moodle.wmu.edu)" when the app prompts to input the site address, and then they can login with WMU Moodle ID and password that they already set up.

## Course Format

1. Weekly asynchronous online lecture (30 min session x2/ per week), forum, and review quiz
2. Synchronous online interactive conversation or discussion (expecting twice per session).

## Required Reading

1. DeMarco, R.F., & Healey-Walsh, J. (2020). *Community and public health nursing: Evidence for practice*. (3<sup>rd</sup> Ed.). Philadelphia, PA: Wolters Kluwer.
2. Lippincott CoursePoint+ for DeMarco, R., & Healey-Walsh, J. (2020). *Community and public health nursing: Evidence for practice*. (3<sup>rd</sup> Ed.). Philadelphia, PA: Wolters Kluwer.
3. [http://ebook.wmu.edu/Kyobo\\_T3/Content/ebook/ebook\\_View.asp?barcode=4801130401622&product\\_cd=001&category\\_id=1601](http://ebook.wmu.edu/Kyobo_T3/Content/ebook/ebook_View.asp?barcode=4801130401622&product_cd=001&category_id=1601)

## Recommended Reading

1. Journal of Community Nursing
2. Journal of Community Health Nursing
3. Journal of Korean academy of community health nursing
4. American Psychological Association (2009). *Publication Manual of the American Psychological Association*. (6th Ed.). Washington, DC: American Psychological Association.
5. Board of Registered Nursing Criteria for Public Health Certificate, California. Available at <http://www.rn.ca.gov/pdfs/applicants/phn-app.pdf>
7. Gunzenhauser, J. D., Eggena, Z. P., Fielding, J. E., Smith, K. N., Jacobson, D. M., & Bazini-Barakat, N. (2010). The quality improvement experience in a high-performing local health department: Los Angeles County. *Journal of Public Health Management Practice*, 16(1), 39-48. doi: 10.1097/PHH.0b013e3181bedcf100124784-201001000-00010 [pii]
8. Hyde, J. K., & Shortell, S. M. (2012). The structure and organization of local and state public health agencies in the U.S.: a systematic review. *American Journal of Preventive Medicine*, 42(5 Suppl 1), S29-41. doi: 10.1016/j.amepre.2012.01.021S0749-3797(12)00081-5 [pii] [https://www.ajpmonline.org/article/S0749-3797\(12\)00081-5/fulltext](https://www.ajpmonline.org/article/S0749-3797(12)00081-5/fulltext)
9. Smith, K., & Bazini-Barakat, N. (2003). A public health nursing practice model: Melding public health principles with the nursing process. *Public Health Nurs*, 20(1), 42-48. [https://www.researchgate.net/publication/227950517\\_A\\_Public\\_Health\\_Nursing\\_Practice\\_Model\\_Melding\\_Public\\_Health\\_Principles\\_with\\_the\\_Nursing\\_Process](https://www.researchgate.net/publication/227950517_A_Public_Health_Nursing_Practice_Model_Melding_Public_Health_Principles_with_the_Nursing_Process)

### Other Helpful Resource

1. 211 LA: Nonprofit guide to the services and information -<https://www.211la.org>
2. 211 OC - <https://211oc.org/>
3. MRC LA - <http://www.mrclosangeles.org/>
4. Department of Public Health LAC - <http://publichealth.lacounty.gov/>
5. Introduction to Community Emergency Response Team (CERTs) IS-317.A  
<https://training.fema.gov/is/courseoverview.aspx?code=IS-317.a>
6. Board of Registered Nursing Public Health Nurse Cert  
<https://www.rn.ca.gov/pdfs/applicants/phn-app.pdf>
7. CDSS Mandated Child Abuse Report Training -  
<https://www.mandatedreporterca.com/>

### Course Requirements 과제 및 필수 사항

*The weighted summary scores of the lecture component and the weighted summary score of the practicum component is 50% each to yield 100% maximum of the entire course*

#### Lecture

<b>Module Activities (40 %)</b>			
CLO #1, 4	<ul style="list-style-type: none"> <li>• Complete Module Activities in Lippincott Course Point+ the midnight ( 12 AM) before the lecture day to understand and prepare the coming lecture.</li> <li>• Each test score of modules will directly converted to the module activities' score</li> <li>• Lippincott Course Point+ Module Activities : 강의 전날 자정 12 시까지 그 주 수업에 할당된 모듈액티비티를 끝낸다</li> <li>• Lippincott Course Point + 의 각 모듈의 점수는 Nursing 330 Community and Public Helath Nursing Lecture 전체평가의 모듈액티비티 점수로 환산된다.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete and submit the module activities in Lippincott Course + before each lecture day</li> <li>• Review assigned modules and answered all questions each week</li> </ul>	PLO-1 Demonstrate Leadership skills for health promotion during the life cycle
<b>Writing Assignments: Individual Paper (50 %)</b>			

CLO #1, 2,3,4,5	<p>Individual Paper:</p> <ol style="list-style-type: none"> <li>1. Select Target <ul style="list-style-type: none"> <li>• Students will identify a specific public health issue in the community.</li> <li>• Recommend choosing the health issue that challenges the chosen population in your nursing practice.</li> </ul> </li> <li>1. Assessment <ul style="list-style-type: none"> <li>• Review the Policy and Guideline regarding the issue in the levels of Global, Federal, State County, Commercial Sector (ex. health plan, IPA).</li> <li>• Identify the Gap between the Policy and how it is played out in the community.</li> </ul> </li> <li>1. Data Analysis <ul style="list-style-type: none"> <li>• Explore how social and health determinants, culture, ethnicity, spirituality, health beliefs, healthy literacy, environmental factor influence the care in your designated population based on reliable sources of evidence</li> </ul> </li> <li>1. Diagnosis</li> <li>1. Planning <ul style="list-style-type: none"> <li>• Develop the Intervention of vulnerable and at-risk individuals, families, and communities.</li> </ul> </li> <li>1. Implementation</li> <li>1. Evaluation</li> </ol>	<p>Students will identify a specific public health problem and project as a personal or a group that results in a group or personal presentation and personal written paper in community nursing lecture class.</p> <p>Submit individual papers by April 20, Wednesday 2022 at 11:59 p.m.</p> <p>Students are encouraged to plan for course deadlines in advance. Late papers are highly discouraged. Papers submitted after posted due dates and times will be penalized 10% per any part of a 24-hour period beyond the due date and time.</p>	<p>PLO-1 Demonstrate Leadership skills for health promotion during the life cycle</p> <p>PLO-2 Apply systems, finances and policies to professional nursing care</p>
<b>Participation (10%)</b>			
CLO#1	<p>This course consists of collaborative, student-centered learning experiences with various learning activities modules, video case, virtual case, real-word case in Lippincott CoursePoint+. Recommend to set aside specific times each week for assigned modules and discussion topics ( approximately 1 ~2 hours of preparation for each lecture). This course consists of collaborative learning efforts to maximize learning. As with any collaborative effort, we each have the responsibility to prepare and participate in order to successfully accomplish the goal.</p> <p>Attendance and participation in the scheduled class activities during Final Presentation are mandatory</p> <p>If you show an inappropriate attitude or criticize your classmates during discussion, you will receive 0 points for Participation.</p>	<p>Final Presentation Week : Thursday, April 13, 2022 6:30 pm –9 pm</p>	<p>PLO-1 Demonstrate Leadership skills for health promotion during the life cycle</p>
Total			100 %



**Practicum**

A total of 90 hours of supervised community/public health clinical experience is required for completion of this course. Students are expected to participate in 90 supervised community practice hours in community settings. This includes a total of 15 hours of Post conference sessions and final presentation on the last day of classroom meetings. Two clinical days are spent completing FEMA-CERT emergency preparedness training. (16 hr )

1. Clinical Activities in Community/Public Health ( 100 points; 40%)		
CLO# 3,4,5	<ul style="list-style-type: none"> <li>Students will complete FEMA-CERT training and Child Abuse for two clinical days of credit and Child Abuse 8hours for PHN Certification</li> <li>Students will review the guidelines for safety in health centers and in the field prior to commencing clinical activities</li> <li>Students will submit their proposed clinical practicum sites for faculty’s review and approval before starting</li> <li>Each clinical instructor will use the clinical evaluation tool to evaluate each student on the skills and competencies demonstrated (initial score 80, add and subtract based on behaviors identified)</li> </ul>	PLO-1
1. Clinical Community Practice Activity Logs ( 10 points each log; 15%)		
CLO# 5.6	<ul style="list-style-type: none"> <li>Students will document clinical activities completed in their weekly logs</li> <li>Students may not be able to make-up any clinical hours missed</li> <li>Submit logs to clinical instructor weekly</li> </ul>	PLO-1
1. Post-conference Leadership Exercise (100 points; 15%)		
CLO# 1, 2,5,6	<ul style="list-style-type: none"> <li>Students will reflect upon important public health questions and their understanding about public policy, social norms and change, the nurse’s role</li> <li>Two students will be assigned to a topic to collaborate and present weekly to the group, each student leading a 30 minute presentation of information related to community survey/assessment, other pertinent issues encountered during their clinical day activities</li> <li>Division of labor must be outlined to the clinical faculty member before the beginning of the presentation</li> <li>Each clinical instructor will provide their students with the every other weekly schedule of this conference meeting for presentation/discussion, whether to be conducted face to face or online</li> </ul>	PLO-1,2
1. Final Presentation Project (100 points; 30%)		
CLO# 1, 5,6	<ul style="list-style-type: none"> <li>Clinical group participants will jointly identify a public health problem, formulate an assessment, determine a diagnosis, identify patient outcomes with an overall goal to be addressed by process objectives</li> <li>Students will integrate their community activities in a presentation to classmates and faculty members</li> </ul>	PLO-1,2

**Project RUBRIC**

**Individual Paper Grading Rubric – \_\_\_\_\_ Points**

Criteria	Excellent Work	Meets Expectation	Needs Improvement	Not Acceptable	Total point
<p><b>Content Knowledge</b></p> <p>_____ Points</p> <p>Follows all requirements for the assignment.                      -Conveys well-rounded knowledge of the topic.                      -Excels in fully presenting what is known about the topic.</p> <p><b>Paper Content</b></p> <p>1. Identify a specific public health issue in the community.                      1. Reviewed the Policy and Guideline regarding the issue in the level of Global, Federal, State County, Commercial Sector ( ex. health plan, IPA)                      1. Identify the Gap between the Policy and the status in your practicum community population                      1. Explore how social and health determinants, culture, ethnicity, spirituality, health beliefs, healthy literacy, environmental factor influence the care in your designated population base on reliable sources of evidence.                      Develop the Intervention this vulnerable and at-risk individuals, families, communities.</p>	<p>_____ Points</p> <p>Follows all requirements for the assignment.                      -Major points of topic are mostly covered in the required assignment areas.</p>	<p>_____ Points</p> <p>-Knowledge of topic is partially covered.                      -Key information is missing from 2 or more assignment areas.</p>	<p><b>0 Points</b></p> <p>Knowledge of topic is general and does not cover all the required assignment areas</p>		
<p><b>Presentation Design and Flow of Content</b></p> <p>_____ Points</p> <p>-Well-organized.                      -Information flows in logical and interesting sequence.                      -Easy to read, follow, and understand.                      -Presentation design and delivery is creative using multiple features.                      -Captures audience attention.</p>	<p>_____ Points</p> <p>-Organized.                      -Information flows in logical and interesting sequence.                      -Easy to read, follow, and understand through most of presentation.                      -Design follows a standard presentation.</p>	<p>_____ Points</p> <p>-Organization, sequence, and flow of presentation are difficult to follow at times.                      -Information is difficult to read or understand on some of the slides/speaker notes.                      -Design follows a standard presentation.</p>	<p><b>0 Points</b></p> <p>-Presentation is not well organized.                      -Information is difficult to read, understand, and follow throughout most of the presentation.</p>		
<p><b>Clarity, Critical Thinking</b></p> <p>_____ Points</p> <p>-Concisely explains the topic.                      - Consistently analyses information, offers insight, and draws conclusions.                      -Excels in presentation of ideas.                      -Scholarly work.</p>	<p>_____ Points</p> <p>-Explains the topic.                      -Presents information about the topic.                      -Some analysis, insight, and conclusions offered.                      -Scholarly work.</p>	<p>_____ Points</p> <p>-Major aspects of the topic are presented, but presentation lacks insight and analysis.</p>	<p><b>0 Points</b></p> <p>-Information is basic.                      Major aspects of the topic are missing or inadequate.                      -Lacks insight, analysis, and conclusions.                      -Audience gains little understanding of the topic.</p>		

NUR 342 Community and Public Health Nursing Practice

<p><b>Writing Composition (Spelling, Grammar, Sentence Structure)</b></p>	<p><b>___ Points</b></p> <p>-An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error-free.</p>	<p><b>___ Points</b></p> <p>-Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout the presentation.</p> <p>-Errors do not interfere with the readability or comprehension of information.</p>	<p><b>___ Point</b></p> <p>-Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout the presentation.</p>	<p><b>0 Points</b></p> <p>-Numerous errors (&gt;6 errors) occur with spelling, grammar, transitions, and sentence structure, throughout the presentation, which make it very difficult to read and understand the information presented</p>	
<p><b>References</b></p>	<p><b>___ Points</b></p> <p>-Information gathered from a variety of nursing journals and professional nursing and/or medical websites.</p> <p>- Includes a minimum of 10 current references within the last 5 years.</p> <p>-Includes at least 7 nursing journals.</p> <p>-No more than 2 textbooks used</p>	<p><b>___ Points</b></p> <p>-Information gathered from a variety of nursing journals and professional websites.</p> <p>-Includes a minimum of 10 current references within the last 5 years.</p> <p>Includes at least 5 professional journal articles.</p> <p>-Uses more than 2 textbooks</p>	<p><b>___ Points</b></p> <p>-Information gathered from a variety of relevant sources.</p> <p>-Provides at least 10 references.</p> <p>-References are greater than 5 years old.</p> <p>-Fewer than 5 professional journal articles.</p> <p>Multiple textbooks used</p>	<p><b>0 Points</b></p> <p>-Not all references are appropriate, not from scholarly sources.</p> <p>-Fewer than 10 references used.</p>	
<p><b>APA Format</b></p>	<p><b>___ Points</b></p> <p>-An occasional error may occur, but the presentation is essentially error-free, following APA format in the body of the presentation and references</p>	<p><b>___ Points</b></p> <p>-Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the presentation.</p>	<p><b>___ Points</b></p> <p>-Frequent errors (4-5 errors) occur with APA format throughout the presentation.</p>	<p><b>___ Points</b></p> <p>-Numerous errors (&gt;6 errors) occur with APA format consistently throughout the presentation, indicating that little effort was placed on understanding the format guidelines.</p>	

**Clinical Preceptor/Instructor Evaluation Form (Rubric #1)**

Initial score 80, add and subtract based on behaviors identified

	Unacceptable	Acceptable	Above Average to Outstanding
Punctuality & Attendance	-6	0	2
Active Participation in Clinical Activities	-2	0	2
Leadership Capability	-2	0	2
Professional Conduct	-2	0	2
Therapeutic Nursing Intervention	-2	0	2
Cultural Competence	-2	0	2
Communication (written and oral)	-2	0	2
Critical Thinking	-2	0	2
Ethical Conduct	-2	0	2
Interdisciplinary and collaborative approach toward enhancing qualitative client outcomes	-2	0	1
Resourcefulness in regard to Inquiry and data for population based Practice	-2	0	1

Any comment: \_\_\_\_\_

**Post-Conference Leadership Eval (15 points =100%)**

Criteria	Excellent Work 5	Meets Expectations 4	Needs Improvement 3	Not Acceptable 2	Total points
<b>Preparation (5)</b>	Always prepared for conferences with completed clinical logs and necessary materials.	Almost always prepared for conferences with completed clinical logs and necessary materials. May have had a few (1 or 2) incompleted logs at the conference.	Sometimes prepared with most of the clinical logs and with the required materials. May have had several (3-4) incompleted logs at the conference.	Almost never prepared for conferences. Clinical logs are incompleted more than 4 times and/or they do not have other required materials.	
<b>Evidence-Based Practice with Critical Thinking (5)</b>	Always provided a logical explanation based on the evidence with critical thinking to apply in the practice.	Almost always provided a logical explanation based on the evidence with critical thinking to apply in the practice.	Sometimes provided a logical explanation based on the evidence with critical thinking to apply in the practice.	Almost never provided a logical explanation based on the evidence with critical thinking to apply in the practice.	

<b>Leadership (5)</b>	Always actively participated in the discussion and demonstrated collaboration and openness.	Almost always participated in discussion demonstrated collaboration and openness.	Somewhat participated in the discussion and demonstrated collaboration and openness.	Almost never participated in the discussion and demonstrated collaboration and openness.	
	Always thoroughly evaluated their actions and the implications of their decisions.	Almost always evaluated their actions and the implications of their decisions.	Sometimes evaluated their actions and the implications of their decisions.	Almost never evaluated their actions and the implications of their decisions.	

**Final Group Presentation Project (Rubric #2)**

Initial score 80, add and subtract based on criteria ratings

	Unacceptable (-3points/each category)	Acceptable (0)	Above Average to Outstanding (+2 points/each category)
Purpose	Demonstrates basic or limited information and understanding of the topic	Demonstrates detailed information and understanding.	Demonstrates exemplary information and understanding.
Team Work	Shares ideas but does not advance the work of the group.	Offers new suggestions to advance the work of the group.	Offers alternative solutions or courses of action that build on the ideas of others.
Presentation	Demonstrates little or no preparation; Makes no use of headings, fonts, bullet points or white space to enhance visual appeal and readability	Uses preparation materials effectively. Makes occasional use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.	Makes frequent and effective use of headings, fonts, bullet points and white space to enhance the content's visual appeal and increase readability.
Grammar, Spelling, Writing Mechanics	There are so many errors that meaning is obscured.	There are occasional errors.	The writing is free of errors.
APA Usage	There are frequent errors in APA format.	APA format is used with minor errors.	APA format is used accurately and consistently in the paper and on the "References" page.
Total			Maximum 100

**Grading 성적 평가**

<b>Grading</b>					
<b>Grade</b>	<b>GPA</b>	<b>Numeric Description</b>	<b>Grade</b>	<b>GPA</b>	<b>Numeric Description</b>
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

“I”, “F” 학점 규정

a. “I” 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 “I” 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고. 한 학기 이후에는 “I” 가 “F”로 자동 변경됩니다.

b. “F” 학점: 변경할 수 없으며 재수강을 할 경우, “B+” 이상을 넘을 수 없습니다.

**Course Schedule 강의 일정**

<b>Wk</b>	<b>Calendar</b>	<b>Lesson</b>	<b>Assignment</b>	<b>Discussion</b>	<b>Group Meeting</b>
Wk 1	1/12	<p><b>Orientation</b></p> <p><b>Part I</b> The Context of Community and Public Health Nursing</p> <p><i>Chapter 1</i>—Public Health Nursing: Present, Past, and Future</p>			<p>Orientation</p> <p>-Child Abuse</p> <p>-FEMA</p>
Wk 2	1/19	<p><i>Chapter 2</i>—Public Health Systems</p> <p><i>Chapter 18</i>- Underserved Population. Correctional Health: Underserved Populations in Jails and Prison</p> <p>(GuestSpeaker: Myoung Mee Kim FNP LAC )</p>	<ul style="list-style-type: none"> <li>Module 1.01: The Role of Public Health Nursing</li> <li>Module 1.03: The Role of Government in the Health of Its Citizens</li> <li>Module 1.05: Understanding U. S. Health Care Financing</li> <li>Module 1.06 Publicly-funded Health Care Programs</li> </ul>	<p><b>Real-World Experiences</b></p> <p>Module 4 : U.S. and Global Response to Natural Disasters and Infectious Disease</p> <p>Module 5: Experiencing Social Services in the United States</p> <p><b>Virtual Experiences</b></p> <p>Module 8: Correctional Facility Nursing: Promise Heights jail</p>	

Wk 3	1/26	<p><i>Chapter 3 – Health Policy, Politics, and Reform</i></p> <p><i>Chapter 4— Global Health: A Community Perspective</i></p>	<ul style="list-style-type: none"> <li>• Module 5.08 Using Health Policy for Health Promotion</li> <li>• Module 1.07 Nurses as Advocates: Current Laws guiding Public Health Nursing Practice</li> <li>• Module 7.05: Public Health Nursing at the Global Level</li> </ul>	<p><b>Video Cases:</b> Advocacy in Community Health Nursing</p> <p><b>Video Cases</b> Global Health</p>	<p><b>Submission of practicum application</b></p>
Wk 4	2/2	<p><b>Part II</b> Evidence-Based Practice and Population Health; Communicable and Infectious Disease</p> <p><i>Chapter 5—Frameworks for Health Promotion, Disease Prevention, and Risk Reduction</i></p> <p><i>Chapter 6—Epidemiology: The Science of Prevention</i></p>	<ul style="list-style-type: none"> <li>• Module 1.08 : Three Levels of Prevention</li> <li>• Module 4.02: Low Health Literacy and Its Impact</li> <li>• Module 4.03: Tools for Addressing Low Health Literacy</li> </ul>	<p><b>Real- World Experience</b> Module 7 : Primary Prevention in Action</p> <p><b>Video Cases :</b> Health Literacy</p>	<p>#1 Group Meeting : practicum application</p>
Wk 5	2/9	<p><i>Chapter 7— Describing Health Conditions: Understanding and Using Rates</i></p> <p><i>Chapter 17 - Substance Use (Guest Speaker: Yim Jung Eun NP KCC)</i></p>	<ul style="list-style-type: none"> <li>• Module 6.05: Biostatistics as a Community Health Tool</li> <li>• Module 3.07: Exploring Causal Relationships in Epidemiology</li> <li>• Module 3.08: Data Sources &amp; Methods in the Epidemiologic Investigative Process</li> </ul>	<p><b>Video Cases:</b> Behavioral health and Substance Use</p>	

Wk 6	2/16	<p><i>Chapter 8— Gathering Evidence for Public Health Practice</i></p> <p><b>Part III</b> Implementing Nursing Practice in Community Settings</p> <p><i>Chapter 9 — Planning for Community Change</i></p>	<ul style="list-style-type: none"> <li>• Module 3.02: Assessing Communities</li> <li>• Module 5.01: Developing a Community Diagnosis</li> <li>• Module 5.02: Public Health Intervention Wheel</li> <li>• Module 5.05: Public Health Intervention Wheel &amp; the Levels of Prevention</li> </ul>	<p><b>Virtual Experiences</b> Module 1: Windshield Survey-Community Assessment</p>	
Wk 7	2/23	<p><i>Chapter 10— Cultural Competence: Awareness, Sensitivity, and Respect</i></p> <p>Chapter 11- Community Assessment</p>	<ul style="list-style-type: none"> <li>• Module 7.02 Program Evaluation</li> <li>• Module 7.03 : Four program evaluation models</li> <li>• Module 7.04 The Steps of a Evaluation Process</li> </ul>	<p><b>Real-World Experiences</b> Module 1 Windshield Survey- A Community Assessment Strategy</p>	
Wk 8	3/2	<p><i>Chapter 12 -Care Management , Case Management and Home Health Care</i></p> <p><i>Chapter 13 - Family Assessment</i></p> <p><i>Chapter 21 - Community Mental Health</i></p>		<p><b>Video Case</b> Family as Client</p> <p><b>Virtual Experience</b> Module 5: Family as Client: Public Health Clinic</p>	<p>Submission for Cerificaion of Online Training ( FEMA , Child Abuse)</p>
Wk 9	3/9	#1 Practicum: fieldwork			#2 Group Meeting : Assessment
Wk 10	3/16	#2 Practicum: fieldwork			
Wk 11	3/23	#3 Practicum: fieldwork			#3 Group Meeting : Planing
Wk 12	3/30	#4 Practicum: fieldwork			



Wk 13	4/6	#5 Practicum: fieldwork			#4 Group Meeting: Evaluation
Wk 14	4/13	#6 Practicum: fieldwork			
Wk 15	4/20	#7 Practicum:fieldwork			#5 Group Meeting: Presentation prep
Wk 16	4/27	#8 Practicum: fieldwork	FinalPresentation		

### Academic Integrity Commitment

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

## Usability, disability and design

I am committed to creating a course that is inclusive in its design. If you encounter barrier, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the [disability resource office](#) (Paul Lim 213-388-1000) to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

## Online Course Policy

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need technical assistance at any time during the course, you can visit the Student Services in Moodle or email IT technician, [bomarch@wmu.edu](mailto:bomarch@wmu.edu).

**Moodle Message:** In every course MOODLE MESSAGE will be used. Student can check the message in the Moodle system. Please check student's own messages regularly.

**Q&A:** In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

**Participation Policy:** Participation is essential in an online class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**Assignments Completion Policy:** All assignments for the course will be submitted electronically through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.



**NUR 345**  
**Senior Project**  
졸업세미나  
**Spring, 2022**

**월드미션대학교 사명과 목표**

**Mission Statement**

**Syllabus**

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

**사명**

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

**RN to BSN Program Learning Outcomes :**

Upon completing this program, students will be able to:

- 1 Integrate nursing education to professional nursing practice
- 2 Demonstrate evidence- based practice with critical thinking
- 3 Demonstrate professional communication with critical and spiritual competence
- 4 Demonstrate Leadership skills for health promotion during the life cycle
- 5 Apply systems, finances and policies to professional nursing care

**간호사를 위한 학사학위 프로그램 학습 결과**

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

- 1 . 간호 교육과 전문적 간호 실무를 통합할 수 있다.
- 2 . 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
- 3 . 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
- 4 . 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
- 5 . 전문적인 간호 업무에 제도화 재정 및 정책을 적용할 수 있다.

**Instructor**

강사 이름 및 연락처

Prof. Young Joo Lee  
Phone: 213-388-1000 Ext) 114  
e-mail: [yjlee@wmu.edu](mailto:yjlee@wmu.edu)

**Class Hour 수업 시간**

Wednesday 12PM- 3:30PM (Pacific Time)  
3:00 PM - 6:30 PM (Eastern Time)

**Classroom 강의실**

[synchronized zoom \(zoom6@wmu.edu\)](#) 213-388-6000

**Office Hour 면담 시간**

1) In-class direct counseling through Zoom: Every Wednesday during session  
2) Young Joo Lee  
Email contact: [yjlee@wmu.edu](mailto:yjlee@wmu.edu)

No weekend. Professor is supposed to reply to the message or question within 48 Hrs.

3) Please, utilize the Moodle site, (moodle.wmu.edu) to communicate with an instructor. An instructor will respond within 48 hours.

4) SNS such as Kakao talk

5) Synchronous contact: By using a web online conference tool.

## Course Description 과목 소개

This course reflects the nursing program outcomes and the core values of professionalism, critical thinking, spirituality, leadership, accountability, diversity. It is integrated for the successful achievement of previous course objectives met during studying the nursing program. For this synthesizing experience, students develop a senior project to improve health promotion within a local healthcare delivery system.

본 과목에서는 전문성, 비판적 사고, 영성, 리더십, 책임감, 다양성과 같은 본 간호학 프로그램의 목표와 주요 가치를 반영한다. 간호학 프로그램을 학습하는 동안에 달성되어야 할 기존 교과목들의 목적을 성공적으로 충족하도록 종합해 본다. 이러한 종합적인 경험을 위해 학생들은 지역 의료 전달 시스템 내에서 건강 증진을 향상시키기 위한 졸업 프로젝트를 실시한다.

## PROGRAM LEARNING OUTCOMES (PLOs):

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with critical and spiritual competence
4. Demonstrate Leadership skills for health promotion during the life cycle
5. Apply systems, finances and policies to professional nursing care

## Course Learning Outcomes (CLO) :

### 학습 결과

At the completion of this course, students will be able to:

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

Course Objectives:

1. (PLO #1, 2, 3, 4, 5): Integrate professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices.  
다양한 간호 현장에서의 개인, 가족, 지역사회 의 생리적, 사회적, 심리적, 영적 건강 이슈에 대한 연구

프로젝트를 수행해봄으로써 전문적 지식, 비판적 사고, 전문직간의 상호협력, 의사소통, 리더십 스킬 등을 통합해 본다.

2. (PLO #1): Integrate knowledge and problem-solving skills learned from the program to a health-science related project.

프로그램을 통해 습득한 지식과 문제해결 능력을 건강과학 관련 프로젝트를 통해 통합할수 있다.

3. (PLO #2): Integrate the research process and its relationship to evidence-based practice with critical thinking based on spiritual competence.

학생들은 연구과정과 영적 능력에 기반한 비판적 사고를 통해 증거기반실무의 연관성을 통합할 수 있다.

4.(PLO #3): Demonstrate competency with collaboration, critical thinking, and communication by individual projects.

개별 프로젝트를 통해 발표 능력과 쓰기능력을 향상시키고, 협동심, 비판적 사고, 커뮤니케이션 능력을 보여준다.

5.(PLO #4) Demonstrate your experience as a health professional nurse and the knowledge acquired in

the program through a portfolio, and synthesize your competencies as a new future leader.

건강 전문직 간호사로서의 경험과 프로그램에서 습득한 지식을 포트폴리오를 통해 정리해 보고, 새로운 미래의 리더로서의 역량을 실천할 수 있다.

6.(PLO #5): Integrate achievements, skills, experiences and attributes accomplished by the program

through the portfolio, in turn, predict future nursing policies and health delivery systems.

학생들이 프로그램에서 성취한 성취, 기술, 경험 및 속성을 포트폴리오를 통해 통합할 수 있고, 나아가서 미래의 간호 정책과 제도를 예측할 수 있다.

## LEARNING OUTCOMES ALIGNMENT TABLE

ESSENTIAL	Program Learning Outcomes (PLO)	Course Learning Outcomes (CLOs)
ESS #1: Liberal Education for Baccalaureate Generalist Nursing Practice	PLO 1: Integrate nursing education to professional nursing practice.	CLO 1: Integrate professionalism, critical thinking, interprofessional collaboration, communication, and

	<p><b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b></p> <p><b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b></p> <p><b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b></p> <p><b>PLO 5: Apply systems, finances and policies to professional nursing care</b></p>	<p><b>leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices.</b></p>
<p><b>ESS #3: Scholarship for Evidence- Based Practice</b></p>	<p><b>PLO 1: Integrate nursing education to professional nursing practice.</b></p>	<p><b>CLO 2: Integrate knowledge and problem-solving skills learned from the program to a health-science related project.</b></p>
<p><b>ESS #4: Information Management and Application of Patient Care Technology</b></p>	<p><b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b></p>	<p><b>CLO 3: Integrate the research process and its relationship to evidence-based practice with critical thinking based on spiritual competence.</b></p>
<p><b>ESS #5: Healthcare Policy, Finance, and Regulatory Environments</b></p>	<p><b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b></p>	<p><b>CLO 4: Demonstrate competency with collaboration, critical thinking, and</b></p>

		<b>communication by individual projects.</b>
<b>ESS #6: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</b>	<b>PLO 4: Demonstrate Leadership skills for health promotion during the life cycle.</b>	<b>CLO 5: Demonstrate your experience as a health professional nurse and the knowledge acquired in the program through a portfolio, and synthesize your competencies as a new future leader.</b>
<b>ESS #7: Clinical Prevention and Population Health</b> <b>ESS #8: Professional and Professional Values</b> <b>ESS #9: Baccalaureate Generalist Nursing Practice</b>	<b>PLO 5: Apply systems, finances and policies to professional nursing care</b>	<b>CLO 6: Integrate achievements, skills, experiences and attributes accomplished by the program through the portfolio, in turn, predict future nursing policies and health delivery systems.</b>

**Prerequisites** 수강 전 필수 사항

- 1). Students must purchase “*Essentials of Nursing Research, Ninth Edition*” by Denise F. Polit, Cheryl Tatano Beck.
- 2) Students must have access and required to use Online Learning with Lippincott CoursePoint Interactive Modules.
- 3) Students must submit Lippincott online orientation and learn how to use all course contents before starting.
- 4) Students must download an Ebook from Lippincott. They only have one attempt to download.
- 5) Students must have knowledge about APA format and References. The Health Sciences department uses APA format for papers and assignments. Information about APA formatting is available in the Publication Manual of the American Psychological Association (7<sup>th</sup> Edition),

## Course Format 수업 형식

1) 15 weeks Weekly Zoom distance learning at real class time, ppt lecture via Zoom, class participation and group and small group discussion with zoom room ( join meeting id : 213 388 6000) invited by Prof. Youngjoo Lee, RN, Ph.D

## Required Reading 필수 교재

Polit, D. F., & Beck, C. T. (2018). *Essentials of nursing research: appraising evidence for nursing practice*. 10th Edition, Wolters Kluwer.

Grove, S., & Ciper, D. (2019). *Statistics for Nursing Research: A Workbook for Evidence-Based Practice*. Third edition. Evolve.

## Recommended Reading 추천 교재

- 1) Helen J. (2011) *Qualitative Research in Nursing, Advancing the Humanistic Imperative, Fifth edition*. Philadelphia: Wolters Kluwer.
- 2) Polit, D. F., & Beck, C. T. (2021). *Resource manual for Nursing research: generating and assessing evidence for nursing practice*, Eleventh edition. Wolters Kluwer.
- 3) Hulley, S. B., Cummings, S. R., Browner, W. S., Grady, D. G., & Newman, T. B. (2013). *Designing Clinical Research*. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.

## E-Resources

Online resources for students

**elibrary 블로그 (정보활용가이드)를 참고하십시오. (<http://elibrary.wmu.edu/>)**

· Log in to nursing.wmu.edu

· CINAHL

<https://www.ebsco.com/products/research-databases/cinahl->

KISS 사용법

<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/kiss-%EC%82%AC%EC%9A%A9%EB%B2%95/>



RISS 사용법

<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/riss/>

인터넷 자료 사용법

<http://elibrary.wmu.edu/%EC%9D%B8%ED%84%B0%EB%84%B7-%EC%9E%90%EB%A3%8C-%ED%8F%89%EA%B0%80%EB%B2%95/>

Certificates of Confidentiality(CoC)—Human Subjects (NIH) <https://grants.nih.gov/policy/humansubjects/coc.htm>

HIPAA-related issues (NIH) <http://privacyruleandresearch.nih.gov>  
<http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveridentities/research.html>

IRB material (NIH) <https://bioethics.nih.gov/courses/irb.shtml>

International Council of Nurses [https://www.icn.ch/sites/default/files/inline-files/2012\\_ICN\\_Codeofethicsfornurses\\_%20eng.pdf](https://www.icn.ch/sites/default/files/inline-files/2012_ICN_Codeofethicsfornurses_%20eng.pdf)

NIH, Office of Laboratory Animal Welfare <http://grants.nih.gov/grants/olaw/references/phspol.htm>

The Nuremberg Code <https://history.nih.gov/display/history/Nuremburg+Code>

Office for Human Research Protections (OHRP) (DHHS) <http://www.hhs.gov/ohrp/index.html>

Electronic Code of Federal Regulations (45CFR46) [http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title45/45cfr46\\_main\\_02.tpl](http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title45/45cfr46_main_02.tpl)

U. S. Office of Research Integrity (ORI) <https://ori.hhs.gov/>

NIH guideline on the inclusion of women and minorities as subjects in clinical research Updated August 1, 2000 [http://grants2.nih.gov/grants/funding/women\\_min/guidelines\\_update.htm](http://grants2.nih.gov/grants/funding/women_min/guidelines_update.htm)

## Course Evaluation Methods

### 1. Class Participation and Discussion (20%):

Students are expected to engage and participate in group discussion in each week's thematic objectives. Refer to the rubric.

Students are required to attend the class every week on time. 2 points per absence, 1 absent per three times tardy. When missing more than 1/3 absence of a semester you will receive a failure("F") for the course unless a withdrawal request is submitted by the last date to withdraw from the course, All absences must involve legitimate excuses, such as health problems or family emergencies. Documentation should be available for all absences and supplied when requested.

### 2. Course Point Interactive Modules (pre test and post test) (10%):

Students are required to read reading assignments and submit Course Point Interactive Modules. assignments. Used an average score of all assignments (Due : before attending the class(Wednesday) on assigned topic date)

### 3. Research Paper (40%):

Students are required to submit the research paper by APA format (12 to 15 pages except cover paper) with more than 10 references.

and to submit the ppt file (10 to 15 pages) for oral presentation, to publish to article to Journal of KORAM( Korean American Health Research Center)

- **Mid term Evaluation:**
  - Submit a research paper about their interested current issue by setting one research question/ issue related to physiological, sociological, psychological, spiritual health as in individual, family, public community unit.
  - State research questions about the research topic.
  - Provide the purpose and necessity of research in introduction. Presentation either individually or in a small group (30-40 min of a Q&A session, dividing as 2 groups) and submit the revised paper by final term.
- **Final term Evaluation: (Due: 26th, Apr)**
  - Understand conceptual and operational definition of key words from the research, independent variables, and dependent variables.
  - Understand theoretical background with selecting a related theory through reviewing references via search engines such as PubMed, CINAHL etc.
  - Consider ethical issues and review feasible research methods including research instruments, period, limitations, and target/population.
  - Submit a research paper about research data analysis, result, conclusion, and suggestion.
  - This research paper must include students' multidirectional understanding and analysis about their interested nursing issues and application of discussion and evaluation about their applied theory and research result to health delivery systems or nursing practice.
  - Include abstract, a summary of research, that is less than ½ page excluding the cover page. (Purpose, method, conclusion)
  - A research paper must be about 12 to 15 pages in APA style.
  - Use more than 10 references and only include quotations.
- Presentation: Weekly Discussion & individual presentation and Peer Comments 30-40 mins / Final 20-30 mins of presentation with a 5-10 mins of Q&A session.

#### **4. Health Sciences(RN to BSN) Professional Portfolio (30%)**

The purpose of this requirement is to provide students an opportunity to demonstrate what they have learned in their coursework and the WMU Rn to BSN program. It also provides students, employers, colleagues, etc. with tangible evidence of the student's knowledge, skills, abilities, and competencies. Portfolios can be a wonderful career tool that may assist graduates in getting jobs, promotions, and other professional opportunities.

In addition to the work samples, students will be required to include the following items, which may be documents, video, audio, or other formats selected by the student:

- Overarching piece reflecting the rationale for the selected work samples and portfolio structure (250 words max)
- Student's career goals and highlights of their learning in the program (250 words max)
- The cover sheets may contain the following components:

Students should aim to present a varied portfolio that demonstrates a solid grasp of all health sciences program learning outcomes. Examples of the types of work samples that may be included in the student's portfolio are:

Cover Page | Table of Contents | Introduction

[Resume](#) | [Significant Milestone](#) | [Mission Statement/Program Learning Outcomes with 9 Essentials for professional knowledge](#)  
[Education](#) | [Scholarships](#) | [Course Descriptions](#) | [Academic Awards](#) | [Professional Development](#) | [Conferences](#)  
[Professional Publications and Presentations](#) | [Professional Skills](#) | [Clinical Experience](#) | [Class Projects](#) | [List of Assessments Administered](#) | [Clientele Information](#) | [Occupational Therapy Externship](#) | [Service](#) | [Letters of Support](#) | [Career Planning and Placement](#)

**make own your Portfolio And Rubric.30 % to be evaluated by your portfolio**

- *Wisdom Wall.*

You are all experts now! You are finishing up your Health Sciences degree and preparing to move forward with the next phase of your life. Please share with future classmates what you have learned throughout the semester and over your degree journey.

**Completed Work:**

It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar check is strongly recommended. The expectation is that papers will be typewritten, 12 pt sized font, Times New Roman font, double spaced, with 1 inch margins and have each student’s name on it.

[https://appsc.svsu.edu/careers/ccg/OT%20Portfolio/Community\\_Service.htm](https://appsc.svsu.edu/careers/ccg/OT%20Portfolio/Community_Service.htm)

Assessment	Research Paper (40)	Portfolio (30)	Course Point Interactive Modules (10)	Class Participation(20)
CLO #1	Research Paper (40)			Class Participation(20)
CLO #2	Research Paper (40)		Course Point Interactive Modules (10)	
CLO #3	Research Paper (40)			
CLO #4		Portfolio (30)		
CLO #5		Portfolio (30)		
CLO #6		Portfolio (30)		

Assessment	Research Paper (40)	Portfolio (30)	Course Point Interactive Modules (10)	Class Participation(20)
PLO #1	Research Paper (5)			Class Participation(4)
PLO #2	Research Paper (10+4)		Course Point Interactive Modules (10)	Class Participation(4)
PLO #3	Research Paper (8+4+4)			Class Participation(4)
PLO #4		portfolio (15)		Class Participation(4)
PLO #5	Research Paper (5)	portfolio (15)		Class Participation(4)

**Grading 성적 평가**

Grading					
Grade	GPA	Numeric Description	Grade	GPA	Numeric Description
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67

D-	0.7	60-62	F	0.0	0-59
<p>"I", "F" 학점 규정</p> <p>a. "I" 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 "I" 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고. 한 학기 이후에는 "I" 가 "F"로 자동 변경됩니다.</p> <p>b. "F" 학점: 변경할 수 없으며 재수강을 할 경우, "B+" 이상을 넘을 수 없습니다.</p>					

**Course Schedule** (Subject to change per school events, holidays, and others)

(3 Credits x 30 hours = Total 90 home based outside study hours required to complete a semester)

Wk	Calendar	Lesson (Topic)	Assignment	Relevant Chapters (home based outside work hours)	Discussion
Wk 1	01/26	Review Syllabus, Introduction of Senior Project Capstone	Reflect the nursing program outcomes and university principles: professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills: bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices	ppt : capstone 1 (6 hours)	
Wk 2	02/02	Design Health Science professional/ Portfolio	Design Health Science professional/ Portfolio / and / and make their Rubric for self evaluation (30)	Weekly Discussion	
Wk 3	02/09	Understanding Research Ethics	Interactive Modele chapter 4. Module 3.01 Research Ethics Module 3.03 Institutional Review Boards (IRBs): Roles and Functions	ppt Chapter 4. Attending to ethics in research (6 hours)  Individual Presentation- Portfolio  Weekly Discussion (6 hours)	

			<p>Model 3.05 Protecting Research Participants</p> <p>- Individual project: Portfolio and Rubric</p>		
Wk 4	02/16	<p>Project design:</p> <p>Identify research problems, research questions in nursing practice</p>	<p>- Individual project : research problems/ research questions(Issues)</p>	<p>Individual Presentation - group 1 (6 hours)</p> <p>Weekly Discussion</p>	
Wk 5	02//23	<p>Project design:</p> <p>Identify research problems, research questions in nursing practice</p>	<p>Individual project (continued)</p>	<p>Individual Presentation -group 2 (6 hours)</p> <p>Weekly Discussion</p>	
Wk 6	03/02	<p>Literature Review</p>	<p>Select relevant topic Literature Review Initial Proposed Topic Approval</p>	<p>Weekly Discussion (6 hours)</p>	
Wk 7	03/09	<p>Application Research Ethics in research design</p>	<p>IRB certified training</p> <p>Interactive Module (Chapter 2)</p> <p>Module 1.01: Structural Components of the Quantitative Research Process</p> <p>Module 1.03: Methods for Quantitative and Qualitative Research</p>	<p>Finish IRB Training (6 hours)</p> <p>Weekly Discussion</p>	

Wk 8	03/16	Understanding of Theoretical Framework and Conceptual Framework	Module 2.04: Resolving Problems Related to Wellness and Illness	(6hrs) Individual Presentation - group 1 Weekly Discussion	
Wk 9	03/23	Understanding Quantitative Research	Module 2.04: Resolving Problems Related to Wellness and Illness Module 2.10: Knowledge Dissemination Individual project : Research process	ppt Chapter 2. Understanding Key concepts and steps in Quantitative & (6hrs) Individual Presentation -group 2 Weekly Discussion	
Wk 10	03/30	Understanding Qualitative Research	Module 3.06: Reducing Health Care Disparities Module	ppt Chapter 2. Understanding Key concepts and steps in Qualitative research (6hrs) Individual Presentation - group 1 Weekly Discussion	
Wk 11	04/06	Understanding different from Quantitative and Qualitative Research	5.04: Disseminating Research Findings	Individual Presentation -group 2 Weekly Discussion	
Wk 12	04/13	Appraisal Project Outcomes		Individual Presentation - group 1 Weekly Discussion	

Wk 13	04/20	Final Senior project Presentation	Final Senior project Presentation	Final Research Paper Presentation, Discussion, Peer Evaluation (6 hours)	
Wk 14	04/27	Final Nurse Professional Portfolio/Presentation  Publish Research paper	Publish Research paper	Writing individual evaluation (6 hours)	
Wk 15	05/04	Final Program Evaluation	Final Senior project Project Review Final Program Evaluation  Final Nurse professional/Portfolio ( move forward to the next palace of students' life! )	Final Program  Evaluation, Peer Evaluation (6 hours)	

## Academic Integrity Commitment 학문적 정직성

기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.

정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.

- A. Cheating: 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우
1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.
  2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.
  3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.
- B. 위조(Fabrication): 의도적으로 거짓이나 정보의 허위조작.
- C. 부정행위를 돕는 것(Facilitation academic dishonesty): 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.
- D. 표절행위(Plagiarism): 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우.

이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalog. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.



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## Course Policy 온라인 수업 규정

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need technical assistance at any time during the course, you can contact Lippincott Technical Services vi or email them [www.thepoint.lww](http://www.thepoint.lww)

**컴퓨터 조건:** 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 부가적인 소프트웨어가 구비되어 있어야 한다. 기술지원을 위해서는 무들 내에 있는 학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 언제든지 기술적인 지원이 필요하다면, 무들 내에 있는 학생 서비스에 들어가거나 Lippincott Technical Service에게 연락한다.

**Moodle Message:** In every course MOODLE MESSAGE will be used. Students can check the message in the Moodle system. Please check student's own messages regularly.

**무들 메시지:** 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**Q&A:** In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

**질의응답:** 온라인 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 과목마다 질의응답방 (Q&A방)이 준비되어 있으므로 자신의 질문사항을 그 곳에 올린다.

**Participation Policy:** Participation is essential in and in class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**참여 규정:** 참여는 수업 클래스에서 필수요소이다. 모든 과목에서 학생들은 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 삭제할 수 있다.

**Assignments Completion Policy:** All assignments for the course will be submitted through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.

**과제 제출 규정:** 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.

## Guidelines/Rubric

### Class Participation and Weekly discussion : Rubric #1 (20%)

Criteria	Excellent Work  4	Meets Expectation  3	Needs Improvement  2	Not Acceptable  1	Total points
<b>Personal presentation with integration of ideas/knowledge (4) (PLO #1)</b>	<b>4 Points</b> Fully integrate nursing research to professional nursing practice by connecting to prior knowledge and extending knowledge	<b>3 Points</b> Sometimes integrates nursing research to professional nursing practice by connecting to prior knowledge and extending knowledge	<b>2 Points</b> Weak ability to relate nursing research to professional nursing practice by connecting to prior knowledge and extending knowledge	<b>1 Points</b> Does not understand the relation between nursing research and professional nursing practice and can not connect to prior knowledge and extend knowledge	
<b>Effort exhibits strong work ethic; preparedness (4) (PLO #2)</b>	<b>4 Points</b> Consistently comes to class prepared; maximizes available class time and demonstrate traits of life-long learning	<b>3 Points</b> Almost always prepared; frequently uses class time effectively and demonstrate traits of life-long learning	<b>2 Points</b> Irregularly comes to class prepared; somewhat uses class time effectively and demonstrate traits of life-long learning	<b>1 Points</b> Frequently does not come to class prepared; poor use of class time and demonstrate traits of life-long learning	
<b>Communication Listening, oral, behavior, attitude (4) (PLO #3)</b>	<b>4 Points</b> Always uses clear language and demonstrates positive attitude and self-control; effectively exchanges ideas and information, responses	<b>3 Points</b> Consistently uses clear language and demonstrates positive attitude and self-control; builds off of other's ideas	<b>2 Points</b> Sometimes uses clear language and demonstrates positive attitude and self-control; builds off of other's ideas but often distracted	<b>1 Points</b> Poor demonstration of communication and listening skills. Rarely positive and no self-control. Listens to others ideas but stays with own ideas, response of off focus	
<b>Leadership &amp; Interpersonal collaboration (4) (PLO #4)</b>	<b>4 Points</b> Always demonstrated collaboration and openness with others.  Always thoroughly evaluated their actions and the implications of their decisions.	<b>3 Points</b> Almost always demonstrated collaboration and openness with others.  Almost always evaluated their actions and the implications of their decisions.	<b>2 Points</b> Somewhat demonstrated collaboration and openness with others.  Sometimes evaluated their actions and the implications of their decisions.	<b>1 Points</b> Almost never demonstrated collaboration and openness with others.  Almost never evaluated their actions and the implications of their decisions.	
<b>Critical Thinking Strong problem solving skills; adaption to change (4) (PLO #5)</b>	<b>4 Points</b> Always thinks through problems; selects strategy and challenges new nursing practice;	<b>3 Points</b> Consistent use of problem solving strategies and nursing practice	<b>2 Points</b> Somewhat use problem solving strategies and nursing practice	<b>1 Points</b> Consistently avoids problem solving; couldn't find any new nursing practice; rarely seeks	

	always finds way to solve			assistance	
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**Senior Project : Research Paper Rubric #2 (40%)**

Criteria	Excellent Work	Meets Expectation	Needs Improvement	Not Acceptable	Total points
<p><b>Content Knowledge (5)</b> 1.State a relevant research question or PICOT <b>(PLO #2)</b></p>	<p><b>5 Points</b> -Clearly and concisely state a relevant research question</p>	<p><b>4 Points</b> -Somewhat clearly and concisely collaborate professional value and a relevant research question</p>	<p><b>3 Points</b> -A research question is stated but there is no collaboration with professional value</p>	<p><b>2 Points</b> -No research question is stated</p>	
<p><b>Content Knowledge (5)</b> 2.Apply research findings in nursing practice and the health care delivery service system. <b>(PLO #5)</b></p>	<p><b>5 Points</b> -Clearly shows the application of research findings in nursing practice and the health care delivery system.</p>	<p><b>4 Points</b> -Somewhat clearly shows the application of research findings in nursing practice and the health care delivery system.</p>	<p><b>3 Points</b> -Incomprehensible or irrelevant application of research findings in nursing practice and the health care delivery system is shown.</p>	<p><b>2 Points</b> -No application of research findings in practice is shown.</p>	
<p><b>Content Theoretical Framework (5)</b> <b>(PLO #1)</b> 3.Integrate research and theoretical framework</p>	<p><b>5 Points</b> -Clearly and concisely integrate research and theoretical framework</p>	<p><b>4 Points</b> -Somewhat clearly and concisely integrate research and theoretical framework</p>	<p><b>3 Points</b> -Incomprehensible integrate research and theoretical framework</p>	<p><b>2 Points</b> -No theoretical framework is identified</p>	

<p><b>Analysis &amp; Conclusion (5) (PLO #2)</b></p> <p>4. Analyze the collected data, and draw conclusions</p> <p>Apply nursing care delivery system and management</p>	<p><b>5 Points</b></p> <p>-Consistently analyzes information and data, and clearly draws conclusions by applying nursing care delivery system and management</p>	<p><b>4 Points</b></p> <p>- Some analysis on data, and conclusions are offered</p> <p>-Somewhat shows the application of nursing care delivery system and management</p>	<p><b>3 Points</b></p> <p>-Major aspects of the topic are presented, but weak data analysis and the conclusion is hard to follow</p> <p>-Lacks of application of nursing care delivery system and management</p>	<p><b>2 Points</b></p> <p>-Lacks overall analysis, and conclusions.</p>	
<p><b>5. Presentation (8) (PLO #3)</b></p>	<p><b>8 Points</b></p> <p>-Easy to understand throughout of presentation and captures the reader's attention</p> <p>-Excels in fully presenting what is known about the topic with professional communication.</p> <p>-Presents information using clear and concise language in an organized manner</p> <p>-Well demonstrates critical and spiritual competence</p>	<p><b>6 Points</b></p> <p>-Easy to understand through most of the presentation.</p> <p>-Presents information in an organized manner and professional communication</p> <p>-Somewhat demonstrates critical and spiritual competence but with less elaboration</p>	<p><b>4 Points</b></p> <p>-Information is difficult to understand in a few areas.</p> <p>-Presents information using understandable communication but it's somewhat disorganized</p> <p>-Briefly demonstrates critical and spiritual competence</p>	<p><b>2 Points</b></p> <p>-Presentation is not organized.</p> <p>-Information is difficult to understand throughout most of the paper</p> <p>- Presents information that is not clear, logical, or organized to the point that no professional communication is shown</p> <p>-No critical and spiritual competence demonstrated</p>	
<p><b>6. Writing Composition (Spelling, Grammar, Sentence Structure) (4) (PLO #3)</b></p>	<p><b>4 Points</b></p> <p>-An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error-free.</p>	<p><b>3 Points</b></p> <p>-Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout.</p> <p>-Errors do not interfere</p>	<p><b>2 Points</b></p> <p>-Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout.</p>	<p><b>1 Points</b></p> <p>-Numerous errors (&gt;6 errors) occur with spelling, grammar, transitions, and sentence structure,</p>	

		with the readability or comprehension of information.		throughout, which make it very difficult to read and understand the information presented.	
<b>7. APA (4) (PLO #3)</b>	<b>4 Points</b> -An occasional error may occur, but the paper is essentially error-free, following the APA format reference page.	<b>3 Points</b> -Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the reference page.	<b>2 Points</b> -Frequent errors (4-5 errors) occur with APA format throughout the reference page.	<b>1 Points</b> -Numerous errors (>6 errors) occur with APA format consistently throughout the reference page., indicating that little effort was placed on understanding the format guidelines  -No reference page attached	
<b>8. References (4) (PLO #2)</b>  CRAAP (Currency, relevance, authority, accuracy, purpose) Evaluation form	<b>4 Points</b> All of the resources successfully meet the criteria of CRAAP Evaluation.	<b>3 Points</b> 90-80% of resources meet the criteria of CRAAP Evaluation.	<b>2 Points</b> 70-60% of resources meet the criteria of CRAAP Evaluation.	<b>1 Points</b> Less than half of resources meet the criteria of CRAAP Evaluation	

**Senior Project : Make Rubric of Portfolio: PLO #4, #5 (30%) : self Evaluation**

CLO 5. Demonstrate your experience as a health professional nurse and the knowledge acquired in the program through a portfolio, and synthesize your competencies as a new future leader.  
 건강 전문직 간호사로서의 경험과 프로그램에서 습득한 지식을 포트폴리오를 통해 정리해 보고, 새로운 미래의 리더로서의 역량을 실천할 수 있다. (PLO #4)

CLO 6.: Integrate achievements, skills, experiences and attributes accomplished by the program through the portfolio, in turn, predicts future nursing policies and health delivery systems.  
 학생들이 프로그램에서 성취한 성취, 기술, 경험 및 속성을 포트폴리오를 통해 통합할 수 있고, 나아가서 미래의 간호 정책과 제도를 예측할 수 있다. (PLO #5)

The purpose of this requirement is to provide students an opportunity to demonstrate what they have learned in their coursework and the WMU Rn to BSN program. It also provides students, employers, colleagues, etc. with tangible evidence of the student's knowledge, skills, abilities, and competencies. Portfolios can be a wonderful career tool that may assist graduates in getting jobs, promotions, and other professional opportunities.

In addition to the work samples, students will be required to include the following items, which may be documents, video, audio, or other formats selected by the student:

- Overarching piece reflecting the rationale for the selected work samples and portfolio structure (250 words max)
- Student's career goals and highlights of their learning in the program (250 words max)
- The cover sheets may contain the following components:

Students should aim to present a varied portfolio that demonstrates a solid grasp of all health sciences program learning outcomes. Examples of the types of work samples that may be included in the student's portfolio are:

[Cover Page](#) | [Table of Contents](#) | [Introduction](#)  
[Resume](#) | [Significant Milestone](#) | [Mission Statement/Program Learning Outcomes with 9 Essentials for professional knowledge](#)  
[Education](#) | [Scholarships](#) | [Course Descriptions](#) | [Academic Awards](#) | [Professional Development](#) | [Conferences](#) | [Professional Publications and Presentations](#) | [Professional Skills](#) | [Clinical Experience](#) | [Class Projects](#) | [List of Assessments Administered](#) | [Clientele Information](#) | [Occupational Therapy Externship](#) | [Service](#) | [Letters of Support](#) | [Career Planning and Placement](#)

make own your Portfolio And Rubric.30 % to be evaluated by your portfolio

- *Wisdom Wall.*

You are all experts now! You are finishing up your Health Sciences degree and preparing to move forward with the next phase of your life. Please share with future classmates what you have learned throughout the semester and over your degree journey.

**Completed Work:**

It is expected that all assignments will reflect university-level composition and exposition. Use of electronic spelling and grammar check is strongly recommended. The expectation is that papers will be typewritten, 12 pt sized font, Times New Roman font, double spaced, with 1 inch margins and have each student's name on it.

Criteria	Excellent Work	Meets Expectation	Needs Improvement	Not Acceptable	Total points
1. Requirements 2. 3. leadership preparing to move forward with the next phase of your life (PLO #4) (15points)	Portfolio contains all key elements  Points	Portfolio contains part of the required key elements  Points	Lacking part of the required key elements  Points	Points	
4. policy, system, finance (PLO #5) (15points)	Points	Points	Points	Points	

**PLO-CLO Chart**

**NUR 345 Senior Project**

This course is designed to teach students how to critique research reports and to appraise research findings to nursing practice. Students will gain an understanding of the research process, review current research findings through evidence-based practice. Students are provided an opportunity to integrate nursing knowledge and complex concepts from all of the nursing course work. For this culminating experience, students develop a synthesis healthcare project to improve healthcare within a local healthcare delivery system.

Program Learning Outcomes	Course Learning Outcomes	Assignments/ Course Requirements	Evaluation Standard	Results
<p>1. Integrate general nursing and nursing education in professional nursing practice</p>	<p>CLO 1. Integrate professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices.</p> <p>CLO 2. Integrate knowledge and problem-solving skills learned from the program to a health-science related project</p>	<p>Research Paper</p> <p>Class Participation</p>	<p>Rubric</p> <p>Rubric</p>	
<p>2. Demonstrate evidence-based practice with critical thinking</p>	<p>CLO 1. Integrate professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices.</p> <p>CLO 3. Integrate the research process a to evidence-based practice with critical spiritual competence.</p>	<p>Research Paper</p> <p>Class Participation</p> <p>CoursePoint Interactive Modules</p>	<p>Rubric</p> <p>Rubric</p> <p>Average score</p>	

<p>3. Demonstrate professional communication with critical and spiritual competence</p>	<p>CLO 1. Integrate professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices.</p> <p>CLO 4. Demonstrate competency with collaboration, critical thinking, and communication by individual projects.</p>	<p>Research Paper</p> <p>Class Participation</p>	<p>Rubric</p> <p>Rubric</p>	
<p>4. Demonstrate leadership skills for health promotion during the life cycle</p>	<p>CLO 1. Integrate professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices.</p> <p>CLO 5. Demonstrate your experience as a health professional nurse and the knowledge acquired in the program through a portfolio, and synthesize your competencies as a new future leader.</p>	<p>Portfolio</p> <p>Class Participation</p>	<p>Rubric</p> <p>Rubric</p>	
<p>5. Apply systems, finances and policies to professional nursing care</p>	<p>CLO 1. Integrate professionalism, critical thinking, interprofessional collaboration, communication, and leadership skills by demonstrating research projects related to bio-psycho-social and spiritual health issues of individuals, family and communities from diverse nursing practices.</p>	<p>Research Paper</p> <p>Class Participation</p> <p>Portfolio</p>	<p>Rubric</p> <p>Rubric</p>	



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	CLO 6. Integrate achievements, skills, experiences and attributes accomplished by the program through the portfolio, in turn, predict future nursing policies and health delivery system.			
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**NUR301**

**Transcultural Nursing**

간호에서의 다문화 개념

**Syllabus**

**Fall, 2021**

**월드미션대학교 사명과 목표**

**Mission Statement**

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

**사명**

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

**RN to BSN Program Learning Outcomes :**

Upon completing this program, students will be able to:

- 1 Integrate nursing education to professional nursing practice
- 2 Demonstrate evidence-based practice with critical thinking
- 3 Demonstrate professional communication with critical and spiritual competence
- 4 Demonstrate Leadership skills for health promotion during the life cycle
- 5 Apply systems, finances and policies to professional nursing care

**기독교상담학과 프로그램 학습 결과**

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

1. 간호 교육과 전문적 간호 실무를 통합할 수 있다.
2. 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
3. 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
4. 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
5. 전문적인 간호 업무에 제도화 재정 및 정책을 적용할 수 있다.

**Instructor**

강사 이름 및 연락처

Prof. Young Joo Lee

Phone: 213-249-0800

e-mail: [yjlee@wmu.edu](mailto:yjlee@wmu.edu)

**Class Hour 수업 시간**

Thursday 12:00-3:30 pm

**Classroom 강의실**

Thursday 12:00-3:30 pm

**Office Hour 면담 시간**

1) Thursday 12:00-3:30 pm

2) In-class direct counseling: Every Thursday during session

3) Email contact: [yjlee@wmu.edu](mailto:yjlee@wmu.edu) Response within 48 hrs.

No weekend.

Professor is supposed to reply the message or question within 48 Hrs.

질문방 활용 - 무들 내 질문방 [moodle.wmu.edu](http://moodle.wmu.edu) 을 활용하여 학습에 필요한 질문을 하거나 메시지 기능을 활용해 교수와 커뮤니케이션할 수 있으며 교수는 48시간 내에 답변할 것임

4) Synchronous contact: By using a web conference tool or internet phone.

## Course Description 과목 소개

This course provides students with an in-depth understanding of a select culture in health care delivery. The student can understand clients' cultural needs and clinical phenomena within a cultural context. This identifies the generic, health beliefs, behavior patterns, cultural awareness, communication, and nursing practices of selected diverse cultural groups predominantly encountered in healthcare settings. Also, students explore and reflect upon their own cultural values and beliefs, and integrate these into interactions with individuals, families, and community in the context of culture and nursing care.

본 과목에서는 학생들에게 건강간호체계내에서 선별된 문화에 대한 심층적인 이해를 제공한다. 학생들은 문화적 맥락안에서 대상자들의 문화적 요구와 임상적 현상들을 이해한다. 간호현장에서 주로 경험하게 되는 다양한 문화적 그룹의 유전적, 건강신념, 행동양식, 문화적 의식, 의사소통 및 간호행위를 확인한다. 또한 학생들은 자신의 문화적 가치와 신념을 탐색 및 반영해 보고, 이를 문화적 맥락과 간호현장에서 개인, 가족, 지역사회와의 상호작용시 통합할 수 있다.

## PROGRAM LEARNING OUTCOMES (PLOs):

Upon completing this program, students will be able to:

1. **Integrate nursing education to professional nursing practice**
2. **Demonstrate evidence- based practice with critical thinking**
3. **Demonstrate professional communication with critical and spiritual competence**
4. **Demonstrate Leadership skills for health promotion during the life cycle**
5. **Apply systems, finances and policies to professional nursing care**

## Course Learning Outcomes (CLO)

### 학습 결과

At the completion of this course, students will be able to:

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

1. Explore the **constructs and concepts of the discipline of transcultural nursing (TCN)** and their applications within nursing practice.(PLO #1)
2. Identify the generic and health beliefs, expressions, life patterns, and health behaviors, major health problems of selected **diverse cultural groups predominantly encountered in health care settings** (PLO #1)
3. Develop **communication strategies through critical thinking** with submitted written, visual, and oral presentation for the provision of culturally congruent, culturally competent care.(PLO #3)
4. Demonstrate the **cultural competencies** necessary for professional nursing practice(PLO #2)

1. 다문화 간호의 개념과 구조를 탐색하고 간호현장에 적용할 수 있다. (PLO #1)
2. 간호현장에서의 주로 만나게 되는 다양한 문화 집단의 유전적, 전문직 건강 신념, 표현, 생활양식, 건강행위, 주요 건강문제 등을 확인한다. (PLO #1)
3. 문화적으로 적합하고 문화적인 역량을 지닌 간호를 제공하기 위해 글쓰기, 시각적 혹은 구두 발표와 같은 비판적 사고에 의한 의사소통 전략을 개발한다. (PLO #3)
4. 전문적인 간호 실무에 필요한 문화적 역량을 실천할 수 있다. (PLO #2)

**LEARNING OUTCOMES ALIGNMENT TABLE**

<b>ESSENTIAL</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Course Learning Outcomes (CLOs)</b>
<b>ESS #9: Baccalaureate Generalist Nursing Practice</b>	<b>PLO 1: Integrate nursing education to professional nursing practice.</b>	<b>CLO 1: Explore the constructs and concepts of the discipline of transcultural nursing (TCN) and their applications within nursing practice.(PLO #1)</b>
<b>ESS #1: Liberal Education for Baccalaureate Generalist Nursing Practice</b> <b>ESS #7: Clinical Prevention and Population Health</b>	<b>PLO 1: Integrate nursing education to professional nursing practice.</b>	<b>CLO 2: Identify the generic and health beliefs, expressions, life patterns, and health behaviors, major health problems of selected diverse cultural groups predominantly encountered in health care settings (PLO #1)</b>
<b>ESS #7: Clinical Prevention and Population Health</b> <b>ESS #9: Baccalaureate Generalist Nursing Practice</b>	<b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b>	<b>CLO 3: Develop communication strategies through critical thinking with submitted written, visual, and oral presentation for the provision of culturally congruent, culturally competent care.(PLO #3)</b>

<p><b>ESS #1: Liberal Education for Baccalaureate Generalist Nursing Practice</b></p> <p><b>ESS #7: Clinical Prevention and Population Health</b></p> <p><b>ESS #9: Baccalaureate Generalist Nursing Practice</b></p>	<p><b>PLO 2: Demonstrate evidence- based practice with critical thinking.</b></p>	<p><b>CLO 4: Demonstrate the cultural competencies necessary for professional nursing practice(PLO #2)</b></p>	
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Assessment	Mind Map Presentation (30)	Course Point Interactive Modules (30)	Class Participation (10%)	Diverse Cultural Concepts in APA (10%)	Diverse Cultural Context Project PPT (20%)
CLO #1		Course Point Interactive Modules (30)	Class Participation (10%)		
CLO #2					Diverse Cultural Context Project PPT (20%)
CLO #3	Mind Map Presentation (30)				
CLO #4				Diverse Cultural Concepts in APA (10%)	

Assessment	Mind Map Presentation (30)	Course Point Interactive Modules (30)	Class Participation (10%)	Diverse Cultural Concepts in APA (10%)	Diverse Cultural Context Project PPT (20%)
PLO #1		Course Point Interactive Modules (30)	Class Participation (10%)		Diverse Cultural Context Project PPT (20%)
PLO #2				Diverse Cultural Concepts in APA (10%)	
PLO #3	Mind Map Presentation (30)				

**Prerequisites 수강 전 필수 사항**

- 1) Students must purchase Lippincott the CoursePoint of “*Transcultural Concepts In Nursing 8<sup>th</sup> Edition*” and redeem your ACCESS CODE to access and complete registration at [http:// thePoint.lww.com/activate](http://thePoint.lww.com/activate) -- to obtain all ID and passwords.
- 2) Go to [thePoint.lww.com](http://thePoint.lww.com). On the welcome screen, go to “My Classes”, select “Join a Class”, enter your Class Code, AND Click “Enroll”.
- 3) Students must complete Lippincott online orientation and learn how to use all course contents.

- 4) Students must have access and are required to use Online Learning with the CoursePoint's Interactive Modules(Pretest/Posttest) by Lippincott.
- 5) Students must download E-book from Lippincott. They only have one attempt to download.
- 6) Students must have knowledge about APA format and References.

### APA Format for Written Papers

- LABEL YOUR ELECTRONIC FILE (YOUR ATTACHMENT) AS REQUIRED.
- Revise the date of the file as required with each new submission. Improperly labeled files will be returned.
- Double-spaced, 1" margins all around, Times New Roman or Arial 11 point font.
- Follow APA 7th ed. guidelines.
- Title page and Reference list do not count for page limitation.
- The reference list, if any, should be double-spaced.

### Writing Expectations and Assistance:

It is recommended that you obtain writing assistance once per semester if you need help. You may contact the writing Teaching assistance for a further assistant. The class follows strict APA 7th ed. Manual guidelines. Students should study and refer to chapter 2 (manuscript structure and content), chapter 3 (writing clearly and concisely), chapter 4 (mechanics of style), chapters 6-7 (crediting sources and reference examples), and Tables 3.1 and 6.1. It is strongly recommended that you have a classmate edit your papers before turning them in.

### Course Format 수업 형식

#### Methodology

1. Although students, peers, and an instructor do not meet face to face in the classroom, students must attend synchronous Zoom meetings at designated class time wherever students are.
2. Weekly class participation and open discussion through zoom meeting. Students can use 2-3 breakout rooms in Zoom simultaneously for small group discussion if needed.
3. Weekly CoursePoint Interactive Modules assignments, pre-test, and post-test. Assigned students prepare in advance for the discussion during the zoom meeting.
4. Weekly ground lecture (4 hours per week x 16 weeks) that incorporates class participation, discussion, ppt materials, internet, and youtube materials.
5. Academic English Writing with APA format : Analysis reflection paper for Diverse Cultural Concepts Paper
6. Students may attend workshops provided by the school library to improve students' ability to retrieve information such as CINAHL, RISS workshop booklet, and to enhance presentation skills using presentation tools such as Powerpoint, Words.

#### Methodology

1. 학생과 교수는 교실에서 만나지 않고, 동료들이나 교수가 각 지역에 흩어져 있지만, 정해진 수업시간 zoom 으로 실시간 수업에 반드시 출석하여 수업을 하는 것을 원칙으로 한다.
2. 매주 Zoom 미팅에서 수업 참여와 토론을 하고 필요하면 Zoom 안에 2-3개의 소그룹을 만들어 소그룹 토론을 한다.
3. 매주 Course Point 모듈 과제, pre-test와 post-test 하고 학생들을 정해 수업시간에 토론을 한다. 지정된 학생이 미리 줌 미팅서 토론할 토픽을 준비하도록 한다.

4. 매주 수업은 일주일에 4시간씩 16주동안 진행된다. 수업 참여, 토론, 파워포인트 자료, 인터넷 유튜브 자료를 이용해 수업이 진행된다.
5. 학술적 영어 글쓰기( APA 형식) : 다양한 문화 개념에 대한 개별 보고서를 작성한다.
6. 학생들은 CINAHL이나 RISS workshop booklet 같은 검색 엔진에 대해 배우고 파워포인트나 워드를 이용한 발표 스킬을 향상시키기 위해서 학교 도서관에서 제공하는 워크샵에 참석할 수 있다.

### Required Reading 필수 교재

Lippincott CoursePoint for Andrews and Boyle: *Transcultural Concepts in Nursing Care 8th edition*. Wolters Kluwer, 2019.

이은희, 서길희, 소애영, 윤기주, 이경숙, 임선옥, 정주연, 최선하, 최정숙, 홍은영 공역 *간호에서의 다문화개념*, 6<sup>th</sup> Edition, 수문사

### Recommended Reading 추천 교재

노인숙, 정종희, 전상희, 전정희, 유장학, 장정미 공저, *다문화 사회의 이해와 건강*, 현문사. 2018  
Andrews, Margaret M. & Boyle, Joydeen, *Transcultural Concepts in Nursing Care 8<sup>th</sup> Edition*, Wolters Kluwer.  
Ray, Marilyn. A., *Transcultural Caring Dynamics in Nursing and Health Care*, 2<sup>nd</sup> Edition, F. A. Davis 2016

### E-Resources

Online resources for students

**elibrary 블로그 (정보활용가이드)를 참고하십시오. (<http://elibrary.wmu.edu/>)**

- 이 사이트에서 '자료 찾는 방법'을 클릭하시면 각종 데이터 베이스 사용법이 나와있습니다.
  - CINAHL 사용법  
<http://elibrary.wmu.edu/cinahl-with-full-text-%ea%b0%84%ed%98%b8%ed%95%99%ea%b3%bc/>
  - KISS 사용법  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/kiss-%C%82%AC%EC%9A%A9%EB%B2%95/>
  - DBpia 사용법  
<http://elibrary.wmu.edu/dbpia%EC%82%AC%EC%9A%A9%EB%B2%95/>
  - RISS 사용법  
<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/riiss/>
  - 인터넷 자료 사용법  
<http://elibrary.wmu.edu/%EC%9D%B8%ED%84%B0%EB%84%B7-%EC%9E%90%EB%A3%8C-%ED%8F%89%EA%B0%80%EB%B2%95/>

### Course Requirements

1. (PLO #1/ CLO #1) **Class Participation (10%)**: Students are expected to engage and participate in group discussion through Zoom meetings in each week's thematic objectives. Refer to the rubric.

학생들은 매주 정해진 주제에 따라서 그룹토의에 참여한다. 루브릭에 근거하여 성적에 반영한다.

2. (PLO #1/ CLO#1 ) **Course Point Interactive Modules (30%)**: Students are required to read **weekly** e-book reading assignments and submit CoursePoint Interactive Modules(pretest/ posttest). An average score of all

assignments will be used for the grade. Students may start on modules during class and the leftover modules will be homework.

학생들은 매주 리딩과제에 따라서 리핑코트의 무들(전후 퀴즈)을 완료한다. 총 무들 완성도의 평균값을 성적에 반영한다. 학생들은 수업 중에 무들을 실시할수도 있으며, 완료하지 못한 무들은 과제로 한다.

3. (PLO #1/ CLO#2) **Diverse Cultural Context Project PPT (20%)**: Students are required to submit 15 to 20 slides of powerpoint about diverse cultural group's genetics in cultural context, health beliefs and health promotion behaviors, lifestyle, food culture, main health problems, and health care delivery system. Students should also include application in their working nursing practice. Students present for **40 min addition to 30min** Q&A in Zoom synchronous online class as a group of 2-3. Students who are presenting should lead the discussion about their topic. The rest of the students should be able to discuss selected cultural issues.

- (1) Latin American Culture: Youngsook Jeong
- (2) African American Culture: Angela Park
- (3) Chinese American Culture: Chasoon Park
- (4) Philipino American Culture: Kyung sook Oh
- (5) Armenian American Culture: Jungsook Choi
- (6) Indian American Culture: Kim, Minsun
- (7) American Jewish Culture: Misug Park
- (8) Korean American Culture:

학생들은 건강조직을 변화시키기 위해 선택한 문화집단에 대한 문화적 맥락 안에서의 유전적성향, 건강신념, 건강증진행위, 생활양식, 음식 문화, 주요 건강문제, 건강간호전달시스템 등을 조사하여, 학생들이 근무하고있는 간호현장에 어떻게 적용이 가능했는지 경험을 발표한다.

중에서 PPT를 2-3명의 그룹으로 발표 (40분 발표, 30분 토의)하고 이를 제출한다. 발표하는 학생이 그 날의 토의 주제를 주도하고 다른 학생들의 의견을 취합한다. 다른 학생들은 그 날의 선택된 문화 이슈를 토의하고 자신의 간호현장에 적용하여 발표한다.

4. (PLO#2/ CLO# 4) **Diverse Cultural Concepts Paper (10%)**: Students are required to submit the Diverse Cultural Concepts Paper using APA format (4 -5 pages) about explored diverse cultural concepts during each class session. It should be based on the Diverse Cultural Context Project PPT.

학생들은 다양한 문화 개념에 대한 개별 보고서(4~5쪽)를 APA format에 맞추어 제출한다.

5. (PLO#3 /CLO #3) **Mind Map Presentation (30%)**: Final: Due 11/18/2021

Students are required to submit a mind map of their own or a patient's.

수업 첫 세션에서 자신의 간호사로서의 전문직 개념에 대한 mind map을 배우고, 이를 토대로 하여 한 학기동안 Transcultural Nursing을 자신이 근무하는 임상 현장에서 적용한 뒤에, 이를 주제로 Mind Map을 만들어 ppt 1장 혹은 PDF 화일 (Image) 로 수업 중 15분-20분 개별 발표하고 원본은 간호학과로 (우편 또는 직접 제출) 제출한다. 이는 간호현장에서의 다문화 개념을 통합하기 위함입니다.

Grading 성적 평가

Grading					
Grade	GPA	Numeric Description	Grade	GPA	Numeric Description



A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

**"I", "F" 학점 규정**

- a. "I" 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 "I" 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고. 한 학기 이후에는 "I" 가 "F"로 자동 변경됩니다.
- b. "F" 학점: 변경할 수 없으며 재수강을 할 경우, "B+" 이상을 넘을 수 없습니다.

**성적 규정**

성적에 대한 질문이 있을 경우 1주일 내에 답변을 해야한다.

**Course Schedule 강의 일정**

Wk	Date	Lesson (Topic)	Assignment/ Module(Pretest/Posttest)	Relevant Material	Discussion/ Activities
Wk 1	8/26	CINAHL & APA Presentation 특강 (3:00-5:00 pm)	Seo Young Kim (WMU Librarian)	PPT Material	Guest Speaker
		Orientation	Introduction of Transcultural Concept in Nursing Care Introduction of Mind Map Reading recommended online resource materials from Syllabus		Class Participation
		Chapter 01: Theoretical Foundations of Transcultural Nursing  Evolution of Transcultural Care Nursing (TCN), TCN Key Models and Concepts 다문화 간호의 역사적 이론적 근거  Stereotypes and Cultural Self Awareness 문화적 자기 인식과 고정관념	Unit 1 Ch. 1 Module 1.01: The Evolution of Transcultural Nursing  Unit 1 Ch. 1 Module 1.02: Key Transcultural Models and Theories 다문화 모델과 이론  Unit 1 Ch. 1 Module 1.03: Key Concepts and Terminology for Transcultural Nursing 다문화간호의 용어와 개념  Unit 1 Ch.1 Module 1.04: Identifying and Overcoming Stereotypes 고정관념의 정의와 극복  Unit 1 Ch. 1 Module 1.06: Transculturally Focused Publications  Unit 1 Ch. 1 Module 1.07: Strengths and Limitations of Transcultural Nursing 다문화간호의 강점과 약점	PPT Material	Class Participation  Interactive Modules
Wk 2	9/2	Chapter 01: Theoretical Foundations of Transcultural Nursing  Evolution of Transcultural Care Nursing (TCN), TCN Key Models and Concepts 다문화 간호의 역사적 이론적 근거  Stereotypes and Cultural Self Awareness 문화적 자기 인식과 고정관념	Unit 1 Ch. 1 Module 1.01: The Evolution of Transcultural Nursing  Unit 1 Ch. 1 Module 1.02: Key Transcultural Models and Theories 다문화 모델과 이론  Unit 1 Ch. 1 Module 1.03: Key Concepts and Terminology for Transcultural Nursing 다문화간호의 용어와 개념  Unit 1 Ch.1 Module 1.04: Identifying and Overcoming Stereotypes 고정관념의 정의와 극복  Unit 1 Ch. 1 Module 1.06: Transculturally Focused Publications  Unit 1 Ch. 1 Module 1.07: Strengths and Limitations of Transcultural Nursing 다문화간호의 강점과 약점	PPT Material	Class Participation  Interactive Modules

Wk 3	9/9	Chapter 02: Culturally Competent Nursing Care  Cultural and Social Structure Dimensions 문화적 사회적 구조	Unit 1 Ch. 2 1.05: Cultural Self Awareness 문화적 자기 인식  Unit 1 Ch. 2 Module 6.02: Culturally congruent communication strategies  Unit 1 Ch. 2 6.04: Communication Strategies for interprofessional collaboration  Unit 1 Ch. 1 Module 2.01: Cultural and Social Structure Dimensions of the Sunrise Enabler  Unit 4 Ch. 12 Module 2.02: Emic & Etic Perspectives  Unit 1 Ch. 4 Module 2.03: Professional & Cultural Care Practices  Unit 3 Ch. 9 Module 2.05: Action and Decision Modes of Cultural Care Provision	PPT Material	Class Participation  Interactive Modules
Wk 4	9/16	Chapter 03: Cultural Competence in the Health History and Physical Examination	Unit 1 Ch. 3 Module 4.05: Culturally Congruent Health History and Physical Assessment 다문화 모듈 4.05: 문화적으로 합당한 건강력과 신체검진	PPT Material	Class Participation  Interactive Modules  Diverse Cultural Context Project
Wk 5	9/23	Race and Microaggression	Read Journal "Race and Microaggression in Nursing Knowledge Development" and discuss in class (Uploaded on Moodle)	Journal	Class Participation
Wk 6	9/30	Exploration of Diverse Cultural Groups, Part 1 다문화 그룹에 대한 탐색 1	Unit 3 Ch. 10 Module 3.02: Hispanic Culture -Jeong, Youngsook Unit 2 Ch. 7 3.01: Dominant African-American Culture-Angela Park	Group 1 PPT Presentation	Class Participation  Interactive Modules  Diverse Cultural Context Project
Wk 7	10/7	Exploration of Diverse Cultural Groups, Part 3 다문화 그룹에 대한 탐색 2	Unit 1 Ch. 3 Module 3.04: Dominant Mainland Chinese Culture-Park, Chasoon -Korean American Culture	Group 2 PPT Presentation	Class Participation  Interactive Modules  Diverse Cultural Context Project
Wk 8	10/14	Exploration of Diverse Cultural Groups, Part 4 다문화 그룹에 대한 탐색 3	Unit 1 Ch. 2 Module 3.06: Dominant Filipino-American Culture-Oh, Kyung sook -American Jewish Culture-Park, Misug	Group 3 PPT Presentation	Class Participation  Diverse Cultural Context Project

Wk 9	10/21	Exploration of Diverse Cultural Groups, Part 5 다문화 그룹에 대한 탐색 4	Armenian and Indian American Culture (No interactive modules)-choi, jungsook/Kim, Misun	Group 4 PPT Presentation	Class Participation Diverse Cultural Context Project
Wk 10	10/27	중간고사 Impact of Globalization on Transcultural Nursing 다문화간호에서의 세계화의 충격과 영향	Midterm Unit 3 Ch. 9 Module 5.01 Globalization and Transcultural Nursing Unit 3 Ch. 9 Module 5.02 Transcultural Nursing in Globalization Trends Unit 3 Ch. 9 Module 5.03: Global Transcultural Organizations 글로벌 다문화 조직 Unit 3 Ch. 9 Module 5.05: Global Health Concerns	PPT material	Interactive Modules
Wk 11	11/4	Creating Culturally Competent Health Care Organizations	Unit 3 Ch. 9 Module 2.04: Cultural Competency & Culturally Congruent Care	PPT material	Class Participation Interactive Modules
Wk 12	11/11	Impact of Globalization on Transcultural Nursing 다문화간호에서의 세계화	Unit 1 Ch.1 Module 4.04: Identifying Different Cultural Care Beliefs	PPT material	Class Participation
Wk 13	11/18	Cultural Competency in Nursing Practice 간호현장에서의 문화적 역량 적용1	Final Presentation - Mind Map/ Group 1		Class Participation Mind Map Presentation
Wk 14	11/25	Thanksgiving Break			
Wk 15	12/2	Cultural Competency in Nursing Practice 간호현장에서의 문화적 역량 적용 2	Final Presentation- Mind Map/ Group 2		Class Participation Mind Map Presentation
Wk 16	12/9	Transcultural Nursing Course Synthesis	Final Evaluation		Class Participation

**Academic Integrity Commitment 학문적 정직성**

기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.

정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.

- A. Cheating: 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우
    - 1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않는 한 금지되어 있다.
    - 2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.
    - 3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.
  - B. 위조(Fabrication): 의도적으로 거짓이나 정보의 허위조작.
  - C. 부정행위를 돕는 것(Facilitation academic dishonesty): 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.
  - D. 표절행위(Plagiarism): 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우.
- 이와 같은 위반 행위는 과제 혹은 과제가 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

## Course Policy 수업 규정

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need technical assistance at any time during the CoursePoint, you can contact Lippincott Technical Services 1-800-468-1128 or email them at LNS-Support@wolterskluwer.com.

**컴퓨터 조건:** 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 추가적인 소프트웨어가 구비되어 있어야 한다. 기술지원을 위해서는 무들 내에 있는

학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 언제든지 기술적인 지원이 필요하다면, 무들 내에 있는 학생 서비스에 들어가거나 Lippincott Technical Service에게 연락한다.

**Moodle Message:** In every course MOODLE MESSAGE will be used. Students can check the message in the Moodle system. Please check the student's own messages regularly.

**무들 메시지:** 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**Q&A:** In online courses, it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

**질의응답:** 온라인 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 과목마다 질의응답방(Q&A방)이 준비되어 있으므로 자신의 질문사항을 그 곳에 올린다.

**Participation Policy:** Participation is essential in every class. Students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**참여 규정:** 참여는 수업 클래스에서 필수요소이다. 모든 과목에서 학생들은 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 낙제할 수 있다.

**Assignments Completion Policy:** All assignments will be submitted through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested to the instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.

**과제 제출 규정:** 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.

### 1. Rubric for Midterm: Cultural Context Project PPT (PLO #1/CLO #2) (20%)

Students are required to submit 15 to 20 slides of powerpoint about diverse cultural group’s genetics in cultural context, health beliefs and health promotion behaviors, lifestyle, food culture, main health problems, and health care delivery system. Students should also include application in their working nursing practice. Students present for 40 min addition to 30 min Q&A in Zoom synchronous online class as a group of 2-3. Students who are presenting should lead the discussion about their topic. The rest of the students should be able to discuss selected cultural issues.

1. Latin American Culture
2. African American Culture
3. Chinese American Culture
4. Philipino American Culture
5. Armenian American Culture
6. Indian American Culture
7. American Jewish Culture
8. Korean American Culture

This assignment is to achieve for the course learning objective #2; Identify the generic and health beliefs, expressions, life patterns, and health behaviors, major health problems of selected **diverse cultural groups predominantly encountered in health care settings**

Criteria	1 Points	1 Points	1 Points	1 Points	1 Points	Total points
<b>1. Attitude (5) Openness</b> to personal growth	Consistently seeks and integrates experiences that broaden understanding of one’s own culture and the culture of others	Initiates, engages, develops, and values interactions with one’s own and the culture of others	Demonstrates ability to assess the impact of interactions	Demonstrates ability to assess the impact of assumptions, judgments, and/or biases related to one’s own and other cultures.	Demonstrates positive attitudes to their own and different cultures.	
Criteria	<b>Excellent Work 5</b>	<b>Meets Expectations 4</b>	<b>Needs Improvement 3</b>	<b>Not Acceptable 2</b>		
<b>2. Knowledge (5) Cultural Self-awareness</b> Obtaining knowledge of self and others	<b>___ Points</b> Well identify each generic and health beliefs, expressions, life patterns, and health behaviors, major health problems of selected diverse cultural groups.	<b>___ Points</b> Identify some of generic and health beliefs, expressions, life patterns, and health behaviors, major health problems of selected diverse cultural groups.	<b>___ Points</b> Identify generic and health beliefs, expressions, life patterns, and health behaviors, major health problems of selected diverse cultural groups with few missing topics.	<b>___ Points</b> Missing majority of the generic and health beliefs, expressions, life patterns, and health behaviors, major health problems of selected diverse cultural groups.		
<b>3. Knowledge (5) Cultural worldview frameworks</b>	<b>___ Points</b> Examines, compares and contrasts one’s own culture with	<b>___ Points</b> Articulates understanding of social, relationship, or other dynamics	<b>___ Points</b> Begins to demonstrate some understanding of social,	<b>___ Points</b> Demonstrates little or no understanding of social, relationship, or		

obtaining knowledge of self and others	the culture of others by incorporating diverse and multiple perspectives when working with others and is able to negotiate and facilitate a shared understanding.	important to one's own culture and members of other cultures.  Mostly incorporates diverse and multiple perspectives when working with members of one's own and other cultures and is able to negotiate a shared understanding.	relationships, or other dynamics important to one's own culture and members of other cultures.  Demonstrates skills to work with members of one's own and other cultures intermittently or in some limited contexts and can sometimes negotiate a shared understanding.	other dynamics important to one's own culture and members of other cultures.  Poorly demonstrates skills to work with members of one's own and other cultures intermittently or in some limited contexts and can sometimes negotiate a shared understanding.		
<b>4.Application (5) Skills</b> using knowledge of self and others to improve intercultural relationships	<b>___ Points</b>  Clearly demonstrates ability to assess the impact of incorporating multiple and diverse perspectives when working with one's own and other cultures in predominantly encountered in their health care settings	<b>___ Points</b>  Demonstrates ability to assess the impact of incorporating multiple and diverse perspectives when working with one's own and other cultures in predominantly encountered in their health care settings	<b>___ Points</b>  Demonstrates limited ability to assess the impact of incorporating multiple and diverse perspectives when working with one's own and other cultures in predominantly encountered in their health care settings	<b>___ Points</b>  Unable to assess the impact of incorporating multiple and diverse perspectives when working with one's own and other cultures in predominantly encountered in their health care settings		

**2. Rubric for Diverse Cultural Concepts Paper in APA (10%) 4-5 pages**

Criteria	Excellent Work 5	Proficient 3	Meets Expectations 4	Needs Improvement 2	Unacceptable 1	Total points
<b>Writing Composition (Spelling, Grammar, Sentence Structure) (5)</b>	<b>___ Points</b>  -An occasional error may occur, but writing, grammar, spelling, transitions, readability, and sentence structure are essentially error free.	<b>___ Points</b>  -Some minor errors (1-3 errors) may occur with spelling, grammar, transitions, and sentence structure but are not consistent throughout. -Errors do not interfere with the readability or	<b>___ Points</b>  -Frequent errors (4-5 errors) occur with spelling, grammar, transitions, sentence structure, and readability throughout.	<b>___ Points</b>  -Numerous errors (6-7 errors) occur with spelling, grammar, transitions, and sentence structure, throughout, indicating that little effort was placed on understanding the format guidelines	<b>___ Points</b>  -Countless errors (>8 errors) occur with spelling, grammar, transitions, and sentence structure, throughout, which makes it very difficult to read and understand the information presented.	



		comprehension of information.				
<b>References &amp; APA Format (5)</b>	<b>___ Points</b> -An occasional error may occur, but the paper is essentially error-free, following APA format in the body of the paper and reference page.	<b>___ Points</b> -Some minor errors (1-3 errors) may occur with APA format, but errors are not consistent throughout the paper.	<b>___ Points</b> -Frequent errors (4-5 errors) occur with APA format throughout the paper.	<b>___ Points</b> -Numerous errors (6-7 errors) occur with APA format consistently throughout the paper, indicating that little effort was placed on understanding the format guidelines	<b>___ Points</b> -Countless errors (>8 errors) occur with APA format consistently throughout the paper, which makes it very difficult to read and understand the information presented.	

### 3. Rubric for Final assignment: Mind Map Presentation (30%)

자신이나 혹은 환자의 Transcultural Nursing care의 개념을 Mind map 으로 표현하는 것입니다. 종이로 mind map 기본 형식을 이용하여 표현하고, 이를 사진으로 PPT 형식으로 발표하고, 다른 학생들과의 자유토론을 통해 의사소통술을 익히고 다문화 개념을 확고히 한다.

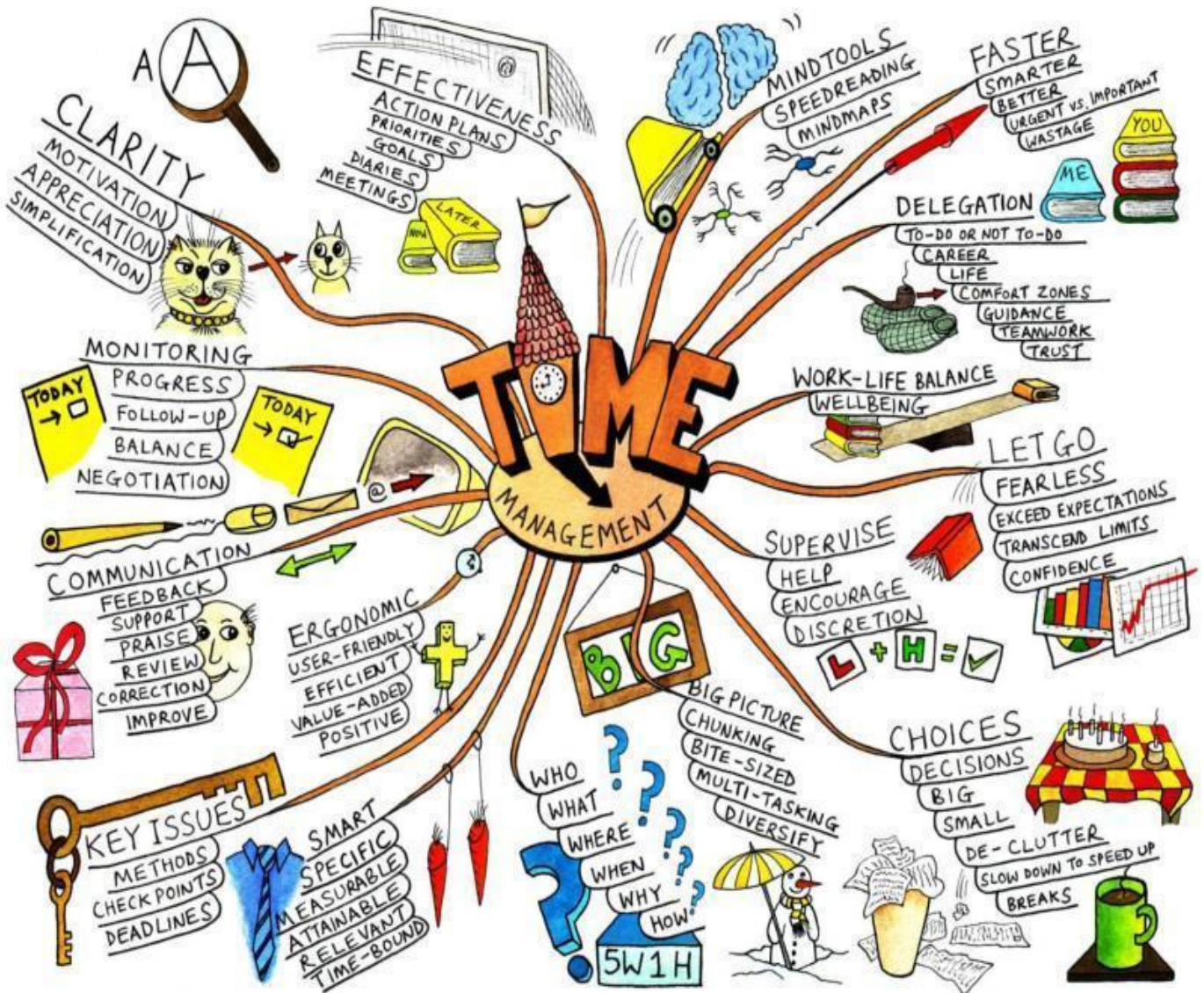
Due Date: 12월 1일 밤 11:59시

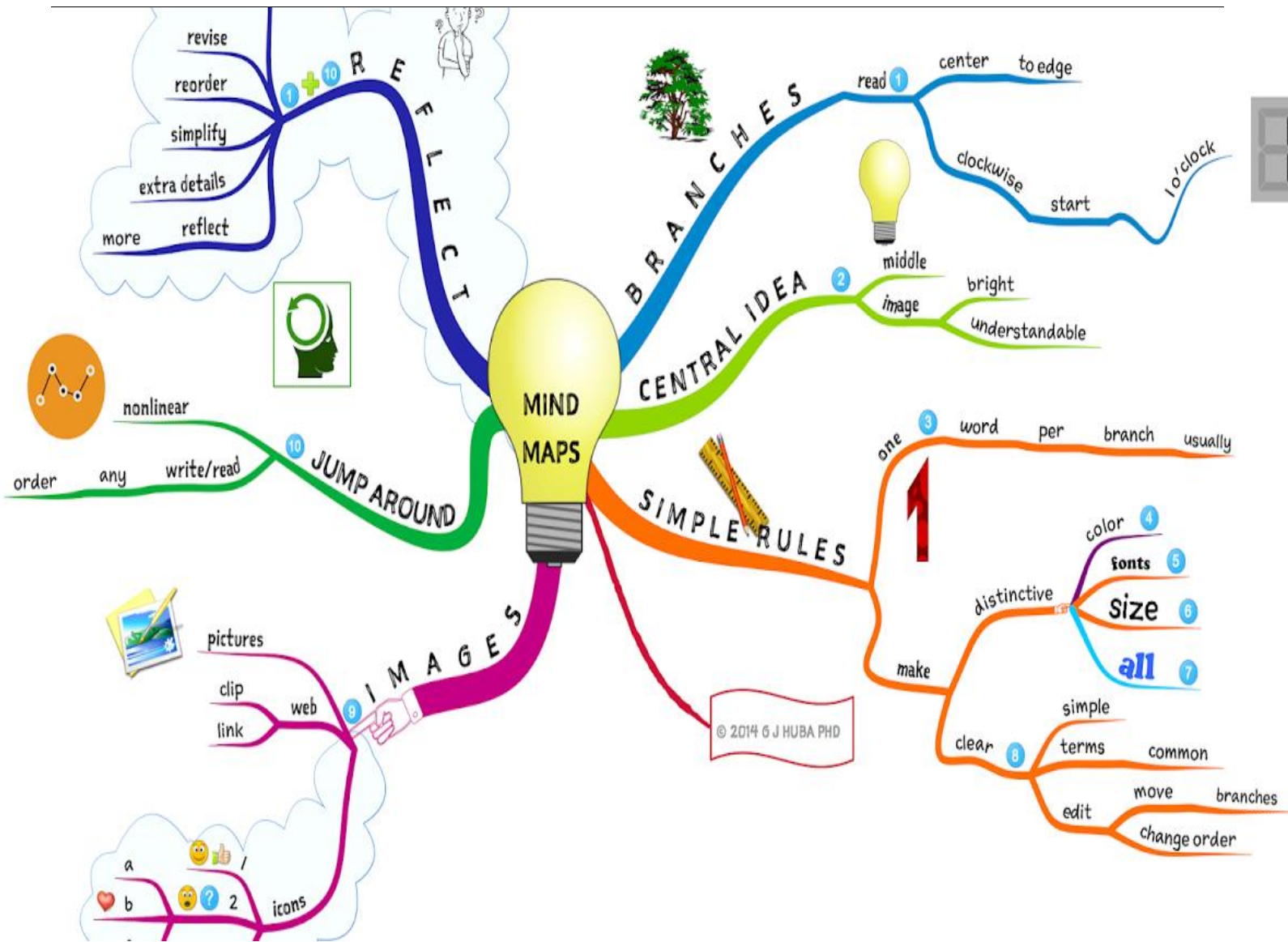
제출방법: 무릎에 사진으로 (PDF 화일 형식 or ppt 화일 - image) 제출, 원본은 우편/인편으로 간호학과 학과사무실로 제출

Criteria	3 Points	3 Points	3 Points	3 Points	3 Points	Total points
<b>Content Knowledge 내용(15)</b>	<b>___ Points</b> -Follows all requirements for the assignment. Well organized the structures Branch/Image /Color/icone of Mind map and well presented transcultural concepts	<b>___ Points</b> -The <b>core image</b> represents transcultural nursing concept very well organized the mind map's structure such as Branch/Image /Color/icone and presented transcultural concepts	<b>___ Points</b> -Well categorized and divided each main branch by subtopic poor understanding of mind map structure: 2/4 missing mind map's structures	<b>___ Points</b> -Well divided each smaller branch as same level and subconcept mission most ¾ of mind map structures	<b>___ Points</b> -Well connects main and subconcepts with represented icons and images. missing all mind map structure such as branch, image, color, icone	
Criteria	<b>Excellent Work</b>  5	<b>Meets Expectations</b>  4	<b>Needs Improvement</b>  3	<b>Not Acceptable</b>  2		

<p><b>Flow of Content(5)</b></p>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Well-organized.</li> <li>-Information flows in logical and interesting sequences.</li> <li>-Easy to read, follow, and understand throughout.</li> <li>-Captures the reader’s attention</li> <li>-Conveys well-rounded knowledge of the topic.</li> </ul>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Organized.</li> <li>-Information flows in logical and interesting sequences.</li> <li>-Easy to read, follow, and understand through most of the presentation.</li> </ul>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Organization, sequence, and flow of presentation are difficult to follow at times.</li> <li>-Information is difficult to read or understand in a few areas.</li> </ul>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Paper is not well organized.</li> <li>-Information is difficult to read, understand, and follow throughout most of the paper.</li> </ul>		
<p><b>Communication (5)</b></p>	<ul style="list-style-type: none"> <li>-Excels in fully presenting what is known about the topic with professional communication.</li> <li>-Presents information using clear and concise language in an organized manner</li> </ul>	<ul style="list-style-type: none"> <li>-Presents information in an organized manner and professional communication</li> <li>-Somewhat demonstrates critical and spiritual competence but with less elaboration</li> </ul>	<ul style="list-style-type: none"> <li>-Presents information using understandable communication but it’s somewhat disorganized</li> <li>-Briefly demonstrates critical and spiritual competence</li> </ul>	<ul style="list-style-type: none"> <li>- Presents information that is not clear, logical, or organized to the point that no professional communication is shown</li> </ul>		
<p><b>Clarity, Critical Thinking (5)</b></p>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Concisely explains the topic.</li> <li>- Consistently analyzes information, offers insight, and draws conclusions.</li> <li>-Excels in presentation of ideas.</li> <li>-Scholarly work.</li> </ul>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Explains the topic.</li> <li>-Presents information about the topic.</li> <li>-Some analysis, insight, and conclusions offered.</li> <li>-Scholarly work.</li> </ul>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Major aspects of the topic are presented, but content lacks insight and analysis.</li> </ul>	<p>____ Points</p> <ul style="list-style-type: none"> <li>-Information is basic.</li> <li>-Major aspects of the topic are missing or inadequate.</li> <li>-Lacks insight, analysis, and conclusions.</li> <li>-Reader gains little understanding of the topic.</li> </ul>		

# Mind Maps





### 3. Rubric for Class Participation (10%)

	3	2	1	0
Attendance/ Promptness	<p>Students are always prompt and regularly attend classes on time.</p> <p>학생들은 항상 신속하고 정기적으로 정시에 수업에 참석하여 face-to-</p>	<p>Students are late to class and cannot do face-to-face interaction during class for 1-3 times.</p> <p>학생들은 1-3회 수업에 지각하며 face-to-face</p>	<p>Students are late to class and cannot do face-to-face interaction during class for 4-6 times.</p> <p>학생들은 4-6회 수업에 지각하며 face-to-face</p>	<p>Students are late to class and cannot do face-to-face interaction during class for 7 or more times.</p> <p>학생들은 7회 이상 수업에 지각하며 face-to-face</p>

	face interaction을 한다.	interaction을 할 수 없다.	interaction을 할 수 없다.	interaction을 할 수 없다.
Openness	<p>Students always have positive attitudes and are open minded during class. Students incorporate or build off of the ideas of others.</p> <p>학생들은 항상 긍정적인 태도를 갖고 수업 중에 열린 마음으로 수업에 임한다. 학생들은 다른 사람들의 아이디어를 통합하거나 구축할 수 있다.</p>	<p>Students sometimes have positive attitudes and are open minded during class. Students lack the ability to incorporate or build off of the ideas of others.</p> <p>학생들은 때때로 긍정적인 태도를 갖고 수업 중에 열린 마음으로 수업에 임한다. 학생들은 다른 사람의 아이디어를 통합하거나 구축하는 능력이 부족하다.</p>	<p>Students have a restricted attitude during class so they have a hard time accepting and cooperating with other students.</p> <p>학생들은 수업 시간에 경직된 태도로 다른 학생들을 받아들이지 못하고 협력하는데 어려움이 있다.</p>	<p>Students cannot concentrate and easily distract the class so they cannot accept and cooperate with other students.</p> <p>학생들은 전혀 수업에 집중할 수 없고 쉽게 주의를 분산시키며 다른 학생들을 받아들이거나 협력하지 않는다.</p>
	4	3	2	0
Level of Engagement In Class	<p>Students proactively contribute to class by offering ideas and asking questions <u>more than once</u> per class.</p> <p>학생들은 아이디어를 제공하고 매 수업마다 한 번 이상 질문을</p>	<p>Students proactively contribute to class by offering ideas and asking questions <u>once</u> per class.</p> <p>학생들은 매 수업마다 한 번씩 아이디어를 제공하고 질문을 함으로써</p>	<p>Students <u>rarely</u> contribute to class by offering ideas and asking questions.</p> <p>학생들은 아이디어를 제공하고 질문을 함으로써 수업에 거의 기여하지 못한다.</p>	<p>Students <u>never</u> contribute to class by offering ideas and asking questions.</p> <p>학생들은 아이디어를 제공하고 질문을 함으로써 수업에 전혀 기여하지 못한다.</p>

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	함으로써 적극적으로 수업에 기여한다.	적극적으로 수업에 기여한다.		
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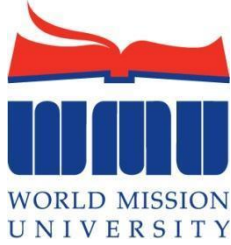
## PLO-CLO Chart

### NUR301 Transcultural Nursing

#### Course Description

This course provides students with an in-depth understanding of a select culture in health care delivery. The student can understand clients' cultural needs and clinical phenomena within a cultural context. This identifies the generic, health beliefs, behavior patterns, cultural awareness, communication, and nursing practices of selected diverse cultural groups predominantly encountered in healthcare settings. Also, students explore and reflect upon their own cultural values and beliefs, and integrate these into interactions with individuals, families, and community in the context of culture and nursing care.

Program Learning Outcomes	Course Learning Outcomes	Assignments/ Course Requirements	Evaluation Standards	Results
1. Integrate nursing education to professional nursing practice	<p>CLO #1: Explore the constructs and concepts of the discipline of transcultural nursing (TCN) and their applications within nursing practice.</p> <p>CLO #2: Identify the generic and health beliefs, expressions, life patterns, and practices, major health problems of selected diverse cultural groups predominantly encountered in health care settings</p>	<p>Course Point Interactive Modules</p> <p>Class Participation</p> <p>Diverse Cultural Context Project PPT</p>	<p>Score</p> <p>Rubric</p> <p>Rubric</p>	
2. Demonstrate evidence-based practice with critical thinking.	CLO #4 Demonstrate the cultural competencies necessary for nursing practice (PLO #2)	Diverse Cultural Concepts in APA	Rubric	
3. Demonstrate professional communication with critical and spiritual competence.	CLO #3 Develop communication strategies through critical thinking with submitted written, visual, and oral presentation for the provision of culturally congruent/culturally competent care.	Mind Map Presentation	Rubric	
4. Demonstrate Leadership skills for health promotion during the life cycle.				
5. Apply systems, finances, and policies to professional nursing care.				



**NUR304**

**Soul Pain & Holistic Care 영적 고통과 전인 간호**

**Syllabus**

**Spring, 2021**

### 월드미션대학교 사명과 목표

#### Mission Statement

WMU empowers people through transformational biblical education to serve the church and impact the world for Christ.

#### 사명

월드미션대학교는 성경적 교육을 통해 변화 받아 교회를 섬기고 그리스도를 위하여 세상에 영향을 미치게 한다.

#### RN to BSN Program Learning Outcomes :

Upon completing this program, students will be able to:

- 1 Integrate nursing education to professional nursing practice;
- 2 Demonstrate evidence- based practice with critical thinking;
- 3 Demonstrate professional communication with critical and spiritual competence;
- 4 Demonstrate Leadership skills for health promotion during the life cycle;
- 5 Apply systems, finances and policies to professional nursing care.

#### 간호학과 (RN to BSN) 프로그램 학습 결과

이 학위과정을 마친 학생은 다음과 같은 능력을 갖추게 될 것이다.

- 1 간호 교육과 전문적 간호 실무를 통합할 수 있다.
- 2 비판적 사고를 통해 근거에 기초한 간호를 실천할 수 있다.
- 3 비판적이고 영적인 능력을 갖추어 전문적인 의사소통을 실천할 수 있다.
- 4 생애주기 동안 환자들의 건강 증진을 위한 리더십 기술을 적용할 수 있다.
- 5 전문적인 간호 업무에 제도와 재정 및 정책을 적용할 수 있다.

#### Instructor

강사 이름 및 연락처

Prof. Wonwoong Oh

Phone: 82-10-3154-7172

e-mail: [scottoh@wmu.edu](mailto:scottoh@wmu.edu)/ [scottoh@yonsei.ac.kr](mailto:scottoh@yonsei.ac.kr)

Class Hour 수업 시간

2<sup>nd</sup> session

Classroom 강의실

Online

Office Hour 면담 시간

- 1) Online responsive contact: by using Moodle Message anytime Professor is supposed to reply to the message or question within 24 Hrs. 질문방 활용 –무들 내 질문방을 활용하여 학습에 필요한 질문을 하거나 메시지 기능을 활용해 교수와 커뮤니케이션할 수 있으며 교수는 24시간 내에 답변할 것임
- 2) Synchronous contact: By using a web conference tool or internet phone.



Zoom 을 통한 실시간 면담 – (Los Angeles - US Pacific Time)

## Course Description 과목 소개

This course intends to understand nurses' physical and emotional labor including personal pain during their practices and explores the way in which nurses as caregivers care both themselves and patients using a holistic approach. In order to do so, this course will integrate theological and psychological methods and examine a wide array of daily and clinical practices that nurses experience.

본 강좌는 돌봄제공자(caregiver)인 간호사가 겪게 되는 고통을 이해하고 자신과 돌봄의 대상자들을 효과적으로 돌볼 수 있는 전인적 접근을 탐색한다. 이를 위해 일상과 임상 현장에서 경험하게 되는 다양한 이슈들을 신학적, 심리학적 방법들을 통해 다룰 것이다.

## PROGRAM LEARNING OUTCOMES (PLOs):

Upon completing this program, students will be able to:

1. Integrate nursing education to professional nursing practice
2. Demonstrate evidence- based practice with critical thinking
3. Demonstrate professional communication with critical and spiritual competence
4. Demonstrate Leadership skills for health promotion during the life cycle
5. Apply systems, finances and policies to professional nursing care

## Course Learning Outcomes (CLO)

### 학습 결과

At the completion of this course, students will be able to:

본 과정을 이수하게 되면, 학생들은 다음과 같은 능력을 갖추게 될 것이다.

1. 영적 고통에 대한 심리학적, 철학적, 신학적 이해를 가짐으로써 효과적인 전인간호의 기술을 사용할 수 있다.

Practice effective holistic care skills through psychological, philosophical, and theological understanding of soul pain.(PLO #3)

2. 자신의 간호 역량을 전인간호의 측면에서 평가하고 피드백함으로써 영적 고통을 돌보기 위한 커뮤니케이션 기술을 개발할 수 있다.

Develop communication skills to care for soul pain by evaluating and feedbacking their nursing competence in terms of holistic care.(PLO #3)

3. 임상현장에서 경험하고 있는 커뮤니케이션을 비판적으로 성찰하고 전인 간호를 가능하게 하는 커뮤니케이션 기술을 사용할 수 있다.

Critically reflect on their communication experiences in the clinical field and use communication skills to provide holistic care.(PLO #3)

**LEARNING OUTCOMES ALIGNMENT TABLE**

<b>ESSENTIAL</b>	<b>Program Learning Outcomes (PLO)</b>	<b>Course Learning Outcomes (CLOs)</b>
<b>ESS #8: Professional and Professional Value</b>	<b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b>	<b>CLO 1: Practice effective holistic care skills through psychological, philosophical, and theological understanding of soul pain(PLO #3)</b>
<b>ESS #1: Liberal Education for Baccalaureate Generalist Nursing Practice</b>	<b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b>	<b>CLO 2: Develop communication skills to care for soul pain by evaluating and feedbacking their nursing competence in terms of holistic care.(PLO #3)</b>
<b>ESS #8: Professional and Professional Value</b>	<b>PLO 3: Demonstrate professional communication with critical and spiritual competence.</b>	<b>CLO 3: Critically reflect on their communication experiences in the clinical field and use communication skills to provide holistic care.(PLO #3)</b>

**Prerequisites 수강 전 필수 사항**

Students can take online courses with their mobile devices. To do this, they should install the Moodle app in their mobile devices. It's available in Google Play, Apple Market, and Windows App Stores. Students can use Moodle app after they register the site address with "[moodle.wmu.edu](https://moodle.wmu.edu)" when the app prompt to input the site address, and then they can login with WMU Moodle ID and password that they already set up.

학생들은 온라인 강의를 자신의 모바일 기기에서도 들을 수 있으며 이를 위해서는 자신의 모바일 기기에 무들 앱을 설치해야 합니다. 안드로이드 운영 체제의 경우 Google Play에 가지거나 iPhone의 경우 App Store에, 윈도우 태블릿의 경우 Windows App Store에 가서서 Moodle Mobile 앱을 free로 다운 받은 후 앱을 실행시켜 site address를 입력하는 곳에 "moodle.wmu.edu"를 등록한 다음 본인의 WMU Moodle ID와 비밀번호로 로그인하면 현재 수강 중인 강의에 들어갈 수 있습니다."

### Course Format 수업 형식

1. Weekly asynchronous online lecture (30 min session x2/ per week), forum, and review quiz 동영상 강의(30분 강의 2개)와 토론과제, 리뷰퀴즈

### Required Reading 필수 교재

#### Recommended Reading 추천 교재

1. Judith Allen Shelly & Sharon Fish. *Spiritual care : the nurse's role*. Downers Grove. Ill: InterVarsity Press, 1988.
2. 김주환. 회복탄력성. 서울: 위즈덤하우스. 2011.
3. 오원웅. "돌봄제공자의 영성경험에 관한 연구-기독교인 임상 간호사의 하나님 경험과 관계성을 중심으로." 박사박위 논문, 연세대학교 대학원, 2011.
4. 권수영. *자기, 문화 그리고 하나님 경험*. 서울: 크리스천헤럴드, 2006.
5. 나카노 노부코. *우리는 차별하기 위해 태어났다*. 김해용 역. 서울: 동양북스. 2018.
6. 박영식. *그날, 하나님은 어디계셨는가-세월호와 기독교 신앙의 과제*. 서울: 새물결플러스. 2015.
7. Carrie Doehring. *목회적 돌봄의 실제-탈근대적 접근법*. 오오현, 정호영 역. 서울: 학지사. 2012.
8. Curt Thompson. *수치심*. 김소영 역. 서울: IVP. 2019.
9. Emmanuel y. Lartey. *상호문화 목회상담*. 문희경 역. 서울: 대서. 2011.
10. Eric L. Johnson. *기독교 심리학*. 전요섭, 김준수, 이은규, 안경승, 김영희, 변영인, 권은혜 역. 서울: CLC. 2012.
11. Geoffery Peterson. *부끄럽지 않은 수치심*. 천사무엘, 이미영 역. 서울: 동연. 2013.
12. Margaret Zipse Kornfeld. *공동체 돌봄과 상담*. 정은심 최창국 역. 서울: CLC. 2013.
13. Mark A. Stebnicki. *감정이입 피로 증후군*. 이달엽 역. 서울: 학지사. 2010.
14. Robert D. Enright. *용서치유*. 채규만 역. 서울: 학지사. 2005.
15. Whitney Hugh Missildine. *몸에 뱀 어린 시절*. 이석규 역. 서울: 가톨릭출판사. 2006.

### E-Resources 온라인 자료

- KISS 사용법

<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/kiss-%EC%82%AC%EC%9A%A9%EB%B2%95/>

- DBpia사용법

<http://elibrary.wmu.edu/dbpia%EC%82%AC%EC%9A%A9%EB%B2%95/>

- RISS 사용법

<http://elibrary.wmu.edu/%EC%97%B0%EA%B5%AC%EB%B0%A9%EB%B2%95/riss/>

- 인터넷 자료 사용법

<http://elibrary.wmu.edu/%EC%9D%B8%ED%84%B0%EB%84%B7-%EC%9E%90%EB%A3%8C-%ED%8F%89%EA%B0%80%EB%B2%95/>

## Course Requirements 과제 및 필수 사항

### 1. 퀴즈 및 출석 Quiz & Attendance (CLO #3): 20%

매주 온라인에 들어와서 강의내용을 바탕으로 퀴즈를 푼다. (무들)

### 2. 주중 토론 Weekly Discussion (CLO #2,3): 30%

학생들은 매주 토론 forum 에서 제시되는 주제를 가지고 그룹 토론에 참여한다.

(1) 각 학생은 자신의 논의를 목요일 밤 12시까지 무들에 올리고

(2) 자신이 속한 그룹원들의 글에 대한 댓글(최소 3개 이상)을 일요일 밤 12시까지 올리도록 한다.

### 3. 비판적 독서보고서 Critical Book Review (CLO #2,3): 20% APA format

\* 독서할 책(택1):

Curt Thompson. *수치심*. 김소영 역. 서울: IVP. 2019.

Emmanuel y. Lartey. *상호문화 목회상담*. 문희경 역. 서울: 대서. 2011.

Mark A. Stebnicki. *감정이입 피로 증후군*. 이달엽 역. 서울: 학지사. 2010.

Robert D. Enright. *용서치유*. 채규만 역. 서울: 학지사. 2005. 김주환. *회복탄력성*. 서울: 위즈덤하우스. 2011.

Whitney Hugh Missildine. *몸에 밴 어린시절*. 이석규 역. 서울: 가톨릭출판사. 2006.

비판적 독서 보고서 작성 방법(10point. 3장) ---

1) 저자가 말하고자 하는 것은 무엇인가?(자신이 생각하는 핵심을 간단히 요약)

2) 자신이 책의 제목을 바꾼다면 어떻게 바꾸겠는가? 그 이유는 무엇인가?

3) 당신이 독서한 책의 개정판을 낸다면 당신은 어떤 내용으로 책의 내용을 다시 구성해 보겠는가?

4) 책을 통해 경험한 자신의 변화는 무엇인가?

5) 책의 내용을 성찰한 후 당신의 삶의 자리에서 구체적으로 실천할 수 있는 영적 돌봄은 무엇인가?

Due Date: 26-Apr

### 4. 기말보고서 Final Paper (CLO #1,2): 30% APA format

영적 사건 보고서

1) 지금까지의 경험 중 자신의 삶에 가장 큰 영향을 준 영적 고통을 기술하라.

2) 당신의 영적 고통에 이름을 붙여보라. 왜 그렇게 이름을 붙였는가?

- 3) 고요한 곳에서 영적 고통의 이름을 불러보라. 그 고통이 당신에게 무슨 말을 걸어오는지 상상해 보라.
- 4) 본 강좌를 통해 알게 된 신학적/심리학적/철학적 지혜를 통해 당신의 영적 고통을 어떻게 돌볼 것인지 전인적 건강이라는 차원에서 구체적인 계획을 기술해 보라.
- 5) 한 학기 동안 당신이 수행한 학문적 노력에 스스로 점수를 매겨보라(A~F). 그 이유는 무엇인가?  
Due Date: 24-May

**Grading 성적 평가**

Grading					
Grade	GPA	Numeric Description	Grade	GPA	Numeric Description
A	4.0	93+	A-	3.7	90-92
B+	3.3	88-89	B	3.0	83-87
B-	2.7	80-82	C+	2.3	78-79
C	2.0	73-77	C-	1.7	70-72
D+	1.3	68-69	D	1.0	63-67
D-	0.7	60-62	F	0.0	0-59

“I”, “F” 학점 규정

- a. “I” 학점: 위급한 상황으로 학업을 정상적으로 마칠 수 없을 경우, 부총장으로부터 “I” 학점 허락을 받고 한 학기 안에 모든 것을 완료하여야 하고, 한 학기 이후에는 “I” 가 “F”로 자동 변경됩니다.
- b. “F” 학점: 변경할 수 없으며 재수강을 할 경우, “B+” 이상을 넘을 수 없습니다.

**Course Schedule 강의 일정**

Wk	Calendar	Lesson	Assignment	Discussion
Wk 1	3/30 - 4/5	돌봄제공자(caregiver)의 정체성과, 영적 고통 이해 Caregiver’s Identity & Understanding of Soul Pain	Judith Allen Shelly & Sharon Fish. <i>Spiritual care. Ch.10.</i> Mark A. Stebnicki. [감정이입 피로 증후군]. Ch.1&Ch.2	
Wk 2	4/6 - 4/12	전인건강과 영혼 돌봄 Holistic Health and Soul Care	Howard Clinbell. [전인건강].	
Wk 3	4/13 - 4/19	괴롭힘(태움)문화와 영혼돌봄 Bullying in Nursing and Soul Care	나카노 노부코. [우리는 차별하기 위해 태어났다] Ch.1~Ch.3	
Wk 4	4/20 - 4/26	수치심과 영혼돌봄 Shame and Soul Care	Geoffery Peterson. [부끄럽지 않은 수치심]. Ch.1	Mid-Term Exam

				Critical Book Review
Wk 5	4/27 - 5/3	사람 의존성과 영혼돌봄 People Dependency and Soul Care	Bruce Litchfield & Nellie Litchfield. [하나님께 마로서기].	
Wk 6	5/4 - 5/10	공감과 영혼 돌봄 Empathy and Soul Care	Emmanuel y. Lartey. [상호문화 목회상담]. Ch.5	
Wk 7	5/11 - 5/17	위기와 영혼돌봄 Crisis and Soul Care	박영식. [그날, 하나님은 어디계셨는가-세월호와 기독교 신앙의 과제] Margaret Zipse Kornfeld. [공동체 돌봄과 상담]. Ch3.	
Wk 8	5/18 - 5/24	내면아이와 영혼 돌봄 Inner Child and Soul Care	Whitney Hugh Missildine. [몸에 밴 어린시절]	Final Exam

**Academic Integrity Commitment 학문적 정직성**

기독교학교의 학생으로서 우리 모두는 기독교인이 지녀 할 성품을 학업에 반영할 것을 재확인한다. 모든 학업 활동에 있어서 정직하게 임할 것을 서약하며, 아울러 성적, 학위 또는 출판물보다 지적인 참여와 개인의 신실함에 보다 높은 가치를 부여하는 공동체를 추구한다.

정직의 유지와 질적인 교육은 WMU의 각 학생의 책임이다. 학업과 관련된 부정행위나 표절행위는 학생이 퇴학을 당하거나, 정학을 당하거나, 어떤 처벌을 받는 위반 행위이다. 부정행위는 학생의 질을 떨어뜨릴 뿐만 아니라 정직하게 공부하고 일하는 사람들의 사기를 떨어뜨리는 심각한 위반 행위이다.

학생들은 학교 카다록에 명시된 대로, 학문적 정직성에 대한 약속을 숙지하기 바란다. 학문적 정직성에 위배되는 것으로 다음과 같은 사항이 해당됨을 공식적으로 표명한다.

- A. **Cheating:** 의도적으로 허가되지 않은 자료, 정보, 참고서를 쓰거나 쓰려고 한 경우
    - 1. 시험을 임하는 학생들은 외부의 도움(책, 노트, 계산기, 남들과의 대화)은 교수가 특별히 허락하지 않은 한 금지되어 있다.
    - 2. 학생은 교수로부터 미리 허락 받지 않고 남을 위해 공부자료를 준비하거나 연구를 해주는 것이 허락되지 않는다.
    - 3. 한 과목에서 쓰여진 공부, 과제물의 많은 양을 다른 과목에 허가 없이 사용할 수 없다.
  - B. **위조(Fabrication):** 의도적으로 거짓이나 정보의 허위조작.
  - C. **부정행위를 돕는 것(Facilitation academic dishonesty):** 의도적으로나 알면서 남들이 부정행위를 하는 것을 돕거나 시도할 경우.
  - D. **표절행위(Plagiarism):** 의도적으로 남의 일, 생각, 작업을 표절하여 자신의 것처럼 도용하는 경우.
- 이와 같은 위반 행위는 과제 혹은 과정이 F 학점으로 처리되는 결과를 낳게 될 것이며, 학문적 정직성 위원회에 보고되어, 학업 정직성 위원회는 규정에 따라 제재 조치를 시행할 것이다. 반복되는 위반행위가 증명될 시에는 공식적인 훈계 절차 과정을 밟게 될 것이다.

**At the beginning of this course we, as faculty and students, reaffirm our commitment to be beyond reproach in our academic work as a reflection of Christian character. We commit to honesty in all aspects**

of our work. We seek to establish a community which values serious intellectual engagement and personal faithfulness more highly than grades, degrees, or publications.

Students are expected to review and understand the commitments to academic integrity as printed in the catalogue. The following violations of these commitments will be firmly addressed formally:

- Submitting the same work in whole or in part in more than one course without the permission of the professor(s);
- Submitting as one's own work paper(s) obtained from another source;
- Plagiarism, i.e., large and/or multiple unattributed quotations or paraphrases of ideas from published or unpublished sources;
- Unpermitted collaboration in preparing assignments;
- Cheating on exams by any means;
- Aiding another student on papers and tests in violation of these commitments.

Any of these violations will result in a failing grade on the assignment and possibly in the course, and will be reported to the Academic Integrity Group which may impose further sanctions in accordance with the Academic Integrity Policy. Evidence of repeated violations will result in a formal disciplinary process.

### Expanded Bibliography 추가 참고 문헌

Burkhardt, M. A. & Nagai-Jacobson, M. G. "Reawakening spirit in clinical practice." *Journal of holistic Nursing*. 12(1) (1994). 9-22.

Dossey, B. M. & Dossey, L. Attending to holistic care: It's time that we listened to our patients' concerns about soul and spirit. *American Journal of Nursing*, 98(8) (1998). 35-38.

Dossey, B. M., Keegan, L., & Guzzetta, C. E. *Holistic nursing: A handbook for practice* (4<sup>th</sup> Ed.). Gaithersberg: Aspen, 2005.

Kottow, M. H. "Between caring and curing." *Nursing Philosophy*, 2 (2001). 53-61.

McKivergin, M., & Daubenmire, M. J. "The healing process of presence." *Journal of holistic nursing*, 12(1) (1994). 65-81.

### Online Course Policy 온라인 수업 규정

**Computer Requirement:** Students need to have an up-to-date browser, operating system and some additional software on the computer to take this class. Check the Moodle for Student Service for the technical support. If students need technical assistance at any time during the course, you can visit the Student Services in Moodle or email IT technician, [bomarch@wmu.edu](mailto:bomarch@wmu.edu).

**컴퓨터 조건:** 학생들은 수업을 듣기 위해 최신 업데이트된 브라우저가 컴퓨터에서 지원되어야 하며 작동 시스템과 수업에 필요한 추가적인 소프트웨어가 구비되어 있어야 한다. 기술 지원을 위해서는 무들 내에 있는 학생 서비스를 참고하면 된다. 만약 학생들이 수업을 듣는 중에 언제든지 기술적인 지원이 필요하다면, 무들 내에 있는 학생 서비스에 들어가거나 IT 과장에게 연락한다. [bomarch@wmu.edu](mailto:bomarch@wmu.edu)

**Moodle Message:** In every course MOODLE MESSAGE will be used. Student can check the message in the Moodle system. Please check student's own messages regularly.

**무들 메시지:** 무들 내에서는 메시지 기능을 활용한다. 학생들은 무들 안에서 메시지를 확인할 수 있으며 자신의 메세지함을 정기적으로 점검하도록 한다.

**Q&A:** In online courses it is normal to have many questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the Q&A forum in the Moodle.

**질의응답:** 온라인 수업은 과제, 자료, 평가 등 수업에 대한 많은 질문이 있을 수 있다. 과목마다 질의응답방(Q&A방)이 준비되어 있으므로 자신의 질문사항을 그 곳에 올린다.

**Participation Policy:** Participation is essential in an online class. In every course students are required to participate as if they were in a face-to-face course. Students will have to complete the discussion assignments, lesson assignments and quizzes on a timely basis. Consistent failure to participate in class will result in being dropped from the course.

**참여 규정:** 참여는 온라인 클래스에서 필수요소이다. 모든 과목에서 학생들은 교실수업과 똑같이 학습에 참여해야 한다. 학생들은 토론, 과제, 퀴즈 등에 대해 정해진 시간에 참여해야 한다. 계속되는 불참으로 인해 해당 과목에 대해 낙제할 수 있다.

**Assignments Completion Policy:** All assignments for the course will be submitted electronically through the Moodle unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date. Extensions will not be given beyond the next assignment except under extreme circumstances. All discussion assignments must be completed by the assignment due date and time.

**과제 제출 규정:** 모든 과제는 별다른 안내가 없으면 무들 내에서 모두 제출되어야 한다. 과제는 정해진 시간 내에 반드시 제출해야 하며 특별한 경우 교수에게 미리 제출에 관한 안내를 받는다. 기간 연장은 특별한 경우를 제외하고 허락되지 않는다. 토론은 정해진 시간 내에 반드시 이루어져야 한다.



## PLO-CLO Chart

NUR304 Soul pain & Holistic Care				
Course Description				
Program Learning Outcomes	Course Learning Outcomes	Assignments/ Course Requirements	Evaluation Standards	Results
1. Integrate nursing education to professional nursing practice.				
2. Demonstrate evidence-based practice with critical thinking.				
3. Demonstrate professional communication with critical and spiritual competence.	1. Practice effective holistic care skills through psychological, philosophical, and theological understanding of soul pain. 2. Develop communication skills to care for soul pain by evaluating and feedbacking their nursing competence in terms of holistic care. 3. Critically reflect on their communication experiences in the clinical field and use communication skills to provide holistic care.	1. Quiz 2. Discussion 3. Book Review 4. Final Paper	Score Score Score Rubric	
4. Demonstrate Leadership skills for health promotion during the life cycle.				
5. Apply systems, finances and policies to professional nursing care.				

## Critical Book Review Rubric

평가 항목	1 부족함	2 평균	3 잘함
창의적 글쓰기	1) 보고서의 주제를 파악하지 못함 2) 사용한 문장의 내용이 미흡하고 형식이 부적절함	1) 보고서의 주제에 어느 정도 부합함 2) 사용한 문장의 내용과 형식이 적절하나 창의성과 통찰은 보통의 수준임	1) 보고서의 주제가 효과적으로 드러남 2) 사용한 문장의 내용과 형식이 창의적이고 다양한 통찰을 담고 있음
비판적 독서	책의 내용에 대한 비판적 성찰이 이뤄지지 않았고, 저자의 아이디어에 대한 발전적 제안을 하지 않음	책의 내용에 대해 비판적 성찰이 미흡하고, 저자의 아이디어에 대한 발전적 제안이 충분하지 않음	책의 내용에 대해 비판적 성찰이 충분히 이뤄졌고, 저자의 아이디어를 발전시킴
이론의 실천	책을 통해 획득한 통찰이 부족하고 실천을 위한 액션플랜 역시 부족함.	책을 통해 획득한 통찰을 실천으로 옮기는 액션플랜이 미흡함	책을 통해 획득한 통찰을 자신의 삶의 자리에서 효과적으로 실천할 수 있는 액션플랜을 수립
자기성찰	책의 내용을 통한 영적돌봄을 수행하는 간호사로서의 자기 성찰이 거의 이루어지지 않음	책의 내용을 통한 영적돌봄을 수행하는 간호사로서의 자기성찰이 미흡함	책의 내용을 통해 영적 돌봄을 수행하는 간호사로서의 자신을 충분히 비판적으로 성찰함

**Final Paper RUBRIC**

평가 항목	1 부족함	2 평균	3 잘함
창의적 글쓰기	1) 보고서의 주제를 파악하지 못함 2) 사용한 문장의 내용이 미흡하고 형식이 부적절함	1) 보고서의 주제에 어느 정도 부합함 2) 사용한 문장의 내용과 형식이 적절하나 창의성과 통찰은 보통의 수준임	1) 보고서의 주제가 효과적으로 드러남 2) 사용한 문장의 내용과 형식이 창의적이고 다양한 통찰을 담고 있음
이론의 적절한 적용과 실천	강좌에서 다룬 이론에 대한 이해가 부족하여 적절한 적용과 실천이 이루어지지 않음	강좌에서 다룬 이론의 이해의 수준이 보통이며 실천과 적용의 내용이 피상적임	강좌를 통해 이해한 이론을 적절히 이해하고 자신의 삶의 정황에 알맞게 적용함

<p>자신에 대한 통찰</p> <p>효과적 의사소통에 대한 이해</p>	<p>자신의 영적 고통과의 직면을 회피하고 돌봄제공자로서 스스로를 성장시키고 회복시키려는 의지와 통찰이 부족함</p> <p>기독교간호사로서 치료적 의사소통에 대한 이해와 실천에 대한 의지가 부족함</p>	<p>자신의 영적 고통과 전인적 건강의 회복에 대한 통찰이 미흡함</p> <p>기독교간호사로서 치료적 의사소통에 대한 이해와 실천에 대한 의지가 미흡함</p>	<p>자신이 경험한 영적 고통과 마주하는 용기를 실험하고, 영적 고통을 오히려 성장의 계기로 삼을 수 있는 통찰에 이름</p> <p>효과적인 의사소통에 대한 이해가 충분하고 실천하고자 하는 의지가 높음</p>
<p>학업 성취에 대한 자기평가의 적절성</p>	<p>학업 성취에 대한 자기평가가 비합리적임</p>	<p>학업 성취에 대한 자기평가가 어느 정도 타당함</p>	<p>자신이 수행한 학업 성취 수준에 대한 평가가 적절함</p>

**Assessment Analysis**