



Course Syllabus: Transitions to the BSN Role
College of Robert D. & Carol Gunn College of Health Sciences & Human Services
NURS 3713 X10

Fall 2026

Contact Information

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Course Description

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1. This course focuses on the Baccalaureate-prepared nursing role with emphasis on the following concepts: clinical judgment, communication, health information technology, health promotion, patient education, professionalism, and teamwork and collaboration. Safety, ethics, and legal concepts are also considered. The roles of the Baccalaureate-prepared nurses and standards that define professionalism are explored.

Learning Experiences:

Independent study and self-directed learning, readings, peer-to-peer and feedback discussion boards, case study analysis, reflective writing, technology-based learning activities, evidence-based practice & health promotion planning, patient education development, collaborative learning and team presentation all-encompassing professional role development exercises.

AACN Essentials:

In the AACN Essentials below, the following: Essential I: Knowledge for nursing practice, Essential II: Person – Centered Care, Essential IV: Scholarship for Nursing Practice, Essential V: Quality & Safety, VI: Interprofessional Partnerships, VII: Systems- Based Practice, VIII: Informatics and Healthcare Technologies, Essential IX: Professionalism, and X: Personal, Professional, and Leadership Development. For further information regarding the AACN Essentials

identified for each course objective, refer to <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

DEC Competencies: In the DEC Competencies below, the following designations apply: II, IV, V, VI: VIII, IX For further information regarding the competencies identified for each course objective, refer to https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Course Objectives	AACN Essentials	DEC Competencies
By the end the course, students will be able to:		
1. Examine the impact of health policy and regulation on the nursing profession and the delivery of.	VII, VIII, X	I. I(A), I(B), I(C), I(E), I(F), I(G); IV. IV(H)
2. Identify the social, political, cultural, and economic factors and trends that have influenced the development of professional nursing	III, VII, X	I(A), I(B), I(E), I(F), I(G)
3. Discuss role transition and socialization of nursing issues.	X	I(A), I(B), I(C), I(D), I(F)
4. Discuss how selected nursing theoretical works guide the practice of.	IX, X	I(B), I(C), I(F); II(A), II(B)
5. Identify the attributes of altruism, autonomy, human dignity, integrity, and social justice in developing a professional self-concept.	IX, X	I(A), I(B), I(C), I(D), I(E), I(F)
6. Identify the scope of nursing practice, inclusive of standards of practice, ethics, accountability, responsibility, and legalities within the framework of the nursing process.	I, IX, X	I(A), I(B), I(C), I(D), I(E), I(F)
7. Discuss the BSN role in healthcare quality and safety using structure, process and outcome measures to identify clinical questions and describe the process of changing current practice.	IV, V, VII	III(A), III(B), III(C), III(D), III(E), III(F); I(F)
8. Relate current healthcare policy, financial and regulatory issues to BSN nursing practice.	VII, IX	I(A), I(E), I(F), I(G); IV(H)

Course Objectives	AACN Essentials	DEC Competencies
By the end the course, students will be able to:		
9. Analyze the nature of collaborative approaches and multidisciplinary approaches to client care with selected health care systems.	VI, VII	V(A), IV(B), IV(C), IV(D), IV(E), IV(F), IV(G), IV(H)
10. Analyze and propose culturally sensitive and developmentally appropriate health services and education programs to maintain or restore health status.	II, IV	II(A), II(B), II(C), II(D), II(E), II(F), II(G); IV(A), IV(B)
11. Use introspection and conscious examination of personal beliefs and value systems to increase sensitivity, respect, and caring for diverse populations.	II, IV, IX, X	I(B), I(C), I(D), I(F); II(A), II(B), II(E)
12. Discuss the role of the baccalaureate prepared nurse in promoting professional healthcare to diverse groups and populations.	II, IX, X	II(A), II(B), II(E), II(F), II(G); IV(A), IV(B), IV(H)
13. Describe the effects of effective collaboration and communication on improvement of healthcare outcomes for groups and populations.	II, VI	IV(A), IV(B), IV(C), IV(D), IV(E), IV(F), IV(G), IV(H); III(C), III(D)

Course Content

See Calendar of events for the specific topics of class discussion, their related concepts, and required reading for this course.

Student Learning Outcomes

1. Graduates will demonstrate understanding of the professional BSN role in collaboration across a variety of health care settings by achieving a minimum passing score of 80 or better on the Collaborative Practice Presentation Assignment. (Assessment method: 90% of the students will score at least 80% average on the Collaborative Practice Presentation Assignment.)
2. Graduates will Achieve a passing score of 80 or better on the Professional Role Development Assignment. (Assessment method: 90% of the students will score at least 80% average on the Role Development Assignment.)

Textbook & Instructional Materials

Required textbook

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington D.C.

Hughes, R.G. (2008). *Patient safety and quality: An evidence-based handbook for nurses*. Rockville, M.D. Agency for Health Care Research and Quality. [Patient safety and quality](#). **(PDF posted in course)**

Masters, K. (2020). *Role development in professional nursing practice*. Burlington, MA: Jones & Bartlett Learning.

Patrician, P. A., Campbell, C. M., Javed, M., Williams, K., Fouts, L., Hamilton, W. M., House, S., & Swiger, P. A. (July/August, 2024). Quality and safety in nursing: Recommendations from a systematic review. *Journal of Healthcare Quality*, 46 (4), 203 – 219. DOI: 10.1097/JHQ.0000000000000430 **(PDF posted in course)**

Student Handbook

Refer to: [Student Handbook 2026-27](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

Table 1: Points allocated to each assignment –

Assignments	Points
Module 1 Case Study	10%
Module 2 Nursing Philosophy	15%
Module 3 Technology Critique	15%
Module 4 Health Promotion Discussion	10%
Module 5 Education Matrix	10%
Module 6 Delegation Discussion	10%
Module 7 Collaborative Practice Presentation	15%
Module 8 Professional Role Development	15%
Total Points	100%

Table 2: Total points for final grade. **There will be no rounding of grades.**

Grade	Points
A	90 to 100
B	80 to 89
C	79 to 74
D	65 to 73
F	64 and below

Projects Required

Assignments vary in each module and each assignment has its own rubric for completion and grading. Written work is to be completed and submitted electronically in the appropriate assignment (drop box) on D2L and submitted by assigned due date and time. An overall average of at least 74% is required to pass this course. Faculty reserves the right to make changes at any time to this syllabus. Students are to be accountable for all communications sent by faculty on Desire 2 Learn; therefore, you **must** check the site for announcements, assignments, and

messages. Faculty prefers students to use D2L/course email as a means to make a specific request or to ask for content clarification. Virtual and phone appointments are available upon request. All assignments are run through Turnitin for a similarity plagiarism score. Scores above 20% similarity will receive a 30-point deduction. Students may revise and resubmit as many times as needed before the due date and time. Only the last submission will be graded.

****Use of AI Tools:****

The use of AI tools (e.g., ChatGPT, Grammarly, QuillBot) **are Not Permitted** for any assignment unless explicitly approved. All work must reflect original student thought. Violations may be treated as academic dishonesty.

Discussion Board

You must post a substantive response to each of the required questions. A substantive response is constructive and adds value to the weekly discussions. Substantive responses should be at least 150 words in length. Rarely should each require more than 250 words. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate citation of source. Response to the discussion board questions must be posted by 10:59 PM CST of the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. Initial discussion responses posted more than 2 days late and or in the wrong thread will not be accepted. Initial postings will receive a 10 – percent deduction for each day late and will not be accepted if posted more than 2 - days late. It is the responsibility of the student to post the assignment on the correct thread by 10:59 PM CST on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your Initial response to the discussion questions, you must post a substantive comment to at least two of your classmate's posts. Peer post may be made anytime during the week but must be made prior to the close of the week before the due date and time. Peer Posts made after the due date and close of the week will not be accepted for credit.

Late Work

Assignments more than two days late will not be accepted. Assignments submitted late which is within two days of the due date will receive a ten-point deduction for each day they are late.

Important Dates

Last Day to drop with a grade of "W" is October 7, 2026.

Refer to: [Drop, Withdrawal, & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.***

Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Instructor Class Policies

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude or for lack of engagement in the online learning environment. For example, failure to participate in online discussions as scheduled and on time is considered being absent. Prior to dropping a student from the class, the instructor must give the student a verbal or written warning. An instructor's drop of a student takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of WF or F the 6th week of a 10-week summer term.

After this time, the grade will be an F. The date the Office of the Registrar receives the instructor drop form is the official drop date. RN Transition students must complete all nursing courses within a two-year period beginning with the first nursing course. RN Transition students must maintain enrollment in at least two courses per semester. If a student does not maintain enrollment for one semester, they will be placed on inactive status. If a student were to withdraw for a second

time from the same and or any nursing course and or received a second D or F in the same and or any nursing course, even if the student has repeated a course and received a grade of C or above the student will be dismissed from the program.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first twelve class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the ***Schedule of Classes*** each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Disability Support Services

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 3974515, or 3410 Taft Blvd., Clark Student Center 168.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Due Date
Week 1	Introductions on Discussion Board, Case Study, DEC's, AACN Essentials Readings - AACN Essentials of Baccalaureate Education for Professional Nursing Practice located in Module 1. - Differentiated Essential Competencies (DEC's) of Graduates of Texas Nursing Programs located in Module 1. - Texas Concepts with Definitions located in Module 1. - QSEN Standards located in Module 1. - Case Study located in Module 1.	Introduction post due by Tuesday 10:59 PM Case Study Due by Sunday 10:59 pm
Week 2	Personal Philosophy of Nursing Readings - Masters Chapter 2 and 3: Personal Nursing Theories - DECs located in Module 1	Personal Philosophy of Nursing Due by Sunday 10:59 PM
Week 3	Patient Care Technology Safety Health Information Technology Patient-Centered Care Readings - Masters Chapter 11 - Hughes Chapter 50 - Patient Care Technology Word Document - Patient Care Worksheet	Patient Care Technology Worksheet Due by Sunday 10:59 PM

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Due Date
Week 4	Health Promotion Safety Health Promotion Theory Readings • Hughes Chapter 16 • Masters Chapter 5 • Health Promotion Objectives • Health Promotion Document	The initial discussion Post is due by Friday, 10:59PM. The 2 peer posts are due by Sunday, 10:59PM.
Week 5	Patient Education, Evidence-Based Practice, Learning, Learning Theory Readings • Masters Chapter 10 • Education Objectives • Diabetes Matrix	Diabetes Matrix Assignment due by Sunday 10:59 PM.

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Due Date
Week 6	Ethical theories and Dilemmas and Delegation Readings • Masters Appendices A & B: ANA Standards of Nursing Practice; ANA Code of Ethics • Masters Chapter 4: Foundations of ethical nursing practice Masters Chapter 11: Ethical issues in professional nursing practice • Masters Chapter 14, and 12 • Hughes Chapter 4: The quality chasm series: Implications for nursing Hughes Access: Texas Board of Nursing Delegation Packet Texas Board of Nursing Delegation Packet	Initial discussion post due by Friday, 10:59PM. 2 peer posts are due by Sunday 10:59PM.

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self - determined competence)	Due Date
Week 7	Collaborative Practice, Relationships in professional practice, professional communication and team collaboration Readings • Masters Chapter 13 • Hughes Chapter 32: Professional communication • Hughes Chapter 33: Professional communication and team collaboration	Collaboration Assignment due by Friday 10:59 PM and Two responses to your peers are due by Saturday 10:5 PM and responses to any questions posted on your presentation are due by Sunday
Week 8	Healthcare Trends, Professional issues and professional roles Readings • Masters Chapter 7: Advancing and Managing Your Professional Nursing Career • Masters Chapter 8: Patient Safety and Professional Nursing Practice • Masters Chapter 9: Quality Improvement and Professional Nursing Practice • Masters Chapter 10: Evidence-Based Professional Nursing Practice • Masters Chapter 11: Patient-Centered Care and professional Nursing Practice	Role Development assignment due in assignments by By Friday 10:59 PM No late work accepted this week –