

SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN PROGRAM

COURSE NUMBER AND NAME: NURS 3301 Trends and Issues in Professional Nursing
SEMESTER/YEAR: Spring 2015

SECOND LEVEL: SEMESTER HOURS
CONTACT HOURS: Three (3)
CLINICAL HOURS (if applicable) N/A
PREREQUISITES: Enrollment in RN to BSN program

COURSE DESCRIPTION:

Explores current societal health trends, political issues, informatics, and trends related to nursing and contemporary health care. Application to Professionalism, empowerment, and key components for clinical judgment.

Through weekly discussions, reviews of current events relating to professional nursing and course readings students will analyze the role of the professional nurse in a changing health care delivery system. They will investigate the role that informatics plays in the delivery of healthcare, and explore challenges facing nurses and nursing leaders in providing quality health care.

This course focuses on the socialization process for the transition of the RN to BSN prepared nurse with emphasis on the following concepts: Clinical decision-making and action, communication and teamwork with health team members, person/patient-centered care, informational technologies, laws, regulations, ethics, and standards for safe and effective practice.

FACULTY INFORMATION

Name: Lolly Lockhart Ph D RN
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Detail of Office Hours: TBA
Hours available via e-mail: 8:00 a.m. to 8:00 pm
Hours available in person in your office. N/A
Hours available via office/home phone (cell): 8:00 a.m. to 8:00 p.m.
Phone number (s): Cell 512-699-6055 Call or text (identify yourself)
University e-mail: Please use Lollylock@gmail.com

COURSE OBJECTIVES:

The student will be able to:

1. Describe the evolution of nursing and nursing education in the context of the healthcare system of the 21st Century.
2. Examine nursing practice laws, regulations, standards, values, ethics, and research as the foundation of nursing practice and person/patient advocacy.
3. Distinguish aspects of the BSN prepared nurse's role from that of the ADN prepared nurse.
4. Identify the responsibilities of the BSN prepared nurse to utilize clinical judgment and communication for persons, patients, families, and populations based upon evidence-based policy and practice.
5. Compare and contrast the nurse's role collaborates with those of other professional team members to achieve safe and effective health care.
6. Describe the nurse's independent accountability to the client and in relation to the person's/patient's right to participate in care planning and to consent.
7. Describe rationale and recommendations for creating a Culture of Safety to promote client and nurse safety in the clinical workplace environment.
8. Identify how the processes of knowledge and practice have been transformed through evidence based practice.
9. Analyze patient care technology and information systems that support safe nursing practice and reduce person and population risks.

REQUIRED TEXTBOOK(S) AND RESOURCES:

Burkhardt, M. A. & Nathaniel, A. K. (2014). *Ethics and issues in contemporary nursing*. (4th Edition). Thomson/Delmar Learning.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (6th Edition). (Secure references from Library)

_____ (ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington D.C.: The National Academies Press. (full .pdf)*

_____ (ed.). (2001). *Crossing the quality chasm*. Washington D.C.: The National Academies Press. (full .pdf)*

_____ (ed.). (2011). *The future of nursing*. Washington D.C., The National Academies Press (full .pdf)*

_____ (2009). *Computational technology for effective health care: Immediate steps and strategic directions*. National Research Counsel. Washington DC: The National Academies Press (full .pdf) *

IOM. (2004). *In the nation's compelling interest: Ensuring diversity in the healthcare workforce*. Washington DC: The National Academies Press (full .pdf)*

IOM. (2004). Health literacy. Washington DC: The National Academies Press (full .pdf)*

*These IOM reports in .pdf are available free on the web at www.nap.gov.

Recommended Resources:

____American Nurses Association. (2010). *Nursing: scope and standards of practice*. Washington D.C. Nursesbooks.org.

____American Nurses Association. (2010) *Nursing’s social policy statement, (Second Edition)*. Washington D.C. Nursesbooks.org.

____American Nurses Association. (2010). *Code of ethics for nurses with interpretive statements*. Washington D.C. Nursesbooks.org.

COURSE REQUIREMENTS

COURSE OUTLINE: This schedule is subject to change as needed by the faculty.

Week Date	Class topics, Objectives, reading assignments and teaching strategies
Week 1 On Site 1/17/ 15 9:00 a.m. to 3:00 p.m.	<p>Topic: Introduction to Course. Overview of the course syllabus and expectations. Completion of all course assignments and participate on line and on site. Have at least two (2) substantial comments/contributions for each discussion question.</p> <p>Completion and submission of four (4) modules as assigned.</p> <p>#1 RN to BSN due Week 3</p> <p>#2 Critical Thinking due Week 8</p> <p>#3 Leadership due Week 12</p> <p>#4. Professional Role due Week 15 with presentation during on site class.</p> <p>Review guidelines and grading rubric for professional papers.</p> <p>Submission of two professional papers using APA format:</p> <p>#1 Philosophy of Nursing due Week 6.</p> <p>#2 Patient Safety due Week 10.</p> <p>Draft a business proposal by yourself or with a group up to four students and present the plan at the Week 15 on site session. See guidelines Week 9. If done as a group, please use the self and peer evaluation form attached to the syllabus.</p> <p>On Site meetings are mandatory so plan your schedule around those dates.</p> <p>NOTE: All students must provide a snapshot and a one-page biographical summary and submit it to the Director's Administrative Assistant so that information can be provided to the faculty for this course and any other RN to BSN courses.</p> <p>Note: Syllabus, assignments, and on site v. on line are subject to change, as needed.</p> <p>Basic Texts:</p> <p>Burkhardt, M.A. & A Nathaniel. (2014). <i>Ethics and issues in contemporary nursing</i>. (4th Edition). Thomson/Delmar Learning.</p>

	<p>American Psychological Association. (2010). Publication Manual of the American Psychological Association. (Sixth Edition) (Available in the Library and Online)</p> <p>Topic: Evolution of Professional Nursing</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Describe the evolution of nursing and nursing education in the context of the health care system of the 21st Century. 2. Explore the potentials and barriers to promoting BSN and higher education for nursing. 3. Consider rationale for educational levels in professional nursing that are comparable to other health professionals. <p>Reading Assignment:</p> <p>Burkhardt: Part I Guides for Principled Behavior and Ch 1 Social, philosophical and other historical forces. Ch 6 Ethics and Professional Nursing</p> <p>Activity:</p> <p>Health Care System Overview PPT Components of the Health Care System PPT Complexity Science PPT Complete Study Guide for Class 1. Class Discussion on Blackboard to address questions proposed: Question: What are barriers and incentives to continuing education to include a BSN?</p>
<p>Week 2</p> <p>1/26 to 1/30</p>	<p>Topic: Comparison of Roles & Responsibilities of ADN and BSN Nurses</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Distinguish aspects of the BSN nurses' role compared with that of the ADN. 2. Apply Board of Nursing DEC's and AACN BSN Essentials to the role and expectations of the BSN nurse. <p>Reading Assignment:</p> <p>Burkhardt: Part II Developing Principled Behaviors Texas Board of Nursing. Differential Essential Competency (DEC)(2010) (Download from: BON.state.tx.us/pdfs/differentiated_essential_competencies-2010.pdf AACN BSN Essentials download: www.aacn.nche.edu/education-resources/BaccEssentials08.pdf</p> <p>Activity:</p> <p>Module 1 Comparison of ADN and BSN Roles Due Week 3. Class Discussion on Blackboard to address questions proposed: Question: What impact will increasing the numbers of nurses prepared at the BSN level might have on patient care? The nursing profession? Individual nurses?</p>
<p>Week 3</p> <p>2/2 to 2/6</p>	<p>Topic: Philosophy of Professional Nursing</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify the resources and components of a philosophy of nursing 2. Develop the context for evolution of the student's philosophy of nursing 3. Analyze the Code for Nurses as it reflects the professional philosophy. <p>Reading Assignment:</p> <p>Burkhardt: Chapter 1 Page 8+, Ch. 2 and 3 regarding Ethical foundations</p>

	<p>Ana Code for Nurses: www.nursingworld.org.codeofethics</p> <p>IOM (2004). Keeping patients safe: Transforming the work environment of nurses. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary.</p> <p>IOM. (2011). The future of nursing. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary.</p> <p>Review M. Leininger's Theory of Nursing Person/Patient Holistic Perspectives (Handout)</p> <p>Activity: Complete Study Guide for Class 3. Complete reflective exercise on Nursing Theories with peer if possible. View PPT on Holistic Nursing Class Discussion on Blackboard to address questions proposed: Question: Describe what "holistic person/patient care" and "patient-centered care" mean to you.</p> <p>Consider ideas for Module 4 Professional Role Plan to present Week 14 on site class.</p>
<p>Week 4 2/9 to 2/13</p>	<p>Topic: Professional Communication</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Identify professional role to utilize resources to establish and confirm nursing practice based on evidence and validation of appropriateness of care provided. 2. Identify the critical elements of communication among care providers to ensure patient safety. <p>Reading Assignment: Burkhardt: Ch. 9 IOM (2004). Keeping patients safe: Transforming the work environment of nurses. Washington DC: The National Academies Press (download full .pdf) Read Ch. 1 Nurses Inseparably Linked to Patient Safety. IOM. (2011). The future of nursing. Washington DC: The National Academies Press (download full .pdf) Read Ch. 5 Transforming Leadership.</p> <p>Activity: Complete Study Guide for Week 4 Professional Communication. Class Discussion on Blackboard to address questions proposed: Question: What are barriers to effective communication among health care team members and what can nurses (you) do to reduce those barriers?</p>
<p>Week 5 2/16 to 2/20</p>	<p>Topics: Law, Ethics and a Culture of Safety</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Examine the nursing practice laws, regulations, standards, values, ethics and research as a foundation for nursing practice and person/patient advocacy 2. Consider potentials for violation of law, standards and ethics and propose remedies. 3. Identify events that are reportable and through which channels. <p>Reading Assignment:</p>

	<p>Burkhardt: Chapter 4 Values Clarification Chapter 5 Values Clarification, Chapter 8 Legal Issues IOM (2004). Keeping patients safe: Transforming the work environment of nurses. Washington DC: The National Academies Press (download full .pdf) Read Ch 2 A Framework for Building Patient Safety. IOM. (2011). The future of nursing. Washington DC: The National Academies Press (download full .pdf). Read Ch 7 Culture of Safety/Just Culture. Professional Boundaries NCSBN Activity: View Reporting PPT Complete Study Guide for Class 5 Law, Ethics, and Culture of Safety. Class Discussion on Blackboard to address questions proposed: Question: What are the barriers to consistent and appropriate (by law or regulation) reporting of adverse events or near misses? Child or elder abuse? Substance abuse by peers?</p>
<p>Week 6 2/23 to 2/27</p>	<p>Topic: Critical Reasoning Objectives: 1. Differentiate between research and performance improvement (PI). 2. Identify sources of peer-reviewed health care and nursing research to establish evidence-based practice. 3. Identify steps to plan and implement evidence-based practices considering barriers and measures of effectiveness. Reading Assignment: Burkhardt: Ch. 7 Ethical Decision Making. Ch. 12 Scholarship Issues Clinical Reasoning Process. Activity: Complete Study Guide for Class 6 on Thinking. Class Discussion on Blackboard to address questions proposed: Question: Describe a situation where you may decide evidenced-based practice might not be appropriate and what rationale would you use to justify? Module 2 Critical Thinking/Reasoning Due week 8 Paper #1 on Nursing Philosophy Due (submit on line with file title to include your last name first, then your initial, and then Phil (LastnameinitialPhil.doc)</p>
<p>Week 7 3/2 to 3/6</p>	<p>Topics: Patient Care Technologies and Information Systems Objectives: 1. Evaluate patient care technology for effectiveness and safety. 2. Describe the evolution of health information systems including benefits and shortcomings in relation to care coordination and safety. Reading Assignment: Burkhardt: Chapter 10 Practice Issues Related to Technology IOM. (2009). Computational technology for effective health care: Immediate steps and strategic directions. National Research Counsel. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary and text. Guidelines for business plans.</p>

	<p>Activity: Complete Study Guide for Class 7 on Technology. Class Discussion on Blackboard to address questions proposed: Question: Compare and contrast the benefits and shortcomings (hazards) of information technology. (Consider patient privacy issues as well as coordination of care and communications)</p>
Week 8 On Site 3/14 9: 00 a.m. to 3:00 p.m. NOTE Spg Bk 3/16 to 3/20	<p>Topics: Patient Safety Objectives: 1. Apply critical thinking and reasoning to complex clinical situations that challenge patient and nurse safety. 2. Identify barriers to critical reasoning when facing potential adverse events. Reading Assignment: IOM. (2004). <i>Keeping patients safe: transforming the work environment of nurses</i>. Washington D.C.: The National Academies Press. Ch. 1 Nursing: Inseparably Linked to Patient Safety, Ch 2 A Framework for Building Patient safety, and Ch. 6 Work and Workspace Design. Nurse Sensitive Indicators (ANA) Google "ANA Nurse Sensitive Measures" or go to http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/PatientSafetyQuality/Research-Measurement/The-National-Database/Nursing-Sensitive-Indicators_1 Healthy People 2020 (Google "Healthy People 2020" and download) Activity: Evidence Based Practice to Reduce Errors PPT Apply Guidelines on Investigations of Adverse Events to an actual situation of error or near miss. See Week 5 for investigative tools and guides.</p>
Week 9 3/23 to 3/27	<p>Topic: Evolving Health Care System Objectives: 1. Compare and contrast the evolving health care system in the United states with that of other selected industrialized countries 2. Describe the current and projected role of the nurse as a critical participant in the evolving health care system 3. Describe a Culture of Safety and a Just Culture and processes for promoting both in the practice system. 4. Design a business that a nurse or nurses could establish and implement to address a need in the local health care system. Reading Assignment: Burkhardt: Part IV and Ch. 13 Global Consciousness, Ch. 14 Health Policy Issues, and Ch. 15 Economic Issues. IOM. (2011). <i>The future of nursing</i>. Review key findings and recommendations. Business Plan Guidelines: Business Plan PPT, Berg: <i>Getting Down to Business</i>, and Business Plan Outline. Activity: Class Discussion on Blackboard to address questions proposed:</p>

	<p>Question: Explore how the new Affordable Care Act will impact on access to and scope of health care services.</p> <p>Begin to develop a business plan either by yourself or with up to 4 classmates. Follow guidelines. Be prepared to present your proposal at final on site class Week 14 using handouts, brochures and a PowerPoint presentation. Your Business Plan should address a need in your area and be feasible for you to accomplish. See guidelines.</p> <p>Blackboard discussion on reading and key questions to be addressed.</p>
<p>Week 10 3/30 to 4/3</p>	<p>Topics: Nursing Leadership in the 21st Century - Complexity and Change</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Define the professional leadership roles for nurses in the context of complexity and change. 2. Explain complexity science in relation to health care systems, services and roles. 3. Compare and contrast change theories. <p>Reading Assignment:</p> <p>Burkhardt: Part V. The Power to Make a Difference. Chapter 19 Empowerment for Nurses</p> <p>IOM (2004). Keeping patients safe: Transforming the work environment of nurses. Washington DC: The National Academies Press (download full .pdf) Read Ch. 4 Transformational Leadership and Ch. 5 Maximizing Workforce Capability.</p> <p>IOM. (2011). The future of nursing. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary.</p> <p>Nursing Social Policy (ANA)</p> <p>Kritek: Ways of Being</p> <p>Activity:</p> <p>Whistleblower PPT</p> <p>Complexity PPT (Review again)</p> <p>Influencing Policy and Law PPT</p> <p>Complete Study Guide for Week 10.</p> <p>Class Discussion on Blackboard to address questions proposed:</p> <p>Question: Explore how the Affordable Care Act (ACA) will impact on the nursing profession and on individual nurses. Consider challenges and opportunities.</p> <p>Module 3 Leadership and Change due Week 12</p>
<p>Week 11 4/6 to 4/10</p>	<p>Topic: Interprofessional Collaboration</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Compare and contrast the nurse's role in collaboration with other members of the health care team and the persons and patients served. 2. Identify barriers and facilitators to effective collaboration. <p>Reading Assignment:</p> <p>Burkhardt: Chapter 9 Professional Relationships</p> <p>IOM. (2004). In the nation's compelling interest: Ensuring diversity in the healthcare workforce. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary.</p> <p>Activity:</p>

	<p>Diversity PPT Complete Study Guide for Week 11. Class Discussion on Blackboard to address questions proposed: Question: Describe the need for ethnic diversity among health care team members, especially among professional nurses. Barriers to meeting need? Incentives?</p>
<p>Week 12 4/13 to 4/17</p>	<p>Topics: Health Promotion and Disease Prevention Objectives: 1. Describe the nurses role in health promotion and disease prevention 2. Describe the nurses' independent accountability to the person/patient. 3. Define the rights and role of the person and patient in planning, consenting, and implementing their plan of care. Reading Assignment: Burkhardt: Ch. 11 Practice Issues Related to Patient Self-Determination. Ch. 18 Transcultural and Spiritual Issues. Ch. 20 Facilitating Patient Empowerment American Hospital Association. Understanding Expectations, Rights and Responsibilities www.aha.org IOM. Health literacy. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary. Activity: End of Life PPT Patient Rights PPT Primary Care and Patient Safety Net PPT Complete Study Guide for Week 12. Class Discussion on Blackboard to address questions proposed: Question: Assess to what extent patients where you practice (or practiced recently) were are (were) full partners in their care. If so, what factors promoted that? If not, what barriers discouraged or even prohibited their engagement?</p>
<p>Week 13 4/20 to 4/24</p>	<p>Topic: Patient Education Objectives: 1. Describe the role of the nurse in general and focused person and patient education to promote health and manage health care conditions. 2. Describe individual difference in teaching and learning styles including age, culture and health literacy. Reading Assignment: Burkhardt: Ch. 16 Social Issues and Ch. 17 Gender Issues IOM. Health literacy. Washington DC: The National Academies Press (download full .pdf) Read Summary and Ch. 6 Health Systems. Activity: Complete Study Guide for Week 13. Class Discussion on Blackboard to address questions proposed: Question: Share experiences in providing patient or family education and what worked and what did not? Discuss how you determine that the patient or family understands what they are being told or shown? Paper #2 on Patient Safety due</p>

<p>Week 14 4/27 to 5/1</p>	<p>Topic: Professional Role Development Objectives: 1. Review how professional nursing in evolving and project future opportunities. 2. Identify various approaches to professional role development. 3. Identify resources for role development including mentors, continuing education and practice opportunities. 4. Develop a personal professional development plan (Module 8) (Be prepared to share during on site class Week 15.) Reading Assignment: Burkhardt: Review Ch. 1 Social, Philosophical and other Historical Forces. IOM (2004). Keeping patients safe: Transforming the work environment of nurses. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary. IOM. (2011). The future of nursing. Washington DC: The National Academies Press (download full .pdf). Read full document. Activity: Complete Study Guide for Week 14. Class Discusst: on Blackboard to address questions proposed: Question: What are key factors that will contribute to nurses participating to the full extent of our capabilities?</p>
<p>Week 15 On Site 5/9 9:00 a.m. to 3:00 pm</p>	<p>Final class to explore various topics covered in the course. Present your Business Plan to class with business plan, brochure and PowerPoint. Submit hard copy for faculty. If a group project, please use the self and peer evaluation form attached to the Syllabus. Share professional Role Development Plans Module 4 Professional Role Development Plan (Presentation to class) Submit hard copy for faculty.</p>

ASSESSMENT OF STUDENT LEARNING:

Students are expected to be present for the three (3) on site classes and to participate in weekly discussion board providing at least two (2) substantial comments each week. Class Guides are to be completed each week prior to the discussion board to prepare the student for discussion board. The course grade is based on two (2) professional papers, four (4) module projects, and the business plan presentation.

Participation in Discussion Board	Pass/Fail
Module Projects (4) (10 points each)	40
Professional Paper 1	20
Professional Paper 2	20
<u>Business Plan Presentation</u>	<u>20</u>

Total points

100

Course Assignments

FACULTY AND STUDENT PICTURE AND BIOGRAPHY:

Faculty will submit a picture and summary of their professional experiences that bring each to the point of teaching in respective courses.

During the first week of class, each student must submit a snap-shot, picture of themselves with a brief personal and professional biography. This information would be highlights the student with to share that brings them to the point of seeking their BSN.

Module For Discussion Board: These discussions are designed to replace the traditional classroom and can be conducted in a variety of ways. The methods used and guidelines provided are the option of the faculty and enrolled students. Learning on-line requires individual initiative to read, research, question and subsequently learn. Faculty members become the coach for the learning process. The secret is to be prepared when you come to each forum discussion. Preparation includes reading assigned material and spending some quiet time contemplating what the student has read.

Most of the module requirements can be conducted and documented at a time selected by the student with some group time when faculty and students may decide to be on line at a specific time for immediate response or present on site. Designated times and expectations must be clarified.

A forum discussion rubric is attached to assist with the grading process. It could be advantageous for students and faculty to utilize one rubric with minimal changes. The students will have repetitious grading to some degree throughout the program.

ADDITIONAL COURSE ASSIGNMENTS

Instructions for other course assignments would follow in this area along with specific guidelines for evaluation. Several rubrics are attached for potential use.

COURSE EXPECTATIONS

Specific expectations would be included in this area related to late papers, writing expectations, inclusion of APA format, difficulties with Blackboard 9, communication announcements, and testing policy.

A detailed course calendar with clear indications and due dates for all graded assessments must be included with elaboration by individual faculty for individual

expectations. If the data has already been included in the module-course content table in a clear manner, it need not be included in this location.

DETAILED EXPLANATION OF FINAL GRADE

Explanation of how the final grade is derived should be finalized as a summary to the utilization of points delineated on specific rubrics. Percentage of each assessment applied to the final grade should be clear to the student. Delineation of requirements for the grade would include brief explanation of the following:

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

MANDATORY UNIVERSITY STATEMENTS

University policy regarding cheating/plagiarism

University Disability Statement

University policy regarding excused absences

University policy regarding student conduct in educational courses.

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES:

1. Applicable Differentiated Essential Competencies (DEC's) in this course
 2. Applicable Baccalaureate Essentials in this course.
 3. Applicable QSEN Knowledge, Skills and Attitudes (KSA's) in this course.
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Sul Ross Sate University Rio Grande College
NURS 3301 Trends and Issues in Professional Nursing
Professional Paper Guidelines

Objectives: The student will

1. Conduct online searches for professional papers on assigned/designated topics.
2. Write and submit professional papers on the assigned/designated topics that demonstrate professional writing skills and the ability to analyze a professional-related topic using APA.

Activity: The student will conduct an on line research on assigned/designated topics; submit written reports of that research process consistent with the Scholarly Paper Grading Rubric including the use of APA format. The papers must be posted on Blackboard on or before the posted due date. Email to faculty or hard copy to be turned in if requested.

Reading assignment:

Refer to research text regarding evidence-based practice and validation of information.

Select Topic

Please note assigned/designated topics and due dates for each of the papers.

Professional paper #1 Philosophy of Nursing Due Week 6

Professional paper #2 Patient Safety Due Week 13

Research

You are expected to utilize online search tools and available resources located in the library. Submit evidence of your research process by including references and resources using APA format and validating that the reference is a peer-reviewed source.

In your research seek answers to the following questions concerning your topic:

1. Define the topic and state why this topic is significant in our community/nation/world? (What is the impact on health status and health care resources)
2. What is the history and context of this topic? (Is it a long-standing issue, or one that has evolved over the several decades, or recently evolved in the last ten years?)
3. What national goals, codes, or standards address this topic? (What are the sources and goal/code/standard statements?)
4. Why is this topic important now and in the future to the nursing profession and our services? (Why is this topic included in the RN to BSN curriculum?)

Paper

Write a professional paper to answer the questions for the topic assigned/designated. The report may be in third person. Your paper should include an introduction defining and outlining the topic, a body and summary that address questions 1 through 4 above. You should use APA format with a cover sheet (page 1), body of the paper no more than two (2) pages (pages 2 and 3), double-spaced with 12-point font, and a list of references (APA format) that can be on the last page of the body (page 3) or on a separate page (page 4). Attach rubric to paper.

Grading

Refer to the Professional Paper Grading Rubric for the assignment and the paper to be submitted. Grade your paper prior to submission to determine that your paper addresses the requirements and expectations.

**Sul Ross Sate University Rio Grande College
NURS 3301 Trends and Issues in Professional Nursing
Professional Paper Grading Rubric**

Student: _____ Section: _____

Paper title: _____ Paper: #1 #2

Total Possible points = 100 Student points and letter grade _____/_____

Section			
Introduction 15=____	Defines and describes topic/concept Points 10-15	States and defines topic Points 1-9	Topic not defined or described Points 0
Body 50=____	Responds the four questions: 1. Why is this topic significant in our community/nation/ world? 2. What is the history/context of this topic? 3. What national goals/code/standards address this topic? 4. Why is this topic important to the nursing profession and our services? Points 40-50	Partially responds to questions. Points 1-39	Fails to address questions Points 0
Summary 15=____	Succinct summary of topic and key current/future issues. Points 10-15	General comments about the subject and some issues Points 1-9	Does not fully address topic and issues Points 0
Format 20=____	Adheres to APA format with cover page, body not to exceed two (2) pages, double-spaced in 12-point font. References properly formatted by APA. Points 15-20	Partially adheres to APA format Points 1-14	Fails to adhere to APA format Points 0

Total Points Max 100 = _____

Comments:

**Sul Ross Sate University Rio Grande College
NURS 3301 Trends and Issues in Professional Nursing
Team Feedback for Business Project (Optional)**

Team Name _____ Date : _____

Self Evaluation of: _____

Rating: 1 is low; 5 is high Constructive Feedback

Engaged	1 2 3 4 5	
Shares leading	1 2 3 4 5	
Active listening	1 2 3 4 5	
Critical reasoning	1 2 3 4 5	
Collegiality	1 2 3 4 5	

Peer evaluation of: _____

Rating: 1 is low; 5 is high Constructive Feedback

Engaged	1 2 3 4 5	
Shares leading	1 2 3 4 5	
Active listening	1 2 3 4 5	
Critical reasoning	1 2 3 4 5	
Collegiality	1 2 3 4 5	

Peer evaluation of: _____

Rating: 1 is low; 5 is high Constructive Feedback

Engaged	1 2 3 4 5	
Shares leading	1 2 3 4 5	
Active listening	1 2 3 4 5	
Critical reasoning	1 2 3 4 5	
Collegiality	1 2 3 4 5	

Peer evaluation of: _____

Rating: 1 is low; 5 is high Constructive Feedback

Engaged	1 2 3 4 5	
Shares leading	1 2 3 4 5	
Active listening	1 2 3 4 5	
Critical reasoning	1 2 3 4 5	
Collegiality	1 2 3 4 5	

Peer evaluation of: _____

Rating: 1 is low; 5 is high Constructive Feedback

Engaged	1 2 3 4 5	
Shares leading	1 2 3 4 5	
Active listening	1 2 3 4 5	
Critical reasoning	1 2 3 4 5	
Collegiality	1 2 3 4 5	

Sul Ross State University Rio Grande College
NURS 3301 Trends and Issues in Professional Nursing
Business Plan Group Project

Group Members: _____

The class is divided into project groups of three to four students each. Each group is to come up with a feasible business project related to needed health/nursing care service. The group will do a needs assessment to determine the nature of and need for the business project, develop a business plan to include for profit or not-for profit status, operations plan, budget for first year and projections for five years, marketing plan, services delivery plan, compliance plan, quality/safety management plan, and evaluation plan.

The services or the business must be relevant to a verified health need of a population. The group will provide self and peer evaluations of the group members and submit a report of the business plan by the 9th week and be prepared to make a 15 minute presentation during week 10. The presentations may be done in poster format as well as PowerPoint/verbal.

The projects will be graded as follows:

Criteria	High	Med High	Medium	Low	
Feasible realistic	20	15	10	5	0
Business Plan	50	40	30	20	0
Creativity	20	15	10	5	0
Presentation	10	8	6	4	0
Total	100				

Faculty _____ Date _____

Grade: _____ Points = Business Project Grade _____

The number or points score contributes 20% of your final course grade

Faculty guides only. Not part of syllabus.

NOTE: _Syllabi MUST be accessible to enrolled student by the **first day** of class.

ON-LINE ASSESSMENT: We believe that student success should be evaluated via as many diverse assessment methods as possible. Each faculty can most effectively evaluate the management and needs of their courses but it seems reasonable to expect that instructors will utilize at least **three** different assessment methods (i.e.; examination, quizzes, reports, projects, papers, discussions, journals, daily participation, etc.) over the duration of the course. Moreover, to ensure students of on-line courses are keeping up with the workload requirements, it seems prudent to implement one or more assessment methods at least bimonthly and preferable weekly if possible.

INDEPENDENT VERIFICATION: In the ever increasing “teach but verify” environment, administrators and educators find themselves in today, there is a need for independent affirmation of our teaching standards, particularly those of on-line courses. Therefore, we highly recommend Sul Ross State University consider subscribing to the Quality Matters program. The Quality Matters (QM) program is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and on-line components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining, and reviewing their on-line courses and in training their faculty. The Quality Matters Rubric has become the most widely used set of standards for the design of on-line and blended, hybrid, courses at the college level. Today, more than 700 colleges and universities subscribe to the non-profit Quality Matter Program. The QM Process for continuous improvement is the framework for quality assurance effort in on-line learning and provides effective professional development for faculty making the transition into distance education. Our goal should be to have all SRSURGC course offerings be certified as “Recognized” by the Quality Masters standard. For more detailed information about the Quality Matters program, please visit their web site at: <https://www.qualitymatters.org/>.