

Sul Ross State University-Rio Grande College

RN TO BSN PROGRAM

HEADING: SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
COURSE NUMBER AND NAME: NURS 4303: Legal and Ethical Issues in Health Care
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:

Applies legal and ethical guidelines to clinical situations pertaining to the role of the professional nurse. Examines philosophic foundations of decision making in contemporary health care with extension to identification and management of ethical dilemmas. Applies legal guidelines from the Texas Nurse Practice Act and landmark court cases to clinical situations with consideration for the role of the professional nurse.

The student is given an opportunity to incorporate legal and ethical principles, values, cultural, social, and concepts, interprofessional collaboration, and information technologies. Ethical issues health care and confidentiality of patient information are examined.

FACULTY INFORMATION

Name: Mary Anne Hanley, PhD, RN
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Detail of Office Hours: TBA
Hours available via e-mail: 10 a.m. to 7:00 pm Central
Hours available in person in your office. N/A
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COURSE OBJECTIVES:

1. Examine cultural values, and ethical principles and legal issues foundational to professional nursing and identified in ANA Code of Ethics for Nurses (2015)
2. Explore the role of reflective practice in examining personal and professional values and the impact of these on professional decision making and behavior
3. Describe a model for ethical decision making in professional nursing practice
4. Articulate relationship between professional guidelines, state and federal legislation, rules and regulations that guide professional nursing practice.
5. Evaluate the impact of landmark court cases on development of legal/regulatory process
6. Apply legal/ethical guidelines in clinical situations to address ethical dilemmas
7. Identify the professional nurse's responsibilities and accountability within professional scope of nursing practice to consumers of health care

REQUIRED TEXTBOOK(S)

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

Guido, G. W. (2013). *Legal and ethical issues in nursing* (6th ed.). Upper Saddle River, N.J.: Pearson.

REQUIRED RESOURCES:

ANA (2015). *The Code of Ethics for Nurses with Interpretive Statements: latest version of nursing's ethical case*. Silver Spring, MD:

Nursebooks.org <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>

ANA (2015). *Ethical Issues: various articles re: Ethics*. Available

at <http://nursingworld.org/MainMenuCategories/EthicsStandards/Resources>

IOM (2010). *The future of nursing: Leading change, advancing health*. The Institute of Medicine. Retrieved July 8, 2013 from <http://thefutureofnursing.org/IOM-Report> .

Lachman, V. D. (2009). *Practical use of the Nursing Code of Ethics: Part I*. *Medsurg Nursing*, 18(1), 55- 57.

Available

at: <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Using-the-Code.html>

Lachman, V. D. (2009). *Practical use of the Nursing Code of Ethics: Part II*. *Medsurg Nursing*, 18(3), 191-194.

Available

at: <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Using-the-Code.html>

Lunsford vs. Board of Nurse Examiners. (648 S.W. 391, Tex. App.—Austin 1983).

NCSBN (2011). *White paper: A nurse's guide to the use of social media*. Chicago: NCSBN. Available

at: <https://www.ncsbn.org/students.htm>

NCSBN (ND). *Delegating Effectively Video*. Video, NCSBN. Available at: <https://www.ncsbn.org/378.htm>

NCSBN (ND). *Professional Boundaries in Nursing*. Video, NCSBN. Available at: <https://www.ncsbn.org/464.htm>

NCSBN (2011). *Social Media Guidelines for Nurses*. Video, NCSBN. Available at: <https://www.ncsbn.org/347.htm>

Quill, T. E. (2005). *Terri Schiavo – A tragedy compounded*. *The New England Journal of Medicine*, 352, 1620-1633.

Retrieved July 9, 2013 from <http://www.nejm.org/doi/full/10.1056/NEJMp058062>

Texas Administrative Code (2008). *Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice Table of Contents*. Austin: Texas Gov.

Available at: http://www.bne.state.tx.us/laws_and_rules_rules_and_regulations_current.asp#toc

Texas Administrative Code (2013). *Continuing Education in Nursing Jurisprudence and Nursing Ethics*. (Added by Acts 2013 (S.B. 1058), 83rd Leg., applicable to licensing period that begins on or after Jan. 1, 2014.)

Available at: http://www.bon.texas.gov/laws_and_rules_nursing_practice_act_2013.asp#Sec.301.304

Texas Administrative Code (2013). Board Rule §§ 216.1 — 216.11 Continuing Competency. Available at: http://www.bon.texas.gov/rr_current/216-1.asp

Texas Administrative Code (2007). Board Rule §§ 217.11 Standards of Nursing Practice. Available at http://www.bon.texas.gov/rr_current/217-11.asp

Texas Administrative Code (2004). Board Rule §§ 217.12: Unprofessional Conduct. Available at: http://www.bon.texas.gov/rr_current/217-12.asp

Texas Administrative Code (2004). Board Rule §§ 217.19: Incident Based-Nursing Peer Review and Whistleblower Protections. Available at: http://www.bne.state.tx.us/rr_current/217-19.asp

Texas Administrative Code (2004). Board Rule §§ 217.20: Safe Harbor Peer Review for Nurses and Whistleblower Protections. Available at: http://www.bne.state.tx.us/rr_current/217-20.asp

Texas Administrative Code (2003). Board Rule §§ 224.1 — 224.11 Delegation of Nursing Tasks by Registered Professional Nurses to Unlicensed Personnel for Clients with Acute Conditions or in Acute Care Environments. Available at: http://www.bon.texas.gov/rr_current/224-1.asp

Texas Administrative Code (2014). Board Rule §§ 225.1 — 225.15 RN Delegation to Unlicensed Personnel and Tasks Not Requiring Delegation in Independent Living Environments for Clients with Stable and Predictable Conditions. Available at: http://www.bon.texas.gov/rr_current/225-1.asp

Texas Board of Nursing (ND). Frequently asked questions. Retrieved 1/15/15 from https://www.bon.texas.gov/faq_nursing_practice.asp

Texas Board of Nursing (2014). Position Statements. Available at: http://www.bon.texas.gov/practice_bon_position_statements2014.asp

Texas Occupations Code and Statutes Regulating The Practice Of Nursing As Amended (2013-2015). *Nursing Practice Act, Nursing Peer Review, & Nurse Licensure Compact (NPA) as amended September 2013*. Chapters 301; 303, 304, & 305. Austin: Texas Gov. Available at: http://www.bon.texas.gov/laws_and_rules_nursing_practice_act_2013.asp

Legislation

Employee Free Choice Act (H.R. 800). Supported by ANA – to improve nurse retention Retrieved 1/15/15 from http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2007/Statement_HR8008593.aspx

National and State Judicial Decisions Impacting Health Care and Regulation:

Cruzan v. Director, Missouri Department of Health, 1990 case. Retrieved 1/16/15 from <http://caselaw.lp.findlaw.com/scripts/getcase.pl?court=US&vol=497&invol=261>

O'Connor v Donaldson, 1975 Supreme Court case. Retrieved 1/16/15 from <http://caselaw.lp.findlaw.com/cgi-bin/getcase.pl?court=us&vol=422&invol=563>

State of Texas v The American Tobacco Co, et al., 1996 Case <http://stic.neu.edu/TX/1STAMD.htm>

Theresa Marie Schindler Schiavo, Incapacitated ex rel, Robert and Mary Schiavo, here Parents and Next Friends v The Honorable George W. Greer, Circuit Court Judge, Sixth Judicial Circuit of the State of Florida, in his official capacity, and as Surrogate Health Care Decision Maker for Theresa Marie Schindler Schiavom MICHAEL SCHIAVO, as Guardian of the Person of Teresa Marie Schindler Schiavo, Incapacitated; and THE HONORABLE CHARLIE CRIST, Attorney General of the State of Florida, 2005. Retrieved 1/15/15 from <http://abstractappeal.com/schiavo/fedctorder031805.pdf>

State Court Decisions Impacting Regulation

Sermchief v. Gonzalez - Standards for supervision of nursing practice – Retrieved on 1/15/15 from http://biotech.law.lsu.edu/cases/medmal/Sermchief_v_Gonzales.htm

Lunsford v. Board of Nurse Examiners for the State of Texas – (ie, Lunsford v Board of Nurse Examiners, 648 SW 2d 391, 395 [Tex Civ App. Austin 1983, no writ]). Retrieved 1/15/15 from http://scholar.google.com/scholar_case?case=8307270109318118114&q=lunsford+v.+board+of+nu+rse+examiners&hl=en&as_sdt=40006&as_vis=1

“In *Lunsford*, this Court affirmed an order of the Board of Nursing Examiners imposing discipline for "unprofessional or dishonorable conduct" in refusing to treat a patient who had presented himself at an emergency room with chest pains. The patient subsequently died while en route to another hospital. In response to the nurse's claim that she owed no duty to care for the patient, we found such a duty based in part on the following assertions:

“When appellant received the privilege of being licensed as a nurse in this State, she entered into a covenant to serve the people of this State with all her professional skills and powers. This suit is not brought in contract or in tort by one individual who feels he or she has been wronged by appellant's actions or inaction, but this suit is brought by the people of this State for appellant's violation of her contractual duties to them to always act in a professional and honorable manner.”

Dobrich, C. (2001). Determination of RN obligation to a patient. *RN Update: Board of Nurse Examiners for the State of Texas*, 32(2), 9. Retrieved 1/15/15 from https://www.bon.state.tx.us/pdfs/newsletter_pdfs/2001/apr01.pdf

Local Court actions

____(2010). Lessons learned from Winkler County Nurses. *Credentialing & Peer Review Legal Insider*, April 2010, 5-7. Retrieved 1/15/15 from <http://www.coxsmith.com/portalresource/lookup/wosid/intelliun-104-5902/media.name=/poppitt.pdf>

____ (2011). Justice is Served: Texas physician pleads guilty. News Release. Retrieved 1/15/15 from <http://nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/Justice-is-Served-Texas-Physician-Pleads-Guilty.pdf>

United States District Court for the Western District of Texas Pecos Division (2009). *Mitchell & Galle v Winkler County Hospital and officials*. Retrieved 1/15/15 from <http://www.casewatch.org/civil/mitchell/suit.pdf>

Moser, J. (2009). Texas nurses under fire for whistleblowing. *AJN, American Journal of Nursing*, 109(10), 19. Retrieved 1/15/15

from http://journals.lww.com/ajnonline/fulltext/2009/10000/texas_nurses_under_fire_for_whistleblowing.8.aspx

ANA (2011). Texas Nurses Association promoting enhanced nurse protections. *The American Nurse: The Official Publication of the American Nurses Association*. Retrieved 1/16/15

from <http://www.theamericannurse.org/index.php/2011/06/01/texas-nurses-association-promoting-enhanced-nurse-protections/>

Regulation:

National Actions Impacting Regulation

Centers for Medicare and Medicaid Services (2006). Eliminating serious, preventable, and costly errors – never events (Medicare payments for hospital errors). CMS: Centers for Medicare & Medicaid Services. Retrieved 11/22/08 from <http://www.cms.hhs.gov/apps/media/press/release.asp?Counter=1863>

Montalvo, I., (September 30, 2007). "The National Database of Nursing Quality Indicators™ (NDNQI®)" *OJIN: The Online Journal of Issues in Nursing*. Vol. 12 No. 3, Manuscript 2. Retrieved on 1/15/15 from <http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume122007/No3Sept07/NursingQualityIndicators.html>

Clarke, S. P. & Donaldson, N. E. (). Nurse staffing and patient care quality and safety. In R. G. Hughes *Patient Safety and Quality: An Evidence Based Handbook for Nurses*, 2-111-2135. Rockville MD: Agency for Healthcare Research and Quality. Retrieved 1/15/15 from <http://www.ncbi.nlm.nih.gov/books/NBK2651/>

Ethics related to Research

Office for Human Research Protections (OHRP) (2008). Belmont Report. Retrieved 1/15/15 from <http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html>

The Tuskegee Experiment; the History of the Basis of the Regulatory Policy for Protection of Human Subjects in Research:

CDC. (2008). The Tuskegee timeline. Centers for Disease Control and Prevention. Retrieved 11/22/08 from <http://www.cdc.gov/nchstp/od/tuskegee/time.htm>

University of Virginia (2008). Bad blood: The Tuskegee syphilis study. Retrieved 1/16/15 from http://www.hsl.virginia.edu/historical/medical_history/bad_blood/

University of Virginia (1996). Final Report of the Tuskegee Syphilis Study Legacy Committee. Retrieved 1/16/15 from <http://exhibits.hsl.virginia.edu/badblood/report/>

University of Virginia (1998). The Presidential Apology. Retrieved 11/22/08 http://www.hsl.virginia.edu/historical/medical_history/bad_blood/apology.cfm

Rivers, E., Schuman, S. H., Simpson L., Olansky S. (1953) Twenty years of followup experience in a long-range medical study. *Public Health Reports*, 68(4), 391-395. Electronic Version retrieved 11/22/08 from <http://facstaff.gpc.edu/~shale/humanities/composition/assignments/experiment/rivers.html>

Katz, R. V., Green, B. L., Kressin, N. R., James, S. A., Wang, M. Q., Claudio, C., & Russell, S. L. (2009). Exploring the "legacy" of the Tuskegee Syphilis Study: A Follow-up study from the Tuskegee Legacy Project. *Journal*

National Medicine Association, 101(2), 179-183. Retrieved 1/16/15
from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2745634/>

Recommended Resources

Hammonds, E. M. "Your silence will not protect you: Nurse Eunice Rivers and the Tuskegee Syphilis Study," in E. C.

Reverby, S. M. (2001). Cultural memory and the Tuskegee Syphilis Study: The Tuskegee Syphilis study is surrounded by illuminating misconceptions: Myths that cannot be blithely dismissed because they actually provide some insight into the significance of the study. *Hastings Center Report*, 31 (5), 22-28.

White (Ed.), *The black women's health book: Speaking for ourselves* (2nd ed., pp. 323-331) Seattle: Seal Press.

Non-governmental Policies:

Joint Commission (2011). Safety Culture Project. Retrieved 1/16/15
from <http://www.centerfortransforminghealthcare.org/projects/detail.aspx?Project=6>

Joint Commission (2008). Behaviors that undermine a culture of safety. The Joint Commission. Retrieved 1/16/15 from http://www.jointcommission.org/assets/1/18/SEA_40.PDF

Web Resources:

ANA's Official Web Site: <http://www.nursingworld.org>

Online Journal of Issues in Nursing: <http://www.nursingworld.org/ojin/>

____ (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)*

The Law Med Blog (2014). The Winkler County Page: The Winkler County nurses. Retrieved 7/8/2014
from <http://lawmedconsultant.com/winkler-county-page/>

*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.

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

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

	Content	Activities
Module 1 Week 1 Jan 20-	Personal Values and Professional Values Ethical Principles & practice Cultural concepts Reflective Practice	1/21 – 7pm Central – Online Course Orientation - Readings - Guido – Chapters 3 & 4 – related to Ethics Reflective Practice PowerPoint Assigned Articles and web resources <u>Reflective Practice Journal</u>
Week 2 Jan 25-31	Ethical Principles & practice Legal Principles	Readings- Chapter 4 – Ethical Decision Making Frameworks Assigned Articles and web resources Reflective Practice Journal
Week 3 Feb 1-7	Ethics and Culture of Safety	Readings - Assigned Articles and web resources; Chapter 8 informed consent and patient determination 1. Discussion Board - Ethics Case Study – Tuskegee Case Study
Week 4 Feb 8-14	ANA Code of Ethics	Readings - ANA Code of Ethics Assigned Articles and web resources 2. Discussion Board – Role of ANA Code of Ethics in professional nursing practice Reflective Practice Journal
Module 2 Week 5 Feb 15-21	Legal Concepts culture of safety,	Readings - Chapter 1 – related to legal concepts; Chapter 11 related to Nurse practice acts and Scope of Practice Chapter 5 Standards of Care Assigned Articles and web resources 3. Discussion Board - Nursing Practice Case Studies Reflective Practice Journal
Week 6 Feb 22-28	Regulatory and legislative processes Professional statutes and regulations	Readings - Texas NPA; Texas Rules and Regulations; Legislative Process; Assigned Articles and web resources 3. Discussion Board (continued) - Nursing Practice Case Studies Reflective Practice Journal
Week 7 Mar 1-7	Role of laws, regulations, guidelines, position statements	Readings - Chapter 8 informed consent and patient determination; Chapter 9; Documentation and confidentiality; Assigned Articles and web resources 3. Discussion Board - Nursing Practice Case Studies (continued) <u>Develop Nursing Practice Case Analysis Scholarly Paper</u> Reflective Practice Journal
Week 8 Mar 8-14		Readings - Chapter 14 Federal Laws Assigned Articles and web resources Submit – By 5pm Mar 13 - Nursing Practice Case Analysis Scholarly Paper Reflective Practice Journal
Mar 15-21		Spring Break
Module 3 Week 9 Mar 22-28	Case law/Tort Law Court cases	Readings - Chapter 6 regarding Tort Law Assigned Articles and web resources 4. Discussion Board - Analysis of Landmark Court Case Reflective Practice Journal
Week 10 Mar 29- Apr 4	Lunsford V BNE standards Due process	Readings - Assigned Articles and web resources 4. Discussion Board - Analysis of Landmark Court Case

	Consumer protections Patient autonomy	Reflective Practice Journal
Week 11 Apr 5-11	Practice standards Due process	Readings - Assigned Articles and web resources 4. Discussion Board (continued) -Analysis of Landmark Court Case Reflective Practice Journal
Module 4 Week 12 Apr 12-18	Ethical Principles & practice ANA Code of Ethics Cultural concepts	Readings - Chapter 3 & 4; Chapter 13; Chapter 8 informed consent and patient determination; Assigned Articles and web resources 5. Discussion Board - Identify Workplace Ethical Dilemma Reflective Practice Journal
Week 13 April 19-25	Advance Directives	Readings - Chapter 9 Documentation and confidentiality Chapter 15; Assigned Articles and web resources Develop Ethical Dilemma Presentation Reflective Practice Journal

ASSESSMENT OF STUDENT LEARNING:

Students are graded on their attendance/participation in the class and online reflecting observations, on line discussion and reading assignments for most weeks, two (2) professional papers and four (4) module projects.

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|----|---|-----------|
| 1. | Class, Discussion Board & Online Seminar Participation | 20% |
| 2. | Analysis of a Nursing Practice Case - Scholarly Writing Activity | 25% |
| 3. | Ethical Dilemma Presentation – Online Seminar – Group activity | 25% |
| 4. | Ethical Reflective Practice Journal – weekly submission | 15% |
| 5. | Synthesis of Reflective Journal and Analysis of Patient Issue Paper | 15% |
| 6. | Board of Nurse Examiners Jurisprudence and Ethics Online Course. | Pass/fail |

DETAILED EXPLANATION OF FINAL GRADE

- Grading Scale
- A = 90-100
- B = 80-89
- C = 75-79
- D = 69-74
- F = 69 OR BELOW

Any changes to this syllabus are at the discretion of the instructor and will be accompanied with significant notice only.

Teaching/Learning Process

Learning is a shared endeavor based upon a respectful and collaborative relationship between student and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.

2. Faculty members serve as mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Dialogue among class members is open and respectful.
6. Each member of the class will organize learning and schedules to meet course as well as personal and professional goals.
7. Each member of the class is able to use computer technology and access resources via the internet and other mobile technologies as needed for this and other courses.

Course Assignments

Class, Discussion Board & Online Seminar Participation 20%

Students will participate in online collaborative activities that explore the Legal and ethical issues in professional nursing and healthcare. Student dialogue will focus on identifying assessing resources, analyzing case situations and legal actions that impact professional nursing regulation and ethics. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical compoment.

Analysis of a Nursing Practice Case - Scholarly Writing Activity 25%

The purpose of this assignment is to help develop skills associate with the process of identifying and analyzing a nursing practice issue, identify available standards, regulations, and guidelines to inform the practice, and to aid in resolving your concern. Each student will investigate a nursing practice issue presenting in the workplace, describe background leading to the issue in the context of legal and ethical principles or standards associated with the issue. Professional nursing standards, regulations, and applicable case law associated with the issue will be addressed. The role of quality improvement, and information technology in the emergence or resolution of the issue will be described. The professional nurse's duty to the patient relative to the issue and obligations to society will be explored.

Ethical Dilemma Presentation – Online Seminar – Group activity 25%

The purpose of this activity is the integration of legal ethical concepts applied in the analysis of an workplace ethical dilemma. A listing of potential topics is provided with the assignment instructions and guidelines. Students will work in pairs to identify the ethical dilemma they will research, describe, and present potential solutions to resolved the dilemma. A point-counter-point format will be used. The presentation will be made using PowerPoint presentation during an online seminar. Peers who serve as the audience will ask critical questions, pose thoughtful alternatives, and appraise the presentation formally, providing feedback to the presenters.

Ethical Reflective Practice Journal – weekly submission 15%

Reflective Practice is an important attribute of a professional nurse, according to Sigma Theta Tau International. Ethical Reflective Practice Journal is a discipline of self-inquiry using a selected model of reflection to examine the ethical/legal aspects of practice with patients during the semester applying

readings and gaining insights regarding values, ethics, self or practice, and being mindful of self while in or following an experience.

Synthesis of Reflective Journal and Analysis of Patient Issue Paper 15%

The purpose of this activity is to review and synthesize narratives from the reflective journal and focusing on one of the ethical or legal problems you identified during the semester and that was of significance to your learning experience, analyze the situation.

As you analyze your narratives in context of the identified problems, related the legal or moral responsibilities, rights, and obligations of the health care providers. Indicate how the situation varies from your ideal as a nursing professional. Discuss how you would use knowledge gained through this course to bring the situation into alignment with that ideal. Identify the knowledge or skills needed for the health care providers to come into alignment with the ideal. Provide supporting citations and present what you learned through this experience.

Board of Nurse Examiners Jurisprudents and Ethics Online Course.

<https://www.bon.texas.gov/catalog/product/#bon-nrsp>

pass/fail

This course meets the 2-Hour CNE requirement for nursing jurisprudence and ethics established during the 2013 Legislative Session. Please note: Once purchased, this course must be completed within 3 weeks.

The Texas Board of Nursing's Nursing Regulations for Safe Practice course is designed to promote patient safety by providing current laws and rules that uphold safe nursing practice. This course is applicable to all nursing practice settings and meets the continuing education requirements set forth in the Texas Board of Nursing Rules.

Course Expectations

You should read the textbook and reading assignments prior to participating in online discussions and seminars. Most of the course learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students' understanding of course concepts, topics, and students' investigations into practice issues, and reviews of literature. The course is designed to provide opportunities for you to participate in case analysis, demonstrate clinical reasoning, completion of e-learning assignments, scholarly writing, making professional presentations, and self appraisal. All written assignments are expected to adhere to APA formatting.

Communications:

- Announcements – Check announcements each time you log onto the course.
- Course email - Check course email for communications, make sure your email is current. I will respond to inquiries and comments within 24hours Monday-Friday.
- If you have technical questions, problems or concerns, contact 24/7 Help Desk at the time you are having a problem. Do not spend more than 15 minutes on any technical problem, seek help immediately. For technical help, contact 24/7 Help Desk at
- Responses to emails and course postings – faculty will respond within 24 hours of postings Monday through Friday. Please use email or mobile phone or texting between the hours of 9 am and 6pm. Messages received after 5pm on Fridays will be answered on Monday morning.
- Assignments will be reviewed and returned with feedback/grade within 1 week of submission.

Attendance:

Your attendance is expected at every class meeting. This type of course requires participation in all areas for accurate evaluation of performance. Intelligent participation requires that you read your assigned readings prior to joining the class discussion. By enrolling in this course, you are indicating that you have arranged your work schedule and family arrangements so that you can attend.

Readings and learning activities relevant to the weekly topic are identified in the course schedule

Make-up Assignments: Five points per calendar day will be deducted for late submission of assignments. Should conflicts arise with scheduling, the student should speak with the instructor as soon as possible. If students have spoken with faculty about scheduling conflicts and come to an agreement, extensions can be arranged.

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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January 7, 2015