

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: Fall 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  
Contact Information: Cell 512-699-6055 Lollylock@gmail.com (texting)  
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 Lora.lockhart@sulross.edu

**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 21<sup>st</sup> 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:**

1. Burkhardt, M. A. & Nathaniel, A. K. (2014). *Ethics and issues in contemporary nursing*. (4th Edition). Thomson/Delmar Learning.
2. American Psychological Association. (2010). *Publication Manual of the American Psychological Association*. (6th Edition). (Secure references from Library)
3. IOM (ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington D.C. The National Academies Press. (full .pdf)\*
4. IOM (ed.). (2001). *Crossing the quality chasm*. Washington D.C. The National Academies Press. (full .pdf)\*
5. IOM (ed.). (2011). *The future of nursing: Leading change, advancing health*. Washington D.C. The National Academies Press (full .pdf)\*
6. IOM (2009). *Computational technology for effective health care: Immediate steps and strategic directions*. National Research Counsel. Washington D.C. The National Academies Press (full .pdf) \*
7. IOM. (2004). *In the nation's compelling interest: Ensuring diversity in the healthcare workforce*. Washington D.C. The National Academies Press (full .pdf)\*
8. IOM. (2004). *Health literacy*. Washington D.C. The National Academies Press (full .pdf)\*

\*These IOM reports in .pdf are available free on the web at [www.nap.gov](http://www.nap.gov).

**Recommended Resources:**

1. American Nurses Association. (2010). *Nursing: scope and standards of practice*. Washington D.C. Nursesbooks.org.
2. American Nurses Association. (2010) *Nursing's social policy statement*, (Second Edition). Washington D.C. Nursesbooks.org.
3. American Nurses Association. (2015). *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.**

<b>Week Date</b>	<b>Class topics, Objectives, reading assignments and teaching strategies</b>
<p>Week 1 Aug 24</p>	<p><b>Topic: Introduction to Course.</b> 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.                      #1 RN to BSN due Week 3                      #2 Critical Thinking due Week 8                      #3 Leadership due Week 12                      #4. Professional Role due Week 15 with presentation during on site class.</p> <p>Review guidelines and grading rubric for professional papers.                      Submission of two professional papers using APA format:                      #1 Philosophy of Nursing due Week 6.                      #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.  <b>NOTE:</b> 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.  <b>Note:</b> Syllabus, assignments, and on site v. on line are subject to change, as needed.</p> <p><b>Basic Texts:</b>                      Burkhardt, M.A. &amp; A Nathaniel. (2014). Ethics and issues in contemporary nursing. (4<sup>th</sup> Edition). Thomson/Delmar Learning.                      American Psychological Association. (2010). Publication Manual of the American Psychological Association. (Sixth Edition) (Available in the Library and Online)</p> <p><b>Topic: Evolution of Professional Nursing</b>  <b>Objectives:</b>                      1. Describe the evolution of nursing and nursing education in the context of the health care system of the 21<sup>st</sup> 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> <p><b>Reading Assignment:</b>                      Burkhardt: Part I Guides for Principled Behavior and Ch 1 Social, philosophical and other historical forces. Ch 6 Ethics and Professional Nursing</p> <p><b>Activity:</b>                      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 Aug 31</p>	<p><b>Topic: Comparison of Roles &amp; Responsibilities of ADN and BSN Nurses</b>  <b>Objectives:</b>                      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> <p><b>Reading Assignment:</b>                      Burkhardt: Part II Developing Principled Behaviors                      Texas Board of Nursing. Differential Essential Competency (DEC)(2010) (Download from: <a href="http://BON.state.tx.us/pdfs/differentiated_essential_competencies-2010.pdf">BON.state.tx.us/pdfs/differentiated_essential_competencies-2010.pdf</a>)</p>

	<p>AACN BSN Essentials download:  <a href="http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf">www.aacn.nche.edu/education-resources/BaccEssentials08.pdf</a></p> <p><b>Activity:</b>  <b>Module 1 Comparison of ADN and BSN Roles Due Week 3.</b>            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            Sept 8</p>	<p><b>Topic: Philosophy of Professional Nursing</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify the resources and components of a philosophy of nursing</li> <li>2. Develop the context for evolution of the student's philosophy of nursing</li> <li>3. Analyze the Code for Nurses as it reflects the professional philosophy.</li> </ol> <p><b>Reading Assignment:</b>            Burkhardt: Chapter 1 Page 8+, Ch. 2 and 3 regarding Ethical foundations            Ana Code for Nurses: <a href="http://www.nursingworld.org.codeofethics">www.nursingworld.org.codeofethics</a>            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 Executive Summary.            Review M. Leininger's Theory of Nursing            Person/Patient Holistic Perspectives (Handout)</p> <p><b>Activity:</b>            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.  <b>Consider ideas for Module 4 Professional Role Plan to present Week 14 on site class.</b></p>
<p>Week 4            Sept 14</p>	<p><b>Topic: Professional Communication</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify professional role to utilize resources to establish and confirm nursing practice based on evidence and validation of appropriateness of care provided.</li> <li>2. Identify the critical elements of communication among care providers to ensure patient safety.</li> </ol> <p><b>Reading Assignment:</b>            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><b>Activity:</b>            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            Sept 21</p>	<p><b>Topics: Law, Ethics and a Culture of Safety</b>  <b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Examine the nursing practice laws, regulations, standards, values, ethics and research as a foundation for nursing practice and person/patient advocacy</li> <li>2. Consider potentials for violation of law, standards and ethics and propose remedies.</li> <li>3. Identify events that are reportable and through which channels.</li> </ol> <p><b>Reading Assignment:</b>            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</p> <p><b>Activity:</b></p>

	<p>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                   Sept 28</p>	<p><b>Topic: Critical Reasoning</b>  <b>Objectives:</b>                  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.  <b>Reading Assignment:</b>                  Burkhardt: Ch. 7 Ethical Decision Making. Ch. 12 Scholarship Issues                  Clinical Reasoning Process.  <b>Activity:</b>                  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?  <b>Module 2 Critical Thinking/Reasoning Due week 8</b>  <b>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)</b></p>
<p>Week 7                   Oct 5</p>	<p><b>Topics: Patient Care Technologies and Information Systems</b>  <b>Objectives:</b>                  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.  <b>Reading Assignment:</b>                  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.  <b>Activity:</b>                  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>
<p>Week 8                   Oct 12</p>	<p><b>Topics: Patient Safety</b>  <b>Objectives:</b>                  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.  <b>Reading Assignment:</b>                  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 <a href="http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/PatientSafetyQuality/Research-Measurement/The-National-Database/Nursing-Sensitive-Indicators_1">http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/PatientSafetyQuality/Research-Measurement/The-National-Database/Nursing-Sensitive-Indicators_1</a>                  Healthy People 2020 (Google "Healthy People 2020" and download)  <b>Activity:</b>                  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>
<p>Week 9                   Oct 19</p>	<p><b>Topic: Evolving Health Care System</b>  <b>Objectives:</b>                  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</p>

	<p>3. Describe a Culture of Safety and a Just Culture and processes for promoting both in the practice system.</p> <p>4. Design a business that a nurse or nurses could establish and implement to address a need in the local health care system.</p> <p><b>Reading Assignment:</b> Burkhardt: Part IV and Ch. 13 Global Consciousness, Ch. 14 Health Policy Issues, and Ch. 15 Economic Issues. IOM. (2011). The future of nursing. Review key findings and recommendations. Business Plan Guidelines: Business Plan PPT, Berg: Getting Down to Business, and Business Plan Outline.</p> <p><b>Activity:</b> Class Discussion on Blackboard to address questions proposed: Question: Explore how the new Affordable Care Act will impact on access to and scope of health care services. 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. Blackboard discussion on reading and key questions to be addressed.</p>
<p>Week 10 Oct 26</p>	<p><b>Topics: Nursing Leadership in the 21<sup>st</sup> Century - Complexity and Change</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define the professional leadership roles for nurses in the context of complexity and change.</li> <li>2. Explain complexity science in relation to health care systems, services and roles.</li> <li>3. Compare and contrast change theories.</li> </ol> <p><b>Reading Assignment:</b> Burkhardt: Part V. The Power to Make a Difference. Chapter 19 Empowerment for Nurses 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. IOM. (2011). The future of nursing. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary. Nursing Social Policy (ANA) Kritek: Ways of Being</p> <p><b>Activity:</b> Whistleblower PPT Complexity PPT (Review again) Influencing Policy and Law PPT Complete Study Guide for Week 10. Class Discussion on Blackboard to address questions proposed: Question: Explore how the Affordable Care Act (ACA) will impact on the nursing profession and on individual nurses. Consider challenges and opportunities.</p> <p><b>Module 3 Leadership and Change due Week 12</b></p>
<p>Week 11 Nov 2</p>	<p><b>Topic: Interprofessional Collaboration</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the nurse's role in collaboration with other members of the health care team and the persons and patients served.</li> <li>2. Identify barriers and facilitators to effective collaboration.</li> </ol> <p><b>Reading Assignment:</b> Burkhardt: Chapter 9 Professional Relationships 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><b>Activity:</b> 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 Nov. 9</p>	<p><b>Topics: Health Promotion and Disease Prevention</b></p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe the nurses role in health promotion and disease prevention</li> <li>2. Describe the nurses' independent accountability to the person/patient.</li> <li>3. Define the rights and role of the person and patient in planning, consenting, and implementing their plan of care.</li> </ol>

	<p><b>Reading Assignment:</b>                  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.  <b>Activity:</b>                  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>
Week 13  Nov 16	<p><b>Topic: Patient Education</b>  <b>Objectives:</b>                  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.  <b>Reading Assignment:</b>                  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.  <b>Activity:</b>                  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?  <b>Paper #2 on Patient Safety due</b></p>
Week 14  Nov 23	<p><b>Topic: Professional Role Development</b>  <b>Objectives:</b>                  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.)  <b>Reading Assignment:</b>                  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.  <b>Activity:</b>                  Complete Study Guide for Week 14.                  Class Discussion 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>
Week 15  Nov 30	<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  <b>Module 4 Professional Role Development Plan (Presentation to class)</b>                  Submit hard copy for faculty.</p>

**ASSESSMENT OF STUDENT LEARNING:**

Students are expected 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. Class Guides are not graded - are to assist your learning. 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>
<b>Total points</b>	<b>100</b>

## 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

## ACADEMIC HONESTY POLICY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or

the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

#### AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT

Any student with a documented disability needing academic adjustments is requested to speak directly to the Counseling Department as early in the semester (preferably within the first week) as possible. All discussions will remain confidential.

#### CLASS ATTENDANCE POLICY

Regular class attendance is important to the attainment of the educational objectives of the University. Each instructor will explain the attendance policy at the beginning of the semester or term.

Instructors may, at their discretion, drop any student who has nine absences of any type.

An absence is defined as non-attendance in 50 minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences. An absence due to participation in an official University activity is considered to be an authorized absence.

When a student has to miss a class due to an authorized University activity, it will be the responsibility of the student to notify the instructor of the class in advance. The department responsible for the authorized University activity will also notify instructors through the Office of Student Services by providing an explanation for the absence and list of students participating. Instructors will give students participating in an authorized University activity the opportunity to make up classwork, including tests, within a reasonable time and at the convenience of the instructor. An authorized absence does not extend the number of absences before which a student may be withdrawn.

General absences will no longer come through the Student Life Office. General absences include those calls of death in the family, car troubles, illness, etc. The student is responsible for contacting each faculty member directly. It is up to the faculty member to decide how the absence will be treated.

Sul Ross allows students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student notifies the instructor of each class scheduled on the date that the student would be absent for a religious holy day. Arrangements must be made with the instructor five working days in advance, and any examinations or assignments must be completed within five working days after the religious holy day.

A student who is dropped from a course for excessive absences will be notified in writing by the Office of Admissions and Records after the drop has been approved by the Associate Provost/Dean of Rio Grande College. Any student dropped for excessive absences will receive an automatic "F" in the course

#### DISTANCE EDUCATION (WEB-COURSE) NON-PARTICIPATION STATEMENT

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F" or a "W". In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating for more than 3 weeks of inactivity during a long

semester or 1 week of inactivity during a summer session, the instructor may drop the student from the course with a grade of “F” or a “W”. Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

### ONLINE COURSES

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students **MUST** have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the SWTJC and RGC libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

### GENERAL CAMPUS REGULATIONS AND CONDUCT

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

### COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES:

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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  <b>Points 10-15</b>	States and defines topic  <b>Points 1-9</b>	Topic not defined or described  <b>Points 0</b>
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?  <b>Points 40-50</b>	Partially responds to questions.  <b>Points 1-39</b>	Fails to address questions  <b>Points 0</b>
Summary 15=____	Succinct summary of topic and key current/future issues.  <b>Points 10-15</b>	General comments about the subject and some issues  <b>Points 1-9</b>	Does not fully address topic and issues  <b>Points 0</b>
.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.  <b>Points 15-20</b>	Partially adheres to APA format  <b>Points 1-14</b>	Fails to adhere to APA format  <b>Points 0</b>

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 Sate 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 9<sup>th</sup> 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