



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

HEADING:

SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
COURSE NUMBER AND NAME: NURS 3301 Trends and Issues in Professional Nursing
SEMESTER/YEAR: Spring 2020

SECOND LEVEL: SEMESTER HOURS: Three (3)

CONTACT HOURS: NA

CLINICAL HOURS (if applicable): NA

PREREQUISITES: Enrollment in the RN to BSN Completion 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: Keith Ellen Ragsdale, EdD RN

Contact Information

Hours available via e-mail Monday-7-9PM, Tuesday -9-11AM, Thursday- 7-9PM

Hours available in person in your office NA

Hours available via office/home phone Monday- 7-9 PM, Tuesday 9 to 11AM

Hours available by appointment by mutually agreed upon time

Phone number (s): 512-653-5511 (Text)

Landline: 512-368-5015 (captioned phone)

Can also use FaceTime appts as needed.

University e-mail: Keith.Ragsdale@Sulross.edu

2/4/2020 10:20 AM1 RGC Format for Course Syllabus 2/3/2020



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

COURSE OBJECTIVES:

Each student enrolled in this course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing Programs (DEC's), the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSM Essentials), and the QSEN Knowledge, Skills and Attitudes (KSA's) in this course

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. Analyze patient care technology and information systems that support safe nursing practice and reduce person and population risks.

REQUIRED TEXTS:

Text Books:

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)*



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

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.edu

Articles: (as needed) See Schedule and Assignments

Web Resources: (as needed) See Schedule and Assignments

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

Students will participate in online collaborative activities that explore the trends and issue in professional nursing and health care. 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. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

COURSE EXPECTATIONS: (The following course expectations should be addressed in each course.)

Specific Expectations: (Include orientation to course, faculty & student picture and biography, student expectations, attendance, participation, late papers and make up assignments, inclusion of APA format, technical difficulty with Blackboard 9, communication announcements, and testing policy. A detailed course schedule and calendar with clear indications and due dates for all graded assessments must be included with elaboration by individual faculty for individual expectations at the end of the syllabus.)

Orientation to Course:

2/4/2020 10:20 AM3 RGC Format for Course Syllabus 2/3/2020



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

Complete “Getting to Know You” Module prior to first day of class

Faculty and Student Picture and Biography:

Faculty will submit a picture and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

Prior to the first week of class, each student must submit a snap-shot of picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree. An Introductory PPT – “Getting to Know You” assignment and posting to the Discussion Board Forum is also required the first week. See Assignments-Week 1.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students 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 a 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. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. 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.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – Check course e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Use of technology** – If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately. Contact the 24-7 Help Desk at: 1-888-837-2882.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 9 am and 6 pm if possible.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

- **Assignments** – Assignments will be reviewed and returned with feedback/grade by Wed of the week following the assignment due.
- **Writing and use of APA format** – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding the faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, and/ or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE: The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
 - a. Use a meaningful title in the Subject line. For e-mail, include course number.
 - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
 - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

- a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
 - b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insults;
 - c. Do not use all caps in the message box (it is considered shouting);
 - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
 7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
 8. When posting a response, make sure you clarify the post to which you are responding.
 9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
 10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 11. Try not to lurk, meaning you are just reading and not participating.
 12. Quality of online communications/postings is important
 - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
 - b. If the posting is going to be long, use paragraphs;
 - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
 - d. Just as you would proofread a formal paper, before posting;
 - i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
 13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
 14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, phone, or text.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. Summary of Measures for Evaluations:

The course grade is based on Introduction Activity, Discussion Board participation/Weekly Activities, completion of Study Guides and the development of a Business Plan presented as a PPT Presentation.

<u>Course Requirements</u>	<u>Points</u>
Introduction Activity	5
Discussion Board	25
Study Guides	50
<u>Business Plan</u>	<u>25</u>
Total Points	105

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 105

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online testing/Assessments; When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

and/or family emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Five points per calendar day will be deducted for late submission of assignments. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text before the assignment due date or as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.



**SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM**

COURSE SCHEDULE:

This schedule is subject to change by faculty.

Class Weeks will be from **Sunday 12:00 midnight –Sunday 11:59 PM**. All assigned work activities for the week must be completed by Sunday midnight unless otherwise indicated by the instructor. Discussion Boards – The initial entry for the week’s Discussion Board must be completed by Wednesday at 12 Noon. Two responses to classmates initial entry must be completed by Sunday midnight.

WEEK	CLASS TOPIC
Week 1A	Introduction to Course, Course Leader and Class Scholars
Week 1B	Evolution of Professional Nursing and Introduction to the Business Plan
Week 2A	Comparison of Roles & Responsibilities of ADN & BSN Nurses
Week 2B	Law, Ethics and Culture of Safety
Week 3A	Patient Safety
Week 3B	Evolving Health Care System
Week 4	Patient Care Technologies and Information Systems
Week 5	Nursing Leadership in the 21 st Century – Complexity and Change
Week 6	Health Promotion and Disease Prevention
Week 7	Professional/Interprofessional Collaboration/Finalize Business Project Presentation
Week 8	Professional Role Development/Presentation of Business Plan

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
1	Topic: Introduction to Course: Objectives: 1. Completion of all course assignments and participate on line and	Basic Texts: Burkhardt, M.A. & A Nathaniel. (2014). Ethics and issues in contemporary nursing. (4th Ed). Thomson/Delmar Learning. OWL Guidelines for	



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	<p>any other RN to BSN courses.</p> <p>6. Develop a 2-4 PPT slide presentation of Introduction of Yourself to share with other students through BB.</p> <p>NOTE: Syllabus, assignments, and on site/on line meetings are subject to change, as needed.</p> <p>Topic: Evolution of Professional Nursing 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 		<ul style="list-style-type: none"> • Welcome Activity : Prepare a 2-4 slide PPT Introduction and post to BB. <p>Assignment: Complete Biographical Data Form and post to the instructor.</p> <p style="text-align: right;">Complete your reading assignment and view the following PPTs. Health Care System</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	<p>barriers to promoting BSN and higher education for nursing.</p> <p>3. Consider rationale for educational levels in professional nursing that are comparable to other health professionals.</p> <p>4. Explore the avenue of nurse-owned businesses.</p> <p>Topic: Business Plan</p>	<p>Read the article "Get Down to Business with a Business Plan" Business Plan Article -Getting Down to Business.pdf</p> <p>View the PPT Presentation "SR Business Project 2018". There is an audio overlay in the PPT, but you need to advance each slide</p>	<p>Overview PPT Critical Components PPT</p> <p>Read the article "Get Down to Business with a Business Plan" Business Plan Article -Getting Down to Business.pdf and click on the audio arrow to play for that slide.</p> <p>Review the "Business Plan Outline". Review "Business Plan Rubric".</p> <p>In addition to the</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

		<p>View: Business Plan Article -Getting Down to Business.pdf (619.052 KB)</p> <p> Business Plan Outline.doc (28.5 KB)</p> <p> Business Plan Rubric.docx (14.061 KB)</p> <p> Business Plan Brochure Example.pptx (366.271 KB)</p> <ol style="list-style-type: none"> 1. Read the article "Get Down to Business with a Business Plan" Business Plan Article - Getting Down to Business.pdf 2. View the PPT Presentation "SR Business Project 2018". There is an audio overlay in the PPT, but you need to advance each slide and click on the audio arrow to play for that slide. 3. Review the "Business Plan Outline". 4. Review "Business Plan Rubric". 5. In addition to the PPT Presentation covering the 	<p>PPT Presentation covering the Business Plan, you will create a brochure marketing your new business.</p> <p>Think about possible problems in your community for which there is not a service to alleviate the need. Make a list of at least 3 possible problems you might address. Where can you get more data to support the need for a new service?</p> <p>We will discuss this project further in our first collaborative meeting.</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

		<p>Business Plan, you will create a brochure marketing your new business.</p> <p>6. Think about possible problems in your community for which there is not a service to alleviate the need. Make a list of at least 3 possible problems you might address. Where can you get more data to support the need for a new service?</p>	
2A	<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 	<p>Reading Assignment:</p> <ul style="list-style-type: none"> • Burkhardt: Part II Developing Principled Behaviors <p>Burkhardt: Part II Developing Principled Behaviors</p> <p>Texas Board of Nursing. Differential Essential Competency (DEC)(2010) (Download from: BON.state.tx.us/pdfs/differentiated_essential_competencies-2010.pdf)</p> <p>AACN BSN Essentials download: http://www.aacnnursing.org/Portals/42/Publications/BaccE</p>	<p>Activity: Review all resources in "Reading Assignment".</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Complete Study Guide: Comparison of ADN and BSN Roles and submit, etc.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	of the BSN nurse.	ssentials08.pdf	
2B	<p>Topics: Law, Ethics and a Culture of Safety</p> <p><u>Objectives:</u></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, 91+; Chapter 5 Values Clarification, Chapter 8 Legal Issues, 187+</p> <p>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.</p> <p>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- Attached file above Code of Ethics for Nurses with Interpretive Statements. (2015) American Nurses Association. http://www.journalofnursingregulation.com/article/S2155-8256(16)31073-0/pdf</p>	<p>Activity:</p> <p>Review all resources in “Reading Assignment”, including the resources below:</p> <p> 3 Just Culture.doc (25 KB)</p> <p> 5 Professional Boundaries 2007 Web.pdf</p> <p> 5 Reporting.pptx</p> <p>Assignment:</p> <p>Complete Study Guide from 2A and Submit.</p> <p>Business Plan:</p> <p>Address Part II of BP Outline</p>
3A	<p>Topic: Patient Safety</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> 1. Apply critical thinking and reasoning to complex clinical situations that 	<p>Reading Assignment:</p> <p>:</p> <p> Study Guide for Patient Safety.docx (17.743 KB)</p> <p> Patient Safety</p>	<p>Activity:</p> <p>Review all resources in “Reading Assignment”.</p> <p>Discussion Board:</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	<p>challenge patient and nurse safety.</p> <p>2. Identify barriers to critical reasoning when facing potential adverse events</p>	<p>- Decision Tree for Culpability.doc (149.5 KB)</p> <p>Nursing Indicators.doc (37 KB)</p> <p>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.</p> <p>Culture of Safety https://psnet.ahrq.gov/primers/primer/5/safety-culture</p> <p>Nurse Sensitive Indicators (ANA) http://www.nursingworld.org/mainmenucategories/anamarketplace/anaperiodicals/ojin/tableofcontents/volume122007/n03sept07/nursingqualityindicators.aspx</p> <p>Healthy People 2020 https://www.healthypeople.gov/2020/leading-health-indicators/Healthy-People-2020-Leading-Health-Indicators%3A-Progress-Update</p>	<p>Do a search on CINAHL or EBSCO and identify an article/research on effective strategies to reduce errors or near misses. Cite article and give a brief summary. Does this finding have an implication for your workplace? If so, how?</p> <p>Assignment: Complete Study Guide and Submit</p> <p>Business Plan: Address Part III of BP Outline</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

		<p> Patient Safety - Decision Tree for Culpability.doc (149.5 KB)</p> <p> EBP to Reduce Errors PPT.ppt</p>	
3B	<p>Topic: Evolving Health Care System Objectives:</p> <ol style="list-style-type: none"> 1. Compare and contrast the evolving health care system in the United states with that of other 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. Continue to design a business that a nurses 	<p>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.</p> <p>Earth Charter http://earthcharter.org/discover/ Everything You Need to Know about the ACA https://obamacarefacts.com/obamacare-everything-you-need-to-know-about-the-aca/ (Read all of the links contained in the first page of the site, including the the Pros and Cons).</p> <p>Commonwealth Fund http://www.commonwealthfund.org/about-us/mission-statement (Also review the list of Board of Directors) ACA Facts after 5 Years http://www.commonwealthfund.org/publicati</p>	<p>Activity: Review all resources in “Reading Assignment”.</p> <p>Assignment: Complete Study Guide and Submit.</p> <p>Business Plan: Address Part III of BP Outline</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	<p>could establish and implement to address a need in the local health care system.</p>	<p>ons/blog/2015/may/aca-facts-after-five-years</p> <p>High Cost of Medicare Spending for Small Subpopulation http://www.commonwealthfund.org/publications/in-the-literature/2017/oct/preventable-spending-high-cost-medicare</p> <p>Disaster Nursing: Lack of Preparedness http://magazine.nursing.jhu.edu/2016/12/calling-all-nurses-disaster-knowledge-needed/</p> <p>ICN Disaster Nursing Competencies http://www.wpro.who.int/hrh/documents/icn_framework.pdf (Read complete document, with special emphasis on Chap 4 and 5)</p> <p>National Healthcare Disaster Certification http://www.nursecredentialing.org/NationalHealthcareDisasterCertification</p> <p>Effects of Traumatic Stress after Mass Violence, Terror or Disaster https://www.ptsd.va.gov/professional/trauma/disaster-terrorism/stress-mv-t-dhtml.asp</p> <p>Complete Study Guide for Evolving Health Care</p>	
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

4	<p>Topics: Patient Care Technologies and Information Systems</p> <p>Objectives:</p> <ol style="list-style-type: none"> 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. 	<p>Systems.</p> <p>Reading Assignment:</p> <p style="text-align: center;">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.</p> <ul style="list-style-type: none"> • Read – Summary, pg 1-9., Ch 1- Health Care in the United States, Ch 2- A Vision for 21st Century Health Care and Wellness, and Ch 4 - Principles for Success. PDF: https://www.nap.edu/catalog/12572/computational-technology-for-effective-health-care-immediate-steps-and-strategic <p style="text-align: center;">HIMS Salary Workforce Guide 2017. http://www.himss.org/sites/himssorg/files/2017-nursing-informatics-workforce-salary-guide.pdf</p>	<p>Activity: Review all readings and PPT and videos.</p> <p>Complete Study Guide.</p> <p>Discussion Board: Do a search for new technology in health care. You may discover uses of robotics, monitors, new phone apps, etc.. http://www.techrepublic.com/pictures/health-care-tech-10-new-devices-apps-and-inventions-to-watch/ and http://medicalfuturist.com/10-best-health-technology-innovations-ces-2017/ are two examples I found. Find your own or research some from these. Identify a new technology or one projected to come to the market within the next decade. What is the potential solution/impact on</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

		 <p>Next steps in health & medicine -- where can technology take us? Daniel Kraft TEDxBerlin</p> <p>Duration: 21:24 User: n/a - Added: 10/1/14</p> <p>Review Business Plan article, PPT and document What healthcare will look like in 2024 (video) https://www.youtube.com/watch?v=esugL07XANg</p>	<p>health/nursing care? Are there issues that might surface around the use of this technology?</p> <p>Business Plan: Address Part IV and V of BP Outline</p>
<p>5</p>	<p>Topics: Nursing Leadership in the 21st Century - Complexity and Change</p> <p><u>Objectives:</u></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. 	<p>Reading Assignment:</p> <p> Nursing Social Policy (Nursing Leadership).ppt (24 3 KB)</p> <p>Burkhardt: Part V. The Power to Make a Difference (Pg 493). 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</p>	<p>Activity: Review all resources in “Reading Assignment” and “Learning Activities”.</p> <p>Discussion Board: Post a nursing research study on Transformational Leadership, Effective Leadership Styles/Strategies or similar topic and give a brief summary of the population studied and</p>





SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	<p>3. Compare and contrast change theories.</p>	<p>Transformational Leadership and Ch. 5 Maximizing Workforce Capability. (Read the highlights of the key headings -- do not get bogged down in details presented). IOM. (2011). The future of nursing. Washington DC: The National Academies Press Review Executive Summary. https://www.nap.edu/read/12956/chapter/2 Nursing Social Policy (ANA) Learning Activities:</p> <p>WHAT IS SERVANT LEADERSHIP.docx (13.953 KB) Nursing Social Policy (Nursing Leadership).ppt (243 KB) Influencing policy and law.ppt (130 KB) Uneven tables PPT - Complexity.ppt (227.5 KB) Module 2 Leadership and Change Fall 2017 (2).docx (16.676 KB)</p>	<p>findings. Discuss lesson(s) learned from the research and its application in your practice or workplace.</p> <p>Assignment: Complete Subguide and submit.</p> <p>Complete Discussion Board.</p> <p>Complete John Maxwell Growth Quest Quiz.</p> <p>Business Plan: Continue to address Part IV and V of BP Outline. Be Creative! Begin to map the steps to bring your idea to a successful launch!</p>
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RN TO BSN COMPLETION PROGRAM

		<p> Never events 2017 by Dr Lockhart.pptx  (24.6 46 MB)</p> <p>Whistleblower: Never Events PPT (Be sure and click on "sound icon" on each slide that has one) When Nurses Speak Up They Pay the Price:</p> <p>https://www.americannursetoday.com/when-nurses-speak-up-they-pay-a-price/</p> <p>Leadership: What is Servant Leadership? document. 5 Leadership Types for Nurse Leaders https://www.aanac.org/docs/white-papers/2013-nursing-leadership---management-leadership-styles.pdf?sfvrsn=4</p> <p>The 5 Levels of Leadership :</p> <p>https://www.slideshare.net/mbaskills01/the-5-levels-of-leadership-by-john-maxwell-51461913?qid=3be7ea67-1b2d-4b7d-be73-304a24522ad0&v=&b=&from_search=4</p> <p>Growth Quest Quiz http://www.johnmaxwell.com/blog/you-are-here</p>	
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

		<p>Skip Pritchard Leadership website: www.skippritchard.com</p> <p>Supporting an Evidence-Based Nursing Practice Culture https://www.nurse.com/free-courses (Choose course title " Supporting an Evidence-Based Nursing Practice Culture". You will receive 1.0 CEU free when passing the test at the end of the course)</p>  <p>Watch Video</p> <p>Module 4, Segment 7: Negotiation at an Uneven Table</p> <p>Duration: 6:56 User: n/a - Added: 6/9/16</p> <p>Influencing Policy and Law PPT Nursing Social Policy PPT</p>	
6	<p>Topics: Health Promotion and Disease Prevention</p> <p><u>Objectives:</u></p> <ol style="list-style-type: none"> Describe the nurse's role in health promotion and disease prevention 	<p>Reading Assignment:</p> <p>Burkhardt: Ch. 11 Practice Issues Related to Patient Self-Determination. Ch. 18 Transcultural and Spiritual Issues. Ch. 20 Facilitating Patient Empowerment American Hospital Association -</p>	<p>Activity: Review all resources in "Reading Assignment" and PPTs below.</p> <p>12 EOL2.pptx (67.116 KB) 12 Primary Care Safety</p>



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RN TO BSN COMPLETION PROGRAM

	<p>2. Describe the nurses' independent accountability to the person/patient.</p> <p>3. Define the rights and role of the person and patient in planning, consenting, and implementing their plan of care.</p>	<p>Understanding Expectations, Rights and Responsibilities - www.aha.org</p> <p>AHA Patient Care Partnership - https://www.cms.gov/Medicare/Prevention/PrevntionGenInfo/medicare-preventive-services/MPS-QuickReferenceChart-1.html</p> <p>IOM. Health literacy. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary. Health Literacy. http://www.medscape.com/viewarticle/564667_4</p> <p>Health Information Privacy - https://www.hhs.gov/hipaa/index.html</p> <p>Cultural Assessment Tool: http://www.nursingworld.org/MainMenuCategories/ThePracticeofProfessionalNursing/2016-Culture-of-Safety/AppendixB-CulturalAssessmentTool-GoupsCommunities.pdf</p> <p>Complete free CE on Health Literacy: https://www.nurse.com/ce/health-literacy-and-discharge-education-i-didn-t-understand</p>	<p>Net.ppt (101.5 KB)</p> <p>13 Pt Rts .pptx</p> <p>Discussion Board: Complementary and Integrative therapies are becoming more and more popular in patient considerations for their health care as well as providing culturally congruent care. Choose an integrative therapy of interest, briefly describe the therapy, and its proposed use. Present research available addressing effectiveness of this modality.</p> <p>Assignment: Complete Study Guide</p> <p>Discussion Board: Complementary and Integrative therapies are becoming more and more popular in patient considerations for their health care as well as providing culturally congruent care. Choose an integrative therapy of interest, briefly describe the therapy, and its proposed use. Present research available addressing effectiveness of this modality.</p> <p>Business Plan: Address Part VI of BP Outline. Begin to</p>
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

			design a brochure/flyer and marketing plan to ensure a SUCCESSFUL venture. Prepare a PPT presentation on your Business Plan, including the brochure, etc. to present to your student colleagues at the end of Week 7
7A	<p>Topic: Professional/Interprofessional Collaboration</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:</p> <p>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. View: Incivility and Bullying in Healthcare "Overview" : https://www.youtube.com/watch?v=4DOQ593cHfE</p>	<p>Activity: Review all resources in "Reading Assignment".</p> <p>Assignment: Complete Study Guide for Professional/Interprofessional collaboration and submit.</p>
7B	<p>Topic: Professional/Interprofessional Collaboration, Part 2</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Compare and contrast the nurse's role in collaboration 	<p>Reading Assignment:</p> <ul style="list-style-type: none"> • Burkhardt: Ch. 9 (Review) • IOM (2004). Keeping patients safe: Transforming the work environment of nurses. Washington DC: The National Academies 	<p>Business Plan: Upload your PPT of your Business Plan to the Discussion Board by Sunday at 8PM.</p>



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	<p>with other members of the health care team and the persons and patients served.</p> <p>2. Identify barriers and facilitators to effective collaboration.</p>	<p>Press (download full .pdf) Review Ch. 3 Nurses Caring for Patients: Who They Are, Where They Work, and What They Do.</p> <ul style="list-style-type: none"> • IOM. (2011). The future of nursing. Washington DC: The National Academies Press (download full .pdf) Read Ch. 5 Transforming Leadership. • IOM (2004) In the Nation's Compelling Interest: Ensuring Diversity in the Health-care workforce. https://www.nap.edu/catalog/10885/in-the-nations-compelling-interest-ensuring-diversity-in-the-health Read Executive Summary and Introduction. • Health Professions for Diversity Coaliton. http://www.naahp.org/portals/2/Files/DiversityandInclusion/Diversity_Article.pdf 	
8	<p>Topic: Professional Role Development</p> <p><u>Objectives:</u></p> <p>1. Review how professional nursing in evolving and project future opportunities.</p>	<p>Reading Assignment: Burkhardt: Briefly Review Ch. 1 Social, Philosophical and other Historical Forces. IOM. (2011). The Future of Nursing: Leading Change, Advancing Health. Washington DC:</p>	<p>Activity: Review all resources in “Reading Assignment”.</p> <p>Assignment: Complete instructor course evaluation <u>and</u> Sul Ross course evaluation.</p>







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RN TO BSN COMPLETION PROGRAM

	<ol style="list-style-type: none"> 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 	<p>The National Academies Press (download full .pdf). Read Summary. https://www.nap.edu/read/12956/chapter/2</p> <p>PPT of Report of Assessing Progress of the Future of Nursing Report http://www.nationalacademies.org/hmd/~media/Files/Report%20Files/2015/AssessingFON_release%20slides_2.pdf</p> <p>IOM. (2016) Assessing the Progress on the IOM Report The Future of Nursing (download full .pdf) Read Appendix B and then Summary. Read complete document in depth. http://www.nationalacademies.org/hmd/Reports/2015/Assessing-Progress-on-the-IOM-Report-The-Future-of-Nursing.aspx</p> <p>Report in Brief : Assessing Progress on the Institute of Medicine Report http://www.nationalacademies.org/hmd/~media/Files/Report%20Files/2015/AssessingFON_releaseslides/Nursing-Report-in-brief.pdf</p> <p>Williams, et. al. (September, 30,2016) Registered Nurses as Professionals, Advocates, Innovators and Collaborative</p>	<p>Business Plan: Comment on each Business Plan. (Your comments will be the discussion board for this week.)</p>
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RN TO BSN COMPLETION PROGRAM

		<p>Leaders: Executive Summary http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol-21-2016/No3-Sept-2016/Registered-Nurses-Executive-Summ.html</p>  <p>Watch Video</p> <p>The Future of Nursing: Campaign for Action Duration: 5:17 User: n/a - Added: 8/6/13</p>  <p>Watch Video</p> <p>Transforming Health Care through Nurse Leadership Campaign for Action Duration: 6:06 User: n/a - Adde</p>	
Extra Credit	<p>Topic: Patient Education Objectives: 1. Describe the role of the</p>	<p>Attached Files:</p> <ul style="list-style-type: none">  Health Literacy.ppt (1.737 MB)  	<ul style="list-style-type: none"> Complete review of all readings and PPT



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

	<p>nurse in general and focused person and patient education to promote health and manage health care conditions.</p> <p>2. Describe individual difference in teaching and learning styles including age, culture and health literacy.</p>	<p>Burkhardt: Ch. 16 Social Issues IOM. Health literacy. Washington DC: The National Academies Press (download full .pdf) Read Executive Summary, Ch 4 Culture and Society (and read Table 4-1 for effective intervention research) and Ch. 6 Health Systems- 167-183, Read complete doc with special emphasis on: Reading all "Findings", Highlighted Boxes- 188, 190, 197, Table 6.3, 206, 214-218, 226-229. https://www.nap.edu/download/10883#</p> <p>Health Literacy Brief : http://www.nationalacademies.org/hmd/~/media/Files/Report%20Files/2004/Health-Literacy-A-Prescription-to-End-Confusion/healthliteracyfinal.pdf</p> <p>Ten Attributes of Health Literate Health Care Organizations http://nam.edu/wp-</p>	<ul style="list-style-type: none"> • Complete Study Guide for Patient Education • Engage in the Discussion Board with the following question: • Identify culturally appropriate Patient Teaching materials (on a topic of your choice) on the web for patients who use another language, other than English. Give the link in addition to a summary of the material and your critique of that resource.
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RN TO BSN COMPLETION PROGRAM

		<p>content/uploads/2015/06/BPH_Ten_HLit_Attributes.pdf Health Literacy Powerpoint (attached) Health Literacy Universal Precautions Toolkit (2nd Edition) https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthlittoolkit2.pdf Teach Back Method: http://ncealthliteracy.org/teachingaids.html Think Cultural Health - Culturally and Linguistically Appropriate Services (CLAS) https://www.thinkculturalhealth.hhs.gov/ Culture Language and Health Literacy https://www.hrsa.gov/cultural-competence/index.html Where There Is No Doctor: http://hesperia.org/books-and-resources/ (free download) Evaluating Health Information on the</p>	
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RN TO BSN COMPLETION PROGRAM

		Web - https://medlineplus.gov/webeval/webeval_start.html#	
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SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

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.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

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.

University Disability Statement: 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.

ADA Contact Person:
Mary Schwartze, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832 mschwartz@sulross.edu

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 Southwest Texas Junior College and Sul Ross State University Rio Grande College 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

2/4/2020 10:20 AM33 RGC Format for Course Syllabus 2/3/2020



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

SRSU Student Handbook and other official University publications outline specific regulations and requirements.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES:

1. Applicable BON Baccalaureate Differentiated Essential Competencies

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients, families, populations, and communities.
- C. Promote the practice of professional nursing through leadership activities and advocacy.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence-based practice outcomes, and research studies as the basis for decision-making and comprehensive patient care.
- G. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction.^[SEP]
- H. Coordinate human, information, and material management resources in providing care for patients, families, populations, and communities.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.

IV. Member of the Health Care Team:

- A. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.
- B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.
- D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients, families, populations, and communities.
- E. Communicate and manage information using technology to support decision-making to improve patient care and delivery systems.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

2. Applicable CCNE Baccalaureate Essentials in this course.

Essential I

Liberal Education

4. Engage in ethical reasoning: Promoting advocacy, collaboration & social justice

6. Value Lifelong learning

8. Principles relating to working with peoples from diverse cultures

Roles of the Baccalaureate Generalist

3. Members of the profession & in the role are advocates for the patient & the profession

Assumptions

1. Practice from a holistic, caring framework

2. Practice from an evidence base

1 Practice in a variety of settings

Essential II

1. Apply leadership concepts, skills & decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight in accountability for care delivery in a variety of settings

3. Demonstrate an awareness of complex organizational systems

4. Demonstrate a basic understanding of organizational structure, process, mission, vision, philosophy and values

7. Promote factors that create a culture of safety and caring

12. Participate in the development and implementation of imaginative and creative strategies to enable systems to change

Essential III

4. Evaluate the credibility of sources of information, including but not limited to databases and Internet sources

8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated and endorsed

Essential IV

1. Demonstrate skills in using patient care technology, information systems and communications devices that support safe nursing care

10. Advocate for the use of new patient care technologies for safe, quality care

Essential V

1. Demonstrate basic knowledge of healthcare policy, finance & regulatory environments including local, state, national, and global healthcare trends

2. Describe how healthcare is organized and financed, including implications for business principles, such as patient and systems cost factor

8. Discuss the implication of healthcare policy on issues of access, equity, affordability and social justice in healthcare delivery

Essential VI

4. Contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

6. Advocate for high quality and safe patient care as a member of the inter-professional team

Essential VII

12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities

Essential VIII

1. Demonstrate professional standards of moral, ethical, and legal conduct

3. Promote the image of nursing by modeling values and articulating the knowledge, skills, and attitudes of the nursing profession

5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice

6. Reflect one's own beliefs and values as they relate to professional practice

13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development

14. Recognize the relationship between personal health, self-renewal and the ability to deliver sustained quality care

Essential IX

22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on healthcare system as related to nursing practice

3. Applicable QSEN Baccalaureate Knowledge, Skills and Attitudes (KSA's) in this course.

Patient Centered Care

K Describe how diverse cultural, ethnic, and social backgrounds function as sources of patient, family and community values

S Communicate patient values preferences and expressed needs to other members of the healthcare team

A Recognize personality held attitudes about working with patients from different ethnic, cultural and social backgrounds

K Describe strategies to empower patients or families in all aspects of the health care process

A Value active partnership with patients or designated surrogates in planning patient care

K Examine nursing roles in assuring coordination, integration, and continuity of care

S Assess own level of communication skill in encounters with patients and families

A. Value continuous improvement of own communication and conflict resolutions skills

Teamwork and Collaboration

K Describe own strengths, limitations and values in functioning as a member of a team

S Act with integrity, consistency, and respect for differing views

A Acknowledge own potential to contribute to effective team functioning

K Discuss effective strategies for communicating and resolving conflict

S Solicit input from other team members to improve individual, as well as team, performance

K Identify system barriers and facilitators of effective team functioning

A Value the influence of system solutions in achieving effective team functioning



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

Evidenced Based Practice

- K Describe reliable sources for locating evidence reports and clinical practice guidelines
- S Read original research and evidence related to area of practice
- A Appreciate the importance of regularly reading relevant professional journals

Quality Improvement

- K Give examples of the tension between professional autonomy and system functioning
- S Identify gaps between local and best practice
- A Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals

Safety

- K Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as workarounds, and dangerous abbreviations)
- S Demonstrate effective use of strategies to reduce risk of harm to self and others
- A Appreciate the cognitive and physical limits of human performance

Informatics

- K Describe examples of how technology and information management are related to the quality and safety of patient care
- A Value nurses involvement in design, selection and evaluation of information technologies to support patient care



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

Sul Ross State University Rio Grande College
NURS 3301 Trends and Issues in Professional Nursing
Discussion Board Rubric

The Discussion Board is an integral part of this course as reflected in the significant points assigned to this activity- 45 points/100 points. This provides a forum (similar to a class discussion) to promote the investigation of topics and gain insights and new reflections from classmate experiences, perspectives and discoveries.

Your initial post must be made by Wednesday at 12 Noon to allow fellow classmates to respond to posts before the end of the class week on Saturday. Do not wait until the end of the week to post. This limits the learning opportunity for your classmates.

Posted Initial Post by / Wednesday at 12 Noon A minimum of 2 additional posts made, reflecting on at least 2 initial entries by peers. (You are encouraged to respond to as many peer postings as possible)	0-2
Posts made a significant contribution to learning and included resources/statistics/research which supported or augmented statements.	0-3
Total Possible Points	5



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

**Sul Ross State University Rio Grande College
NURS 3301 Trends and Issues in Professional Nursing**

Health Care Organizations Business Plan Project

Group / Project Name: _____

Members: _____

This project may be completed as an individual or as a group project. (I highly recommend pairing with another classmate as this project requires significant investigation and development). Each group is to create a business related to a needed health/nursing care service which meets an unmet need in your area.

You 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 three years, a marketing plan, services delivery plan, management plan and evaluation plan. You will need to develop the marketing materials and its distribution to launch your new business.

The services or the business must be relevant to a verified health need of a population. You will identify statistical data which supports this need.

Finally, you will need to develop a PPT presentation of your project to present to your class the final week of the semester through BB.



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM

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

I. Executive Summary

Brief summary of the Business Plan – This is written after the Business Plan is developed.

II. Business need or opportunity

Analysis driving the need for your business/service- Statistics, opinions and /or data from experts/organizations in your area, why this population?, etc..

Specific problem or need to be addressed.

Answer--Why? Who?

What is the present situation?

Explain need for change – Assessment of why the problem exists

Contributing factors? Timeframe it needs to be resolved.

III. Available Options- What are possible solutions?

Option I (name)

Description of option

Analysis of benefits (improve efficiency and quality, etc. Outcomes of a successful project.)

Issues- What are barriers to successful implementation?



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RN TO BSN COMPLETION PROGRAM

Option 2 (name)

Description of option

Analysis of benefits (improve efficiency and quality, etc. Outcomes of a successful project.)

Issues- What are barriers to successful implementation?

IV. Preferred Option

Comparison of options

Summary rationale for preferred option

V. Implementation Approach

Required activities

Timelines

Responsible individuals

(Suggestion : Create an outline or table listing all of the steps sequentially in implementing the business plan and the start-up of the business. Create for first 3 years of implementation. Include the timeline for each activity ie., First month, second month, etc.. or designate month – January, etc.. Identify which individual(s) are responsible for each of the activities.

Milestones of progress (formative evaluation) – Create a table identifying key points and timeframes in the business plan to evaluate the progress (or lack of) as the business plan unfolds.

Measures of success (summative evaluation) – What criteria will you use to measure the degree of success of your business?

VI. Appendix



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RN TO BSN COMPLETION PROGRAM

Feasibility/needs studies

Supporting research/surveys justifying the need for the business/service and solution you are proposing.

Cost estimates/worksheets – How did you come up with the budget costs?

Cost:benefit:income spreadsheets

Letters of support/endorsement – May have a list of those individuals/organizations you would seek letters of support.

Regulations that may apply

Other Supporting Documentation

Refer to your Reference for further details: (PDF included in your Reading Assignment)

Berg, J. ((2010). Get down to business with a business plan. Nurse.com.



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RN TO BSN COMPLETION PROGRAM

**Sul Ross State University Rio Grande College
NURS 3301 Trends and Issues in Professional Nursing
BUSINESS PLAN GRADING RUBRIC**

The projects will be graded as follows:

Criteria	High	Med High	Medium	Low	
Feasible realistic	15	11	7	3	0
Business Plan	45	38	31	24	0
Marketing Brochure	15	11	7	3	0
Creativity	10	7	4	1	0
Presentation/PPT	15	11	7	3	0
Total	100	78	56	34	

Date _____

Grade: _____/100 Points X 25% = Business Project Grade _____

Your Project Grade contributes 25% of your final course grade