

**SUL ROSS STATE UNIVERSITY DEPARTMENT OF NURSING**

**NURS 3311 Essence of Professional Nursing in Rural/ Border Communities**

**SEMESTER HOURS:** Three (3) Credits (2.5 credit didactic; 0.5 credit clinical)

**PREREQUISITES:** Enrollment in SRSU Nursing Program

**FACULTY INFORMATION:**

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**COURSE DESCRIPTION:** This first nursing course, taken by students entering the BSN Program, introduces students to the program mission, philosophy, conceptual framework, faculty philosophy of nursing, and student learning processes. Students will explore nursing’s history and relationship with a rapidly evolving health-care system. Students will explore the major concepts of concern in the discipline of nursing: person, environment, nursing, and health, within the context of rural/border communities. Students will begin to appreciate personal values and the impact of culture and environment on health and wellness in the frontier regions of Texas. In this course students initiate nurse-patient relationships during the first phase of the Geriatric Project. The course introduces the students to professional writing, inquiry, reflection, and self-care as the foundation for individual professional development.

**COURSE OBJECTIVES:**

Upon completion of this course, each student will have a global understanding of the essence of professional nursing within a rural/border environment through activities designed to ensure that the student will be able to:

**MEMBER OF THE PROFESSION**

1. Explore philosophical and theoretical foundations of the art and science of nursing.
2. Describe the evolution of nursing in the context of the health-care system of the 21<sup>st</sup> Century.
3. Describe the role of local, state, and national groups and agencies that influence the development and scope of practice of professional nursing.
4. Examine nursing practice laws, regulations, standards, values, ethics, and research as the foundation of nursing practice and person/patient advocacy.

**PROVIDER OF PATIENT-CENTERED CARE**

5. Discuss the student's role in the teaching learning process as it impacts professional role development.
6. Demonstrate initial knowledge and skills in establishing a professional nurse-patient relationship with an elderly person through clinical field experiences and debriefing activities.

### **PATIENT SAFETY ADVOCATE**

7. Identify elements of the systematic nursing process when establishing caring relationships with individuals across the life span.

### **MEMBER OF THE HEALTH CARE TEAM**

8. Relate observations from assigned health-care agencies to the role of professional nursing.
9. Engage in self-inquiry through reflection and self-care activities as the foundation for professional role development.
10. Identify the knowledge and skills essential to establishing interpersonal relationships with persons, patients, families, and populations, including communication and clinical reasoning.
11. Demonstrate skills in professional writing and presentation using APA format and media.

### **MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING**

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the Assistant Vice President for Institutional Effectiveness at SRSU.

Students will:

1. develop inquiry skills to evaluate situations (Sense of Inquiry);
2. develop communication skills to evaluate situations (Communication Skills);
3. develop research skills to promote their lifelong learning (Continuous Lifelong Learning); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

#### **Plan for Dissemination:**

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as student's progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

#### **REQUIRED REFERENCES:**

Note: All of the references are basic relevant references for nursing and will be referred to in subsequent courses and may serve as references for reports or papers that you may be drafting. Reference to them now will provide a basic framework for you as you begin your nursing education.

#### **Textbooks**

Hood, L. (2022). *Leddy & Pepper's professional nursing, (10<sup>th</sup> ed.)*. Philadelphia, PA: Wolters Klower. ISBN-13: 978-1975172626 ISBN-10: 1975172620 10<sup>th</sup> ed.

Halter, M. J. (2018). *Varcarolis' foundations of psychiatric-mental health nursing: A clinical approach (8<sup>th</sup> ed.)*. St. Louis, MO:

Elsevier.

Touhy, T. A., & Jett, K. (2015). *Ebersole & Hess's toward healthy aging: Human needs & nursing response (9th ed.)*. St. Louis, MO: Elsevier.

Winters, C. A., & Lee, H. J., Eds. (2018). *Rural nursing: Concepts, theory, and practice (5<sup>th</sup> ed.)*. New York, NY: Springer.

### **Recommended Text**

Burkhardt, M. A., & Nathaniel, A. K. (2019). *Ethics and issues in contemporary nursing: Ethics for the 21<sup>st</sup> Century*. St. Louis, MO: Elsevier.

### **Resources and Articles**

American Psychological Association. (2010). *Publication manual of the American Psychological Association (7th ed.)*. (Secure references from Library)

ATI (ND). Modules related to Professional Communication, Clinical Reasoning, Wellness, and Self Care

Fawcett, J., Watson, J., Neuman, B., Hinton Walker, P., & Fitzpatrick, J. J. (2001). On nursing theories and evidence. *Journal of Nursing Scholarship*, 33 (2), 115-119.

IOM (Ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington, DC: The National Academies Press. (full .pdf)\* Retrieved 4-19-21 from:

<https://www.ncbi.nlm.nih.gov/books/NBK216190/>

IOM(2011). *The future of nursing: Leading change, advancing health*. The Institute of Medicine. Retrieved April 9, 2019 from

<http://thefutureofnursing.org/IOM-Report>

Joudrey, R. & Gough J. (1999). Caring and curing revisited: Student nurses' perceptions of nurses' and physicians' ethical stances. *Journal of Advanced Nursing* 29(5), 1154-1162.

NCSBN (ND). Professional Boundaries in nursing. Video, NCSBN. Available at:

<https://www.ncsbn.org/464.htm>

NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at:

<https://www.ncsbn.org/347.htm>

O'Regan, H., & Fawcett, T. (2006). Learning to nurse: Reflections on bathing a patient. *Nursing Standard*, 20(46), 60-64.

Schmidt, M. A., & Brown, J. M. (2016). Service learning in undergraduate nursing education: Strategies to facilitate meaningful reflection. *Journal of Professional nursing*, 32, 100-106.

Toney -Butler, T. J. & Thayer, J. M. (Updated 2020 Jul 10). Nursing Process. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2021 Jan-. Available from:

<https://www.ncbi.nlm.nih.gov/books/NBK499937/>

Texas Board of Nursing (2019). *Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice* Austin: Texas Gov. PDF Available at:

Texas Board of Nursing (ND). Frequently asked questions. Retrieved 4-15-2019 from

[https://www.bon.texas.gov/faq\\_nursing\\_practice.asp](https://www.bon.texas.gov/faq_nursing_practice.asp)

Texas Board of Nursing (2013 – last reviewed January 2019). Position Statements. Available at:

[https://www.bon.texas.gov/practice\\_bon\\_position\\_statements.asp](https://www.bon.texas.gov/practice_bon_position_statements.asp)

Texas Board of Nursing (2019). Texas Nursing Practice Act and Texas Peer Review Act available at:

[https://www.bon.texas.gov/laws\\_and\\_rules\\_nursing\\_practice\\_act.asp](https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp)

### **Recommended Resources: (Copies in the Library and Nursing Department)**

American Nurses Association. (2015). *Code of ethics for nurses ANA Code of Ethics for Nursing* at <https://www.nursingworld.org/coe-view-only> or hard copy in Library

American Nurses Association. (2015). *Nursing: Scope and standards of practice (3rd ed.)*. Washington, DC. Nursesbooks.org. (Secure references from Library)

American Nurses Association. (2015) *Nursing's social policy statement (2<sup>nd</sup> ed.)*. Washington, DC. Nursesbooks.org. (Secure references from Library)

**Web Resources:**

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

Healthy Nurse Initiative: [Healthy Nurse Initiative](#)

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

RHIhub (Rural Health Information Hub) <https://www.ruralhealthinfo.org/>

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

**COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:****LEARNING ACTIVITIES:****Class Participation**

Students will engage in classroom and field learning activities. Student dialogue will focus on developing professional perspectives, identifying and accessing resources, and analyzing factors that impact professional nursing. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

**Reflective Journal**

Reflective Practice is an important attribute of a professional nurse and is integrated across the program of study. Reflective Practice Journaling is a discipline of self-inquiry to examine aspects of interpersonal relationships with patients and learning situations each week during the semester; applying readings and gaining insights regarding personal values, ethics, self or practice; and being mindful of self during or following field experiences.

**Examinations**

There will be 3 examinations offered during this course to provide students the opportunity to demonstrate developing problem-solving and critical-reasoning skills.

**Clinical Field Learning Experiences - Geriatric Project**

Students will observe health-care providers with patients in a variety of health-care settings. Students will initiate a nurse-patient relationship with an elderly person and analyze the process of engaging in patient-centered care. This project evolves across the nursing program of study. See Student Geriatric Project Guide for details.

**Professional Paper on History of Nursing**

This paper is to provide students with the opportunity to explore a topic related to the history of nursing, use references, and demonstrate the mechanics of professional writing and use of APA format.

**Report on Geriatric Project**

This activity allows students to share experiences and knowledge gained over the semester while establishing a professional nurse-patient relationship with an older person during the Geriatric Project. Students will adhere to confidentiality requirements when giving the report.

**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, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for

each course activity and assignment including grading rubrics are delineated either in the syllabus or in the modules.

2. Summary of Measures for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Class Participation	10%
Weekly Reflective Journal	20%
Examinations (3)	30%
Clinical Field Learning Experiences	Pass/Fail
Professional Paper on History of Nursing	25%
Report on Geriatric Project	15%
Total Points	100%

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. Students must pass course quizzes with an average of 80% or higher in order to pass the course.

Grading Scale

A = 90 –

100

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 Blackboard or faculty-proctored exams in the classroom. 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 faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, 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, students should contact faculty by phone, email or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

## COURSE SCHEDULE

### NUR 3311 Essence of Professional Nursing in Rural Border Communities:

(This schedule is subject to change by faculty as needed.)

Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 1</b> <b>Week 1</b> <b>Date</b> <b>June 2,</b> <b>2022</b> <b>10a-11:50a</b>	Course Overview, Purposes and Course Expectations  1. Review the program mission, philosophy, conceptual framework, approaches to teaching and learning, and student engagement strategies.  2. Describe the evolution of professional nursing in the context of the changing health-care system.  3. Introduce self-inquiry, reflection, and self-care as these relate to personal development as a professional nurse.  4. Review course assignments and clinical activities: a. Review and initiate the process and expectations related to the Geriatric Project. b. Describe nature, purpose, and grading of a professional paper. c. Explain role of Reflective Journaling.	<ul style="list-style-type: none"> <li>• Course Syllabus and BlackBoard Learning Management System</li> <li>• Student Handbook and Program of Study</li> <li>• Hood, L. (2018). <i>Leddy &amp; Pepper's professional nursing, (9th ed.)</i>. Philadelphia, PA: Wolters Klower Ch 2</li> <li>• O'Regan, H., &amp; Fawcett, T. (2006). Learning to nurse: Reflections on bathing a patient. <i>Nursing Standard, 20</i>(46), 60-64.</li> <li>• Professional Paper Assignment</li> <li>• Rural and Urban Chart (Touhy &amp; Jett, Toward Healthy Aging (9th Edition) page 533. (Note: you will use 10th Edition for the Geriatric Project.)</li> </ul>	<ul style="list-style-type: none"> <li>• Review Course Syllabus, Student Handbook, Program of Study</li> <li>• Review PPTs related to the use of Reflection in Professional Practice</li> <li>• <a href="#">Review expectations of professional paper due Week 7</a></li> <li>• Review ATI Program Modules on Remediation, and Testing Process.</li> <li>• Dialogue on use of Reflection in Nursing</li> <li>• Library research Paper due week 3</li> <li>• Nursing history paper due week 6</li> <li>• Career strategies PPT due week 9</li> <li>• Geriatric interview debriefing due week 9</li> </ul>

Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 1</b> <b>Week 2</b> <b>Date</b> <b>June 2,</b> <b>2022</b> <b>10a-11:50a</b>	The Art and Science of Professional Nursing 1. Explore major concepts of concern in Nursing within context of Rural Border Communities: Person, Environment, Nursing, and Health. 2. Explore personal values and beliefs as the foundation for developing a personal Philosophy of Nursing based on resources and components of a philosophy of nursing. 3. Describe the role of Nursing theory in relation to the practice of professional nursing and nursing knowledge.	<ul style="list-style-type: none"> <li>• Hood Ch 3-pp. 62-73 &amp; Ch 6-pp. 132-155</li> <li>• Fawcett, J., Watson, J., Neuman, B., Hinton Walker, P., &amp; Fitzpatrick, J. J. (2001). On nursing theories and evidence. <i>Journal of Nursing Scholarship</i>, 33 (2), 115-119.</li> <li>• Scharff, J. E. (2018). The distinctive nature and scop of rural nursing practice: Philosophical bases. In C. A. Winters and H. J. Lee, Eds. <i>Rural nursing: Concepts, theory, and practice</i> (5<sup>th</sup> ed.). New York, NY: Springer.</li> <li>• Holistic Health Model</li> </ul>	<ul style="list-style-type: none"> <li>• Consider values, beliefs, and ethics within personal life and nursing.</li> <li>• Explore highlights readings</li> <li>• Consider potential of and barriers to nursing</li> <li>• Professional Roles PPT</li> <li>• Ethics ValuesA PPT</li> </ul>
<b>Module 1</b> <b>Week 2</b> <b>Date</b> <b>6-7-22</b> <b>10a-11:50a</b>	4. Identify the elements of the Systematic Nursing Process used in assessing, diagnosing, planning, and evaluating outcomes of caring relationships. 5. Analyze the ANA Code of Ethics for Nurses as it reflects the professional philosophy. 6. Explore rationale for nursing being the "most trusted" profession. 7. Review Texas Nursing Standards.	<ul style="list-style-type: none"> <li>• Hood CH 7 pp. 162-180</li> <li>• ANA Code of Ethics for Nursing at <a href="https://www.nursingworld.org/coe-view-only">https://www.nursingworld.org/coe-view-only</a> LE</li> <li>• Toney-Butler, T. J. &amp; Thayer, J. M. (Updated 2020 Jul 10). Nursing Process. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2021 Jan-. Available from: <a href="https://www.ncbi.nlm.nih.gov/books/NBK499937/">https://www.ncbi.nlm.nih.gov/books/NBK499937/</a></li> <li>• Texas BON – Rules &amp; Regulations and Texas NPA <a href="https://www.bon.texas.gov/rr_current/217-11.asp">https://www.bon.texas.gov/rr_current/217-11.asp</a></li> </ul>	<ul style="list-style-type: none"> <li>• ANA Code of Ethics PPT</li> <li>• Consider ethics that you value and practice</li> <li>• Texas Nursing Standards of Practice</li> <li>• Johari window Exercise PPT</li> <li>• Thinking PPT</li> <li>• Thinking Worksheet</li> <li>• Review history of nursing</li> </ul>
<b>Module 1</b> <b>Week 2</b> <b>Date</b> <b>6-9-21</b> <b>10a-11:50a</b>	8. Outline nursing role in Geriatric Project. 9. Reflective Practice	<ul style="list-style-type: none"> <li>• Student Geriatric Project Guide</li> <li>• Observation Worksheet</li> <li>• Debriefing Guide</li> <li>• Dreifuerst, K. T. (2015). Getting started with debriefing for meaningful learning. <i>Clinical Simulation in Nursing</i>, 11, 268-275.</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Orientation</li> <li>• Plans to visit health related services</li> <li>• Explore Geriatric Project activities</li> <li>• Debriefing PPT</li> <li>• Initiate Reflective Journal</li> </ul>

Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 1</b> <b>Week 3</b> <b>Date</b> <b>6-14-22</b> <b>10a-11:50a</b>	Concepts Central to Person-Centered Care 1. Reflect on Communication and interpersonal relations in Person-Centered care. 2. Identify the knowledge and skills necessary to initiate and sustain helping relationships in rural and border communities. 3. Outline cultural influences on communication and health behaviors.	<ul style="list-style-type: none"> <li>• Hood Ch 4 &amp; 11</li> <li>• Winters &amp; Lee, Ch 1 Rural Nursing Concepts; Ch 13 Global Consciousness in the 21st Century</li> <li>• Touhy, T. A., &amp; Jett, K. (2015). <i>Ebersole &amp; Hess's toward healthy aging: Human needs &amp; nursing response (9th ed)</i>. St. Louis, MO: Elsevier. CH 1&amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity PPT</li> </ul>
<b>Module 1</b> <b>Week 3</b> <b>Date</b> <b>6-16-22</b> <b>10a-11:50a</b>	4. Describe environmental influences on health and well-being. 5. Define the rights and roles of the person and patient in participating in personal health planning and care.	<ul style="list-style-type: none"> <li>• Hood Ch 13 pp. 325-335</li> <li>• Holistic Concept Chart (LL)</li> </ul>	<ul style="list-style-type: none"> <li>• Patient Rights</li> <li>• Explore Universal Human rights</li> <li>• Holistic Nsg PPT</li> <li>• Discuss application of Holistic Chart</li> </ul>
<b>Module 1</b> <b>Week 3</b> <b>Date</b> <b>6-21-22</b> <b>10a-11:50a</b>	6. Review requirements related to confidentiality of patient information consistent with HIPAA and nursing ethics. 7. Debriefing approaches and reflective Practice	<ul style="list-style-type: none"> <li>• HIPAA Basics for Providers PDF available <a href="https://www.hhs.gov/hipaa/for-professionals/training/index.html">https://www.hhs.gov/hipaa/for-professionals/training/index.html</a></li> <li>• Review handbooks for laboratory and clinical learning</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Module related to Clinical Reasoning Skilled-know how; Ethical Comportment</li> <li>• ATI Module on Civility</li> <li>• Plan visits to local health services.</li> <li>• Debrief observations of assigned health services</li> <li>• Summarize observations in reflective journal.</li> </ul>
<b>Module 2</b> <b>Week 4</b> <b>Date</b> <b>6-23-12</b> <b>10a-11:50a</b>	Application of Concepts Central to Establishing Nurse-Patient Relationships 1. Describe applications of therapeutic communication in nurse-patient interactions. 2. Outline approaches to establishing and building a nurse patient relationship. 3. Explore possibilities for boundary violations, and transference and countertransference.	<ul style="list-style-type: none"> <li>• Hood Ch 12 pp. 300-317</li> <li>• NCSBN Professional Boundaries <a href="https://www.ncsbn.org/professional-boundaries.htm">https://www.ncsbn.org/professional-boundaries.htm</a> <ul style="list-style-type: none"> <li>○ A Nurse's Guide to Professional Boundaries, Download PDF</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exam 1 – Week 1-3 – 60 min</b></li> </ul>



Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 2</b> <b>Week 4</b> <b>Date</b> <b>6-28-21</b> <b>10a-11:50a</b>	4. Establish basic information regarding aging in rural settings and the role of the nurse. 5. Identify basic health and wellness issues related to aging summarized in HP 2020 Objectives for elderly. 6. Share ideas for initiating a relationship with your elderly resident.	<ul style="list-style-type: none"> <li>• Touhy &amp; Jett– Ebersole &amp; Hess - Ch 2, 3, and selected pages/section4</li> <li>• Healthy People 2020 <a href="https://www.cdc.gov/nchs/healthy_people/hp2020.htm">https://www.cdc.gov/nchs/healthy_people/hp2020.htm</a> &amp; 2030 <a href="https://health.gov/healthypeople/about/healthy-people-2030-framework">https://health.gov/healthypeople/about/healthy-people-2030-framework</a> (download for now and future reference)</li> <li>• Texas Department Aging and Disabilities Services in Health &amp; Human Services <a href="https://hhs.texas.gov/services/aging">https://hhs.texas.gov/services/aging</a> and <a href="https://hhs.texas.gov/services/aging/long-term-care/aging-disability-resource-center">https://hhs.texas.gov/services/aging/long-term-care/aging-disability-resource-center</a></li> </ul>	<ul style="list-style-type: none"> <li>• Identify health issues in rural settings</li> <li>• Communication exercises</li> <li>• Interview skills</li> </ul>
<b>Module 2</b> <b>Week 4</b> <b>Date</b> <b>6-30-22</b> <b>10a-11:50a</b>	7. Review elements of the Geriatric Project and its role in professional nursing development and establishing a Nurse Patient Relationship.	<ul style="list-style-type: none"> <li>• View NCSBN Boundaries video <a href="https://www.ncsbn.org/464.html">ncsbn.org/464.html</a> (9 minutes) <a href="https://www.youtube.com/watch?v=LirG9tc88Ms">https://www.youtube.com/watch?v=LirG9tc88Ms</a></li> <li>• Student Geriatric Project Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Plans for first encounter with elderly person</li> <li>• Visit Gateway and Senior Life Solutions-local health services.</li> <li>• Debrief observations</li> <li>• Reflective journal</li> </ul>
<b>Module 2</b> <b>Week 5</b> <b>Date</b> <b>7-5-22</b> <b>10a-11:50a</b>	Health Promotion and Modeling Self-Care  1. Describe the nurse's role in health promotion and disease prevention. 2. Identify characteristics of stress responses and management 3. Describe the nurses' independent accountability to the person/patient.	<ul style="list-style-type: none"> <li>• Hood Ch 8</li> <li>• Healthy People 2020 &amp; 2030</li> <li>• Texas NPA and Code regarding RNs primary responsibility to the patient</li> </ul>	<ul style="list-style-type: none"> <li>• Nature of Stress PPT -</li> </ul>

Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 2</b> <b>Week 5</b> <b>Date</b> 7-7-22 <b>10a-11:50a</b>	4. Describe nurse's role in self-care in developing personal and professional resilience	<ul style="list-style-type: none"> <li>Hood Ch 8</li> <li>ANA Healthy Nurse Health Nation Initiative <a href="https://www.healthynursehealthnation.org/">https://www.healthynursehealthnation.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>Identify personal health goals and self-care activities</li> <li>Stress and Self-Care PPT - mah</li> <li>Join ANA &amp; TNA-Healthy Nurse</li> <li>Participate in Self-Care Activities</li> </ul>
<b>Module 2</b> <b>Week 5</b> <b>Date</b> 7-7-22 <b>10a-11:50a</b>	5. Initiate a nurse patient relationship with an elder 6. Identify and participate in Self-Care Activities	<ul style="list-style-type: none"> <li>ATI Module on Wellness and Self-Care for Nurses.</li> </ul>	<ul style="list-style-type: none"> <li>Make first visit with elderly person.</li> <li>Debrief visit</li> <li>Summarize experience with Elderly Person in reflective journal.</li> </ul>
<b>Module 3</b> <b>Week 6</b> <b>Date</b> 7-12-22 <b>10a-11:50a</b>	Role of Professional Nursing Organizations in Nursing Profession  1. Consider the impact of local, regional, state, and national organizations on the development of the nursing profession. 2. Review the ANA Scope and Standards of Practice. 3. Review ANA Social Policy Statement.	<ul style="list-style-type: none"> <li>Hood CH 1</li> <li>ANA Social Policy Statement</li> <li>ANA Scope and Standards of Practice <a href="https://www.nursingworld.org/practice-policy/scope-of-practice/">https://www.nursingworld.org/practice-policy/scope-of-practice/</a></li> <li>ANA Position Statements <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/">https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/</a> view ethics</li> </ul>	<ul style="list-style-type: none"> <li><b>Exam 2 - Week 4-5</b></li> <li>Remind Professional Paper due Week 7</li> <li>Review expectations for Professional Paper.</li> </ul>
<b>Module 3</b> <b>Week 6</b> <b>Date</b> 7-14-22 <b>10a-11:50a</b>	4. Review organizations concerned with nursing education and certification. 5. List nursing leadership organizations. 6. Outline the benefits of membership in ANA and TNA and other nursing organizations of interest.	<ul style="list-style-type: none"> <li>Hood Ch 1</li> <li>Organizations of interest: <ul style="list-style-type: none"> <li>TNA, ANA, NLN, ICN, AACN, AHNA and other specialty organizations – search internet for addresses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Compare role and contributions of professional nursing organizations</li> <li>Review expectations for Professional Paper</li> </ul>

Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 3</b> <b>Week 6</b> <b>Date</b> <b>7-14-22</b> <b>10a-11:50a</b>	7. Identify self-responsibilities for identifying and taking advantage of learning opportunities in the community related to Health Resources 8. Use of Reflective Practice		<ul style="list-style-type: none"> <li>• Visit &amp; Debrief observations of assigned health services</li> <li>• Reflective journal</li> </ul>
<b>Module 3</b> <b>Week 7</b> <b>Date</b> <b>7-19-22</b> <b>10a-11:50a</b>	Law, Ethics and a Culture of Safety 1. Identify sources of 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.	<ul style="list-style-type: none"> <li>• Hood Ch 9 pp. 215-233</li> <li>• Texas Nurse Practice Act. (Download from <a href="http://www.bon.state.tx.gov">www.bon.state.tx.gov</a>)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Professional paper on Nursing History due</b></li> <li>• Consider how nurses can deal with the environment and promote measures to ensure patient and nurse safety</li> <li>• Review the laws and sources of licensure and standards for the profession.</li> </ul>
<b>Module 3</b> <b>Week 7</b> <b>Date</b> <b>7-21-22</b> <b>10a-11:50a</b>	3. Examine the ANA Code of Ethics for Nurses in relation to the nursing licensure and practice laws, regulations, and standards. 4. Review characteristics of nurse's role in keeping patients safe and creating a culture of safety.	<ul style="list-style-type: none"> <li>• Hood Ch 9 pp. 215-233</li> <li>• ANA Code of Ethics <a href="https://www.nursingworld.org/coe-view-only">https://www.nursingworld.org/coe-view-only</a></li> </ul>	<ul style="list-style-type: none"> <li>• Consider how nurses can deal with the environment and promote measures to ensure patient and nurse safety.</li> <li>• Present individual Johari Window as requested by faculty</li> </ul>
<b>Module 3</b> <b>Week 7</b> <b>Date</b> <b>7-21-22</b> <b>10a-11:50a</b>	5. Identify self-responsibilities for identifying and taking advantage of learning opportunities in the Community related to Health Resources 6. Use of Reflective Practice		<ul style="list-style-type: none"> <li>• Make second visit to the elderly person</li> <li>• Debrief visit with elderly person</li> <li>• Summarize experience with elderly person in reflective journal</li> </ul>

Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 3</b> <b>Week 8</b> <b>Date</b> <b>7-26-22</b> <b>10a-11:50a</b>	Inquiry and Evidence Informed Practice 1. Consider the role of inquiry and evidence informed practice in nursing to promote patient safety and well-being. 2. Apply critical thinking and reasoning to situations that challenge patient and nurse safety.	<ul style="list-style-type: none"> <li>Hood Ch 10 pp 247-255</li> <li>Performance Improvement: Research Chart</li> </ul>	<ul style="list-style-type: none"> <li>Compare Performance Improvement and Research purposes and processes</li> </ul>
<b>Module 3</b> <b>Week 8</b> <b>Date</b> <b>7-28-22</b> <b>10a-11:50a</b>	3. Differentiate between research and performance improvement (PI). 4. Identify sources of peer-reviewed health care and nursing research to establish evidence- informed practice.	<ul style="list-style-type: none"> <li>Hood Ch 18 pp.474-482</li> </ul>	
<b>Module 3</b> <b>Week 8</b> <b>Date</b> <b>7-28-21</b> <b>10a-11:50a</b>	5. Consider the role of self-inquiry and reflection in clinical reasoning and decision making.		<ul style="list-style-type: none"> <li>Visit &amp; Debrief observations of assigned health services</li> <li>Reflective journal</li> </ul>
<b>Module 4</b> <b>Week 9</b> <b>Date</b> <b>10a-11:50a</b> <b>8-2-22</b>	Nursing in an Evolving Health Care System 1. Compare the basics of the health care systems in the United States and other countries.	2. Hood Ch 19 pp.521-522	<ul style="list-style-type: none"> <li><b>Exam 3 – Weeks 6, 7,</b></li> </ul>
<b>Module 4</b> <b>Week 9</b> <b>Date</b> <b>8-2-22</b> <b>10a-11:50a</b>	3. Describe the role of the nurse as a critical participant in the evolving health care system. 4. Describe a Culture of Safety and a Just Culture within practice settings.	<ul style="list-style-type: none"> <li>Hood Ch 19</li> </ul>	<ul style="list-style-type: none"> <li>Just Culture p 372 concepts from 1900 still impacting? What can be achieved by 2030?</li> </ul>
<b>Module 4</b> <b>Week 9</b> <b>Date</b> <b>8-4-22</b> <b>10a-11:50a</b>	5. Outline the nurse's role in collaborating with members of the health care team and the persons and patients served.		<ul style="list-style-type: none"> <li><b>Clinical Evaluation</b></li> <li>Evaluate clinical skills knowledge and abilities</li> <li>Debrief observation experiences</li> <li>Synthesize reflective journal themes</li> </ul>

Modules	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<b>Module 4</b> <b>Week 9</b> <b>Date</b> <b>8-04-21</b> <b>10a-11:50a</b>	Evolving Role as a Professional Nurse 1. Make a PPT presentation regarding experiences associated with creating a Nurse-Patient Relationship. 2. Anticipate the potential benefits/ gratification, and challenges of a professional nursing career.	<ul style="list-style-type: none"> <li>Hood Ch 20 pp. 531-532 &amp; Ch 22 pp.</li> <li>Refer to Student Geriatric Project</li> <li>IOM Future of Nursing (FON)  <a href="https://www.ncbi.nlm.nih.gov/books/NBK209880/">https://www.ncbi.nlm.nih.gov/books/NBK209880/</a>            Overview</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Module 4</b> <b>Week 9</b> <b>Date</b> <b>8-4-22</b> <b>10a-11:50a</b>	3. Explore options for a nursing career. 4. Identify personal and professional nursing goals.	<ul style="list-style-type: none"> <li>Hood Ch 21pp. 550-561</li> </ul>	<ul style="list-style-type: none"> <li><b>Make PPT presentation re: creating nurse/pt relationship</b></li> </ul>
<b>Module 4</b> <b>Week 10</b> <b>Date</b> <b>8-9-22</b>			<ul style="list-style-type: none"> <li><b>Final Examination</b></li> </ul>
<b>Week 11</b> <b>Date</b> <b>8-16-22</b>	<b>Complete course evaluation</b>		

SUL ROSS STATE UNIVERSITY

DEPARTMENT OF NURSING

NUR 3311 Essence of Professional Nursing in Rural/border Communities

Clinical Schedule

AGENCIES: Big Bend Regional Medical Center

Agave Home Health—Cynthia Kirkpatrick—1575 706-2546-

Sunshine House--

Sunshine House Meals on Wheels—Martha Latta 432-386 7317

Alpine Food Pantry---Janet Moeller—432 294-3050 7933 E. Gallego

Family Crisis Center--

SEMESTER SCHEDULE:

Learning Activity:

June 1, 2022:	ATI Modules
June 8, 2022	ATI Modules
June 15, 2022	Sunshine House
June 22, 2022	Alpine Food Pantry
June 29, 2022	Big Bend Regional MC
July 6, 2022	Meals on Wheels
July 13, 2022	Big Bend Regional MC
July 20, 2022	Agave Home Health
July 27, 2022	Agave Home Health
August 3, 2022	Family Crises Center

## **COURSE EXPECTATIONS:**

Verbal and written responses to assignments incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. Most of the course learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students' understanding of course concepts, topics, and students' investigations into practice issues and reviews of literature.

The course is designed to provide opportunities for you to participate in case analysis, demonstrate clinical reasoning, completion of e-learning assignments, and scholarly writing, make professional presentations, and engage in self-appraisal. APA format is used for written assignments.

Refer technical difficulties related to Blackboard Collaboration to IT resources as soon as possible.

### **Orientation to Course:**

See schedule for dates and times for course orientation. The orientation provides students with instruction on how to address questions concerning the course and course requirements.

### **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.

During the first week of class, each student must submit to the faculty a snap-shot or 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.

## **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, and activities to fully participate in the course and assignments.
6. Each member of the class can use computer technology and access resources via the Internet and other mobile technologies as needed for the course.

## **COMMUNICATIONS:**

- Announcements – Check announcements each time you log onto the course.
- Course email – Check course email 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 and/or [techassist@sulross.edu](mailto:techassist@sulross.edu).

- Responses to emails and course postings: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email & if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- Assignments: Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- Writing and use of APA: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines.  
<http://owl.english.purdue.edu/owl/resource/560/01>

#### **ATTENDANCE AND PARTICIPATION:**

- Your attendance is expected at every class meeting.
- 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 assigned readings prior to joining the class discussions.
- 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, email or text as soon as possible and make arrangements to make up the assignments.

#### **RULES OF NETIQUETTE:**

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies 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 courteous and respectful to students and faculty in the course.
  - 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;
  - b. Be careful with the tone of what you are communicating, sarcasm and subtle humor; one person’s joke may be another person’s insult;
  - 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.
3. Be helpful and be sure to do your part in group work so that assignments can be completed.
4. 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.
5. Emails and Discussion Boards are public, and the University archives all materials - Do not post anything too personal as all students in the class and your instructor will see what you write.
  - a. Keep the messages you post to the Email and Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point of view.
  - b. Avoid duplication. Read the previous discussions before you comment or ask a



- question as the information may have already been covered.
  - c. When posting a response, make sure you identify the post to which you are responding.
  - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
  - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
  - f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
- a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—using quotation marks and provide the original author’s name, year, and page or location in the body of the narrative; when you paraphrase a source – using your own words to explain your understanding of another’s ideas or work – provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
  - 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 an email or discussion;
    - i. Read what you have written for content;
  - e. Rethink what you have written for tone;
  - f. Reread what you have written for organization and coherence; and
  - g. Revise what you have written for grammar, punctuation and mechanics.
  - h. Once you submit your work, discussion, or e-mail, you cannot change what you have written:
    - 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.
7. Don’t send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. Be patient if you do not get an immediate response to your postings. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

## **MANDATORY UNIVERSITY STATEMENTS:**

### **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 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 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.

#### **AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT:**

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus.

#### **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.

## Guidelines for Professional Paper on History of Nursing

### Objectives:

The student will

1. Conduct online searches for professional paper on selected topic.
2. Write and submit a professional paper on a selected topic that demonstrates professional writing skills and the ability to analyze a professional-related topic using APA.

Activity: The student will select a topic and conduct online research on the topic and submit a paper consistent with the Professional Paper Grading Rubric including the use of APA format.

### Select Topic:

Please note due date for the paper. (Week 7)

### 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 to answer 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 BSN curriculum?)

### Paper:

Write a professional paper to answer the questions for the selected topic. The report may be in third person. Your paper should include an introduction defining and outlining the topic and, a body and a summary that may 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 grading rubric to the 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.

## Guidelines for Professional Paper on History of Nursing Grading Rubric

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Paper title: \_\_\_\_\_

Total Possible points = 100                      Student points and letter grade \_\_\_\_\_/\_\_\_\_\_

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

Total Points Max 100 = \_\_\_\_\_

Comments and suggestions:

Faculty: \_\_\_\_\_

### Rubric for Reflective Journal Writing

Student Name:				Date:
Instructions: Using the model for reflection, each week, the student makes a reflective journal entry regarding a particular learning activity, experience in class or other setting that demonstrates nursing values and principles, and how the activity impacts your understanding of professional nursing.				
Criteria	Exemplary	Accomplished	Developing	Beginning
Retelling of Experience	<input type="checkbox"/> Detailed explanation of experience <input type="checkbox"/> Specific descriptors of observations during experience <input type="checkbox"/> Writing is highly organized with	<input type="checkbox"/> Clear explanation of experience <input type="checkbox"/> Objective observation of experience <input type="checkbox"/> Organization is clear and easy to follow	<input type="checkbox"/> Somewhat clear explanation of experience <input type="checkbox"/> Somewhat objective observation of experience <input type="checkbox"/> Minimal organization	<input type="checkbox"/> Vague explanation of experience <input type="checkbox"/> Non-objective observation of experience <input type="checkbox"/> Organization is not evident; confusing
Reflections of Personal Response	<input type="checkbox"/> Reflects well on own work <input type="checkbox"/> Provides many examples	<input type="checkbox"/> Reflects on own work <input type="checkbox"/> Provides examples	<input type="checkbox"/> Some reflection on own work <input type="checkbox"/> Provides few examples	<input type="checkbox"/> Little reflection on own work <input type="checkbox"/> Provides no or few examples
Relevance to Classroom Concepts or Personal Experience	<input type="checkbox"/> Student relates what is heard in classroom to observations of classroom concepts and/or personal experiences	<input type="checkbox"/> Student relates some of what is heard in classroom to concepts and/ or personal experiences	<input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience	<input type="checkbox"/> Makes no reference to what is heard in class or personal experiences
Analysis of Experience	<input type="checkbox"/> Makes many inferences <input type="checkbox"/> Comprehends deeper meanings <input type="checkbox"/> High level of critical thinking expressed	<input type="checkbox"/> Makes inferences most of the time <input type="checkbox"/> Usually comprehends deeper meanings <input type="checkbox"/> Some critical thinking	<input type="checkbox"/> Some inferences are made <input type="checkbox"/> Comprehends surface level meaning <input type="checkbox"/> Minimal critical thinking expressed	<input type="checkbox"/> Few or no inferences are made <input type="checkbox"/> No comprehension or reflection on assignment <input type="checkbox"/> Little or no evidence of critical thinking
Effort on Assignment	<input type="checkbox"/> Obvious, detailed effort on assignment <input type="checkbox"/> Neat, legible handwriting	<input type="checkbox"/> Acceptable effort on all parts of the assignment <input type="checkbox"/> Legible	<input type="checkbox"/> Some effort on assignment <input type="checkbox"/> Readable handwriting	<input type="checkbox"/> Little or no effort on assignment <input type="checkbox"/> Illegible handwriting
Faculty Feedback				

## Report on Geriatric Project

### Instructions

Each student will report on their progress in developing their Geriatric Project, with respect to person/patient confidentiality according to HIPAA.

Each Presentation consists of (5) parts.

1. (10)	Part 1 - An introduction to the Project
2. (15)	Part 2 – The methods used to establish and build a nurse patient relationship
3. (20)	Part 3 – Explore the role of boundaries and potentials for boundaries to be crossed
4. (15)	Part 4 – What did you learn about your own values and beliefs regarding establishing a nurse-patient relationship with an elderly person. How will this inform your future development as a professional nurse?
5. (15)	Part 5 – Outline your plans for maintaining and eventually terminating your relationship with this person.
6. (25)	Part 6 – Adheres to HIPAA and confidentiality requirements to protect patient information

Comments

Faculty:

### Student Clinical Self Evaluation

Student:

Instructor:

Expectation	Evaluation	Comments
Student participates in activities as directed by Instructor or agency	1 2 3 4 5 Poor Excellent	
Student is sensitive to patient communications	1 2 3 4 5 Poor Excellent	
Student exhibits culturally sensitive interactions	1 2 3 4 5 Poor Excellent	
Student takes advantage of learning opportunities	1 2 3 4 5 Poor Excellent	
Student follows directions of Instructor or agency personnel	1 2 3 4 5 Poor Excellent	
Student communicates effectively with instructor and agency personnel	1 2 3 4 5 Poor Excellent	
When applicable, student provides safe and effective nursing care	1 2 3 4 5 Poor Excellent	
Student follows policies and procedures in the agency	1 2 3 4 5 Poor Excellent	
Student dealt effectively with patients	1 2 3 4 5 Poor Excellent	
Student was on time and met appropriate dress codes	1 2 3 4 5 Poor Excellent	

Comments:

Participating Agencies:

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Thank You!



### Crosswalk of Course Objectives with TBON DECs and AACN Essentials

Objectives	TX BON DECs	AACN Essentials
Explore philosophical and theoretical foundations of the art and science of nursing.	I-A 1-4; I.B.2.b; I.C.1; I.D.1-5; II-C.2.b & 3.a; II-D 1-5; II-E.2, 7; II.F.3; IV.A.2&3	I-1, 2; III -1; VIII-5
Discuss the student's role in teaching-learning process as it impacts professional role development.	I-B 2a, b; I-B.3, 4, 5; I.D.2-3; III-B5; 7	I-1-9; VIII-1, 2, 3, 4, 13
Describe the evolution of nursing in the context of the health-care system of the 21st Century.	I.C.1 & 2; II.C.8 IV.C.7-A2; I-B1-8; III.C.1&2; III-E 1-4; IV.B.1&3.c; IV.C.7	I-1; V-1, 2, 9,10; VI-4 VIII-5; IX V
Describe the role of local, state and national groups and agencies that influence the development and scope of practice of professional nursing.	I.C.3.a & b II-A 2b, c; II.D.1.b; II.E.10; II-F3; II.H.2 III-A1-6; III.E.2; III.F.1 IV.C.1, 7, 8;	I – 3, 4; II -3; V-5, 6, 8 VI-2, 3
Examine nursing-practice laws, regulations, standards, values, ethics, and research as the foundation of nursing practice and person/patient advocacy.	I.A.1-4; I-B.7; I-C.5.c; I.D.1; II.B.1-2.c & 4; II.D; II.E.8 & 9; III.A.1 & 2; III.B.5; III.D.1; III.E.1; III.F.1; IV.A.4.b; IV.B.4; IV.E.2; IV F.1	I-1-9; IV-8; V-4, 5, 7 VI-1, 2; VII-12; VIII-7, 10, 12
Identify the knowledge and skills essential to establishing interpersonal relationships with persons, patients, families, and populations, including communication and clinical reasoning.	II.E.2; II.C.1.b & 2; IV.A.2 IV.C.3.b IV.D.1; IV.F.4; IV.G.2;	I-1-10; VII-4, 6; VIII-4, 9, 10; IX-3
Identify elements of the systematic nursing process when establishing caring relationships with individuals across the life span.	II.A.1.a, b, c; A.2.b; II.B. 1-5; II.C.6; II.F.1;	I-1-10; III-1, 2; IV-2; VII-1, 2, 3, 4, 6, 8; VIII-10; IX-5 7
Engage in self-inquiry through reflection and self-care activities as the foundation for professional role development.	I.C.2.b; II.A.1.a	I-1, 6, 9-10; III-1, 2; VIII-6, 7, 13, 14; IX-1, 3, 7
Demonstrate skills in professional writing and presentation using APA format and media.	II.C.2; IV.E.3	I-1, 2, 3, 4, 9; III-1, 2, 4 IV-1, 8; VIII-13
Demonstrate initial knowledge and skills in establishing a professional nurse-patient relationship with an elderly person through clinical field experiences and debriefing activities.	II.G.1-3	I-5, 7, 10; II -7, 8; IV-1, 6, 8; V-12; VI-2; VII-1, 2, 3, 4,5 VIII-1, 4, 7, 9, 10, 12, IX-3, 6, 7, 13, 16, 18, 21