

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
NUR 4321 PROFESSIONAL NURSING II
Fall Senior Year

PROFESSIONAL NURSING II

SEMESTER HOURS: Three (3) Credits

DIDACTIC CONTACT HOURS: 3 Contact Hours/Week

TOTAL CONTACT HOURS: 48 Clock Hours

PREREQUISITES: Successful Completion of Previously Assigned Courses

FACULTY INFORMATION:

Name: Melissa M. White, PhD, APRN, FNP/AGACNP

Contact Information: 915-269-5999

Office Hours:

Hours available via e-mail: as needed.

Hours available on campus: by appt and weekly, Wednesday 6:00pm-8:50pm.

Hours available via phone office/home/cell: by appt.

University e-mail: melissa.white@sulross.edu

COURSE DESCRIPTION: This course addresses the role and accountability of the professional nurse engaged in the health care system as primary coordinator of patient care and safety. The course addresses decision-making within the health care setting, including delegation, performance improvement, and peer review. The course addresses the ANA Code for Nurses principles 4, 5 and 6 related to the nursing practice environment including health care systems and various practice settings.

STUDENT LEARNING OUTCOMES:

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. State the role of the nurse in performance improvement including Nursing Incident and Safe Harbor Peer Review
2. Address the laws, regulations, and standards that impact health care systems and delivery issues.

PROVIDER OF PATIENT-CENTERED CARE

3. Engage in the health care system to evaluate access to safe, quality, and affordable health care to diverse populations in various settings.
4. Describe the role of the nurse in team building to ensure continuity and coordination of patient care, including delegation.

PATIENT SAFETY ADVOCATE

5. Identify ways nurses impact health care delivery to promote patient safety and desired outcomes.
6. Address workplace issues including environmental safety, physical violence, incivility, and bullying.

MEMBER OF THE HEALTH CARE TEAM

7. Apply the ANA Code for Nurses, Principals 4 - 6 for professional nursing collective action related to health care systems, services, and outcomes.

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 students' 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.

Text Books:

- American Nurses Association. (2010). *Nursing: Scope and standards of practice*. Washington D.C. Nursesbooks.org.
- American Nurses Association. (2010) *Nursing's social policy statement* (2nd ed.). Washington D.C. Nursesbooks.org.
- ANA (2015). *The code of ethics for nurses with interpretive statements: Latest version of nursing's ethical case*. Silver Spring, MD: Nursebooks.org
<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>
- ANA (2015). Ethical and Human Rights various articles re: Ethics. Available at
<http://nursingworld.org/MainMenuCategories/EthicsStandards/Resources>
- Burkhalter, M. A. & Nathaniel, A. K. (2020). *Ethics and issues in contemporary nursing: Nursing ethics for the 21st century*. (1st ed.). St. Louis: Elsevier.
- Halter, J. (2018). *Varcarolis' foundations of psychiatric-mental health nursing* (8th ed). St. Louis: Mosby-Elsevier.
- Touhy, T.; Jett, K.; & Luggen, A. (2020). *Ebersole & Hess: Toward healthy aging: Human needs & nursing response* (10th ed.). St. Louis: Mosby-Elsevier. Yoder-Wise, P. (2019). *Leading and managing in nursing* (7th ed). St. Louis: Elsevier
- Yoder-Wise, P. (2019). *Leading and managing in nursing* (7th ed). St. Louis: Elsevier
- Winters, C. A., & Lee, H. J., Eds. (2018). *Rural nursing: Concepts, theory, and practice* (5th ed.) New York, NY: Springer.

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

Articles: (as needed)

- Benner, P., Hughes, R. G., & Sutphen, M. (2008). Clinical reasoning, decision making, and action: Thinking critically and clinically. In R. G. Hughes *Patient Safety and Quality: An Evidence Based Handbook for Nurses*, 2-111-2135. Rockville MD: Agency for Healthcare Research and Quality. Retrieved 1/05/18 from <https://www.ncbi.nlm.nih.gov/books/NBK2643/>
- Dobrich, C. (2001). Determination of RN obligation to a patient. *RN Update: Board of Nurse Examiners for the State of Texas*, 32(2), 9. TBON Website
- IOM (ed.). (2004). *Keeping patients safe: The work environment of nurses*. Washington D.C.: The National Academies Press. (full .pdf)* retrieved 1/05/18 from: <https://www.ncbi.nlm.nih.gov/books/NBK216190/?term=Keeping%20Patients%20Safe>
- IOM (2011). The future of nursing: Leading change, advancing health. The Institute of Medicine. Retrieved April 9, 2019 from <http://thefutureofnursing.org/IOM-Report> .
- Lockhart, L. (2019) Summary of Lunsford V Texas Board of Nursing. Unpublished
- Moser, J. (2009). Texas nurses under fire for whistleblowing. *AJN, American Journal of Nursing*, 109(10), 19. Retrieved 1/15/15 from http://journals.lww.com/ajnonline/fulltext/2009/10000/texas_nurses_under_fire_for_whistleblowing.8.aspx
- National Academy of Medicine (2019). *Future of Nursing 2020-2030: A consensus study from the National Academy of Medicine*. Retrieved 6-17-2019 from <https://nam.edu/publications/the-future-of-nursing-2020-2030>
- NCSBN (ND). Delegating Effectively Video. Video, NCSBN. Available at: <https://www.ncsbn.org/378.htm>
- NCSBN (ND). Professional Boundaries in Nursing. Video, NCSBN. Available at: <https://www.ncsbn.org/464.htm>
- NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at: <https://www.ncsbn.org/347.htm>
- NCSBN (2011). White paper: A nurse's guide to the use of social media. Chicago: NCSBN. Available at: <https://www.ncsbn.org/3739.htm>
- Quill, T. E. (2005). Terri Schiavo – A tragedy compounded. *The New England Journal of Medicine*, 352, 1620-1633. Retrieved July 9, 2013 from <http://www.nejm.org/doi/full/10.1056/NEJMp058062>
- Texas Board of Nursing (2019). *Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice Table of Contents*. Austin: Texas Gov. PDF Available at: https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp
- Texas Board of Nursing (ND). Frequently asked questions. Retrieved 4-15-2019 from 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
- Texas Occupations Code and Statutes Regulating the Practice Of Nursing As Amended (2017). *Nursing Practice Act, Nursing Peer Review, & Nurse Licensure Compact (NPA) as amended September 2017*. Chapters 301; 303, 304, & 305. Austin: Texas Gov. PDF Available at: https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp

Web Resource: s (as needed) (may list in modules if more appropriate)

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

ATI Modules (TBD)

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

IOM and National Academy of Medicine reports in .pdf are available free on the web at 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 that may involve discussion, formal content presentations or group-work to solidify course concepts.

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 while in or following field experiences.

Examinations

There will be 2 examinations offered during this course to provide students the opportunity to demonstrate developing problem solving and critical reasoning skills.

Professional Paper – Health Literacy

This learning activity provided students with the opportunity to investigate the role of health literacy in supporting patient teaching, health and well-being, and apply the analysis to patient care strategies.

Class Presentation – Quality Improvement topic

This activity allows students to identify an area for quality improvement, develop an action plan based on data analysis, and present findings and plan using a PowerPoint presentation to this class.

Developing Career Plan

This activity allows students to present an update of their professional development plan as a professional nurse. Students will submit and updated plan for faculty review and comment.

Report of Geriatric Project

This activity allows students to share experiences and knowledge gained over the semester through establishing a professional nurse-patient relationship with an older person during the Geriatric Project.

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 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 (2)	20%
Professional Paper Health Literacy	20%
Class Presentation – Quality Improvement	10%
Updated Career Plan	10%
Geriatric Project Report	10%
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 have an average of 80% or higher on examinations 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 in faculty proctored examinations. 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

NURS 4321 Professional Nursing 2

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

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
1 Aug 22 nd 2022	Health Care Systems and settings 1. Overview of course 2. Describe organizations and agencies that license and oversee health care services. 3. Analyze economic, social, and demographic factor that impact health care services.	Yoder-Wise Ch 10 Health Care Organizations	Introductions
2 Aug 29 th , 2022	Health Care Systems and Nursing 1. Establish basic components of a health care system. 2. Compare and contrast the Affordable Care Act, Medicare, Medicaid, and the VA systems 3. Describe medical homes and value-based health care services. 4. Describe how Medicare billing is done. 5. Describe organizations and agencies that oversee nursing practice in various settings.	Yoder-Wise Ch 10 Health Care Organizations Yoder-Wise Ch 2 Clinical Safety: Core of Leader, Manager, and Follower. HC System Overview PPT ACA Overview PPT MPS-Quick reference Chart.pdf ATI Leadership and Management	Discussion Consider opportunities to reduce cost and increase access to health care
3 Sept 5 th , 2022	Health Care Laws and Regulations 1. Identify sources of law and regulation that control health care delivery. 2. Examine ethical principles that apply to health care delivery. 3. State challenges to patient safety, and access and affordability of health care. 4. Propose changes that could improve patient safety, access and cost of health care.	Yoder-Wise Ch 3 Legal and Ethical Issues.	Dialogue on interpreting legal decision regarding health care choices and decision making
4 Sept 12 th , 2022	Key Elements of the Health Care System 1. Identify problem solving approaches to address health care issues. 2. Identify nursing initiatives designed to improve patient safety and quality of care. 3. Analyze the concept of emotional intelligence as applied in health care delivery.	Transforming Care at the Bedside (TCAB) PPT TeamSTEPPs Institute for Healthcare Improvement (IHI) QSEN	Health Literacy Professional Paper (20%) Apply concepts and characteristics of Team STEPPS to clinical experiences
5 Sept 19 th , 2022	Nursing Workplace Violence 1. Reflect on forms of violence that adversely impact nursing: bullying, incivility, lateral/top down violence. 2. Analyze conflicts and conflict management techniques. 3. Conduct self-assessment regarding conflict 4. Explore inter-professional team building. 5. Describe effective team communication including documentation and hand off.	Yoder-Wise Ch 8 Communication and Conflict Yoder Wise Ch 19 Building Effective Teams Reader Guide ANA Workplace Violence (2012) Incivility PPT (LL) ATI Civility Module	Complete conflict Self-assessment form in text-post to discussion board
6 Sept 26 th , 2022	Performance Improvement and Risk Management 1. Describe the purpose and process of performance improvement. 2. Differentiate between Performance Improvement and Research. 3. Describe the purpose and process of risk management 4. Apply the Adverse Event Analysis form to a potential situation.	Yoder Wise Ch 23 Managing Quality and Risk Adverse Event Analysis Form Differentiate Performance Improvement and Research	Review Quality Improvement Presentation Criteria
7 Oct 3 rd , 2022	Performance Improvement and Risk Management 1. Explore strategies to incorporate EBP in practice settings	Yoder Wise Translating Research into Practice CH 24	Review criteria for quality improvement presentation

	<p>2. Describe minor incidents per TBON rules</p> <p>3. Differentiate between adverse actions to be remedied at the clinical site and those to be reported to TBON</p>	<p>TBON Rule re: Minor incidents and reporting requirements</p>	<p>Examine challenges to reporting decisions</p>
<p>8 Oct 10th, 2022</p>	<p>Nurse Practice Act Relating to Standards of Nursing Practice</p> <ol style="list-style-type: none"> 1. Compare standards of practice for all nurses, LVNs, RNs, and Advance Practice Nurses. 2. Apply regulations on delegation to nursing situations. 3. Apply decision making process to nursing care situations. 4. Describe sources of conflict in nursing settings. 5. State use of Nurse Peer Review and Safe Harbor to promote patient safety and nurse satisfaction. 	<p>Yoder-Wise Ch 15 Making Decisions and Solving Problems Reader Guide</p> <p>Yoder Wise Ch 17 Delegating: Authority, Accountability and Responsibility.</p> <p>BON Delegation Dos and Don'ts, Rules 224 and 225.</p> <p>Delegation Five Rights</p> <p>NPA Nurse Standards of Practice and Unprofessional Conduct</p> <p>NPA and TBON Rules re: Nurse Peer Review</p>	<p>Exam #1 (10%)</p> <p>Analyze Case Studies related to delegation and peer review</p>
<p>9 Oct 17th, 2022</p>	<p>Nurse Practice Act relating to Staffing</p> <ol style="list-style-type: none"> 1. State basic principles of staffing. 2. Describe the positive and negative impact of staffing on patient outcomes. 3. State use of Safe Harbor Peer 4. Review related to staffing ratios, nurse skills, and patient safety. 5. Describe provisions for Hospital Nurse Staffing Committee and how it serves nursing 	<p>Yoder-Wise Ch 13 Staffing and Scheduling. Reader Guide</p> <p>TX BON Rules re: use of Safe Harbor</p> <p>NPA re Staffing and Peer Review</p> <p>ANA Annotated Safe Staffing (2013)</p> <p>ANA Principles of Safe Staffing (2012)</p> <p>ANA Nurse Fatigue (2014)</p> <p>ANA Nurse Staffing White Paper ((2015)</p> <p>DSHS State law on Hospital Staffing Committees</p>	<p>Quality Improvement Presentation to class (10%)</p> <p>Analyze potential risks for safe staffing and impact on patient safety</p>
<p>10 Date</p>	<p>Building and Managing Nursing Staff</p> <ol style="list-style-type: none"> 1. Identify process for building, sustaining and evaluating nursing staff. 2. Compare supervision to "coaching". 3. Consider leadership and the novice nurse 4. Evaluating and documenting staff performance 	<p>Yoder Wise Ch 21 Selecting, developing and Evaluating Staff</p> <p>Yoder Wise Ch 25 Managing Personal and Personnel Problems</p> <p>Workforce Diversity PPT (LL)</p> <p>ATI Conflict Negotiation</p>	<p>Case Studies</p>
<p>11 Oct 24th, 2022</p>	<p>Impact of Technology on Nursing</p> <ol style="list-style-type: none"> 1. Review types of technology in health care settings: biomed, information, and knowledge source. 2. Assess technology in regard to positive and negative potential for patient safety 3. Analyze the impact of technology on information security and patient privacy. 4. Describe "meaningful use" of technology related to the Electronic health and medical records. 	<p>Yoder-Wise Ch 16 Impact of Technology</p> <p>Nurse Informatics PPT</p> <p>Meaningful Use PPT</p> <p>Tietze, McBride et al. (2017) report of survey of Texas Nurses use of clinical information systems</p> <p>ATI Nursing Informatics and Technology</p>	<p>Problems solve examples re: Confidentiality violations and documentation problems in relation to electronic medical records</p>
<p>12 Oct 31st, 2022</p>	<p>Being an Effective Member of the Profession</p> <ol style="list-style-type: none"> 1. Compare effectiveness of individual versus collective actions 2. State resources available through various nursing organizations 3. Describe value of professional relationships for mentoring and career satisfaction and advancement. 	<p>ANA and TNA materials</p> <p>List of nursing organization (NLAC)</p> <p>ATI Evidence-based modules</p>	
<p>13 Nov 7th, 2022</p>	<p>ANA Code for Nurses Principles 4,5 and 6 relating to the nursing profession</p> <ol style="list-style-type: none"> 1. Apply the Code to situation concerning the nursing profession and collective nursing accountability 	<p>ANA Code Principles 4, 5, and 6 PPT (LL)</p>	<p>Review and Update Career Goals and Portfolio (10%)</p>

	2. Share observations relating to the responsibility to maintain community and patient trust in nurses and nursing.		
14 Nov 14 th , 2022	ANA Code for Nurses Principles 4, 5, and 6 1. Apply the Code to situation concerning the nursing profession and collective nursing accountability 2. Share observations relating to the responsibility to maintain community and patient trust in nurses and nursing.	ANA Code Principles 4, 5, and 6 PPT (I.L.)	Case Studies
15 Nov 28 th , 2022	Summary of course highlights. 1. Describe how you see nursing differently than when you started the program 2. Summarize challenges to nursing in various patient care settings 3. What ethical values do you believe are most important for nurses to adhere		Report on Geriatric Project (10%)
16 Dec 7 th , 2022	Final Exam Week		Final Exam #2 (10%)

COURSE EXPECTATIONS:

Specific 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, scholarly writing, make professional presentations, and self-appraisal. APA format is used for written assignments.

Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

Orientation to Course:

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

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 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 24-7 Help Desk at: 1-888-837-2882
- **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 1 week of submission.
- **Writing and use of APA:** All written assignments and bulletin 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; ensure you check weekly announcements for specific details regarding weekly assignments and due dates.
- 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 to 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, email 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.
- By enrolling in this course, you are indicating that you have arranged your schedule and activities so that you can fully participate in the course and associate learning activities.

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 an online class or 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. 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 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 - use 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 the 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;
 - 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 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 as others may be on a different schedule. 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 and Student Affairs before imposition of the penalty. At each step in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

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

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT:

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. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's

responsibility to initiate a request each semester for each class. 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. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris’s office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university’s academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

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.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

Library Information

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Guidelines for Professional Paper on Health Literacy

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; submit paper consistent with the Professional Paper Grading Rubric including the use of APA format.

Select Topic

Please note due date for the paper. (Week 6)

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 seeks to answer to the following questions concerning your topic:

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

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, a body and summary that may address questions 1 through 5 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) unless otherwise directed, 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 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.

Professional Paper 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 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? 5. How will you use knowledge gained in nursing practice? 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 – Maximum of 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 the 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 logical sequence	<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 expressed	<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 handwriting	<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				

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Geriatric Project Report

Instructions

Each student will prepare a report regarding the progress of their Geriatric Project respecting patient confidentiality

Organization of report - consists of (5) parts.

_____1. (10)	Part 1 - An introduction to the Project
_____2. (15)	Part 2 – Approaches 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? 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.

Comments

**Professional Nursing Career Plan
Revised Draft**

Name _____ Revision Date: _____

Self-Appraisal – changes since previous plan submitted

What brought me to Nursing as a Profession:

My Personal Values:

My Beliefs about Nursing as a Profession:

Characteristics I have that contribute to me becoming a Professional Nurse:

Characteristics I need to develop on the way to becoming a Professional Nurse:

My Goals for becoming a Professional Nurse are (minimum 2/maximum 3):

Goal Statement:
Steps I will take to achieve the goal:
Activities that will expand my knowledge, skills, and understanding of nursing:
Reflections on the way to achieving the goal
What I learned from feedback from other people

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Steps I will take to achieve the goal:
Activities that will expand my knowledge, skills, and understanding of nursing:
Reflections on the way to achieving the goal
What I learned from feedback from other people

Crosswalk of Course Objectives with TBON DEC's and AACN Essentials

Objectives	TBON DEC's	AACN Essentials
1. Engage in the health care system to evaluate access to safe, quality, and affordable health care to diverse populations in various settings.	I-B-2, 4, 6, 7; 1-4; I-C-3, 5; I-D 1-5; II-B-1-3, 5, 12; II-C-3, 4; II-D 1-5; II-E 2-4 & 7-12	I; VIII
2. Address the laws, regulations, and standards that impact health care systems and delivery issues.	I-B 2a, b; I-B 2, 3; I-B, 4-9; III-B-5, 7	II; VI
3. Describe the role of the nurse in team building to ensure continuity and coordination of patient care.	I-A2; I-B-1-8; I-C-2; II-E-8-11; III-C1, 2, 3; III-D1, 2, 3; III-E 1-4; III-F1-3; IV-A1-4	III; V & VI
4. State the role of the nurse in performance improvement including Nursing Incident and Safe Harbor Peer Review	II-A 2b, 3; II-D-3,4; E-8-11; F3, 5,6; III-A1-6; B-1-5; C-1; D-1; E-1; F-1,2; IV-C4-8; IV-D2, 4, 6, 7; IV-F1-4	III & VI
5. Identify ways nurses impact health care delivery to promote patient safety and desired outcomes.	I-B 4-7; I-C 1-6; II-F; II-H-3, 7; III-A, B, C, F; IV-A-4, 5;	IV; VII
6. Address workplace issues including environmental safety, physical violence, incivility, and bullying.	I-D-1, 2,3; II-B- 1-5; IV-A-4, 5; IV-C-4, 5; IV-D-3,4; IV-G-1, 2, 4	VIII; IX
7. Apply the ANA Code for Nurses, Principals 4 - 6 for professional nursing collective action related to health care systems, services, and outcomes.	I-A 1-4; 1-D 1-4; II-D-2, 4, 5; II-E_ 7-11; II-H-1-7; III-A-4-6; III-B- 3-5; III-C; IV-B-3,4; IV-D-1-3;	VI; VIII

