

**SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
NUR 3320 Professional Nursing I
Spring Junior Year**

SEMESTER HOURS: Two (2) Credits (Hybrid) **DIDACTIC CONTACT HOURS:** 2 Clock Hours/Week
TOTAL CONTACT HOURS: 32 Clock Hours

PREREQUISITES: Successful Completion of Previous Nursing Courses

FACULTY INFORMATION:

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COURSE DESCRIPTION: This course establishes the role of the registered nurse as a member of the profession with individual accountability to the public, with responsibility for coordination of patient care, and for patient advocacy. The course addresses decision making related to providing direct care in any setting. The course addresses the ANA Code for Nurses principles 1, 2 and 3 related to the individual professional nurse.

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. Define and demonstrate the characteristics and responsibilities of membership in the nursing profession.
2. Address accountability for self-regulation in the context of legal and ethical parameters

PROVIDER OF PATIENT-CENTERED CARE

1. Apply the registered nurse scope of practice and standards for practice to rural and border health care settings

PATIENT SAFETY ADVOCATE

1. Analyze implications of the nurse-patient relationship and the nurse's primary accountability for patient advocacy.
2. Describe opportunities for registered nurses to be role models and advocates for health in the rural and border community.
3. Address the importance of self-care and stress management to ensure well-being and safe practice.

MEMBER OF THE HEALTH CARE TEAM.

1. Apply the ANA Code for Nurses principles 1 - 3 as accountable for own practice and patient advocacy.

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.

American Nurses Association. (2010). *Nursing: Scope and standards of practice*. Washington D.C. Nursesbooks.org.

<https://www.nursingworld.org/practice-policy/scope-of-practice/>

American Nurses Association. (2010) *Nursing's social policy statement, (Second Edition)*. Washington D.C. Nursesbooks.org.

<https://www.nursingworld.org/nurses-books/guide-to-nursings-social-policy-statement-understanding-the-profession-fr/>

ANA (2016). *The code of ethics for nurses with interpretive statements*
Silver Spring, MD: Nursebooks.org

<https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

<https://www.nursingworld.org/~4af078/globalassets/docs/ana/ethics/ethics-and-human-rights-protecting-and-promoting-final-formatted-20161130.pdf>

- 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* (10thed.). St. Louis: Mosby-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:

- ANA (2015). Ethical and Human Rights various articles re: Ethics. Available at <http://nursingworld.org/MainMenuCategories/EthicsStandards/Resources>
- ANA (2011). Texas Nurses Association promoting enhance nurse protections. *The American Nurse: The Official Publication of the American Nurses Association*. Retrieved 1/16/15 from <http://www.theamericannurse.org/index.php/2011/06/01/texas-nurses-association><http://www.theamericannurse.org/index.php/2011/06/01/texas-nurses-association-promoting-enhanced-nurse-protections/promoting-enhanced-nurse-protections/>
- 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/>
- Dennison, R. D. (2007). What goes into your professional portfolio: What you get out of it retrieved 6-25-2019 from <https://www.americannursetoday.com/what-goes-into-your-professional-portfolio-what-youll-get-out-of-it>
- IOM (ed.). (2004). *Keeping patients safe: transforming 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 (2010). *The future of nursing: Leading change, advancing health*. The Institute of Medicine. Retrieved April 9, 2019 from <http://thefutureofnursing.org/IOM-Report>
- 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). Professional Boundaries in Nursing. Video, NCSBN. Available at: <https://www.ncsbn.org/464.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>

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

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](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](https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp)

Web Resources:

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

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

Reflective Journal (See Rubric for Reflective Journal Writing)

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

Professional Paper – Plan for Self-Care and Stress Management

(See Guidelines for Professional Paper Grading Rubric. Due Week 6)

This learning activity provided students with the opportunity to develop professional writing skills, analyze an issue related to professional development and approaches to applying the analysis to patient care strategies in the future

Class Presentation – Initial Career Plan

(See Professional Nursing Career Plan Template)

This activity allows students to present an initial draft of goals and objectives for their personal development as a professional nurse. Students will create a PowerPoint presentation for this class.

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:

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.

Summary of Measures for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Class Participation	10%
Weekly Reflective Journal	20%
Examinations (3)	30%
Professional Paper – Self-Care and Stress Management	20%
Class Presentation – Initial Draft of Career Plan	10%
<u>Geriatric Project Report</u>	<u>10%</u>
Total Points	100%

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
NUR3220 Professional Nursing I

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

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1 1/18/23	<ul style="list-style-type: none"> Overview of course Define meaning of being a member of a profession. Describe the roles of nursing within the complex and changing health care environment. Initiate a self-assessment and plan for life-long learning, personal career development, and evolving goals Initiate process for portfolio. 	<ul style="list-style-type: none"> Review Syllabus and weekly activities Read Yoder-Wise Ch 1, 2, 5, 6 Portfolio – See Dennison article ANA & TNA ATI Module – Becoming a Professional Nurse 	<ul style="list-style-type: none"> Review Self Assessment and Career Plan forms Discuss membership in ANA TNA
Week 2 1/25/23	<ul style="list-style-type: none"> Context of Nursing and Nursing Practice 21st Century Identify key elements in the evolving health care system and the positive and negative impacts on nurses. Compare nursing careers to other services professions. Explore opportunities and barriers to a nursing career and measures to deal with challenges. Explore 2010 Future of Nursing (FON) goals in Executive Summary Review the plans for the FON 2020-2030 Study 	<ul style="list-style-type: none"> Institute of Medicine (IOM) Keeping Patients Safe (2004) (KPS) Download .pdf from National Academies Press (NAP). Executive Summary and Chapter 7 Culture of Safety IOM Future of Nursing (2011) (FON) Download .pdf from NAP. Read Executive Summary Future of Nursing 2020 – 2030 Study (2019) 	<ul style="list-style-type: none"> Submit Self-assessment as foundation for developing career goals
Week 3 2/1/23	<ul style="list-style-type: none"> Current Nursing Issues 1. Explore the benefits and potential problems with social media related to nursing. 2. Consider the potential for boundary violations relating to social media. 3. Identify role and responsibility for ensuring patient confidentiality and HIPAA Security 4. Compare and contrast the contributions of various of nursing related organizations that control and or guide the progress and evolution of nursing. 	<ul style="list-style-type: none"> NCSBN (2011) White Paper: A Nurses Guide to Use of Social Media https://www.ncsbn.org/3739.htm NCSBN Boundaries in Nursing Video www.ncsbn.org/464.htm BON – Rules and Regulations RE: confidentiality Summary of HIPAA Security Rule https://www.hhs.gov/hipaa/ forhttps://www.hhs.gov/hip 	<ul style="list-style-type: none"> Student activity – review websites of 3-4 nursing organizations and their contributions to the profession; review websites, mission, goals, etc. for class dialogue

	<p>5. Explore ANA Social Policy and identify priorities related to rural and border communities.</p>	<p>aa/for-professionals/security/laws-regulations/index.html https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html</p> <p>ANA Social Policy Statement (2010) (Second Edition) Washington DC Nursebooks.org</p>	
<p>Week 4 2/8/23</p>	<p>Nursing roles as Leader, Manager, and Follower Compare and contrast nursing roles as leader, manager and follower. Describe the interrelationship and transition among the roles in nursing practice. Identify ways in which nurses carry out various roles in nursing to maximize quality patient care.</p>	<p>Yoder Wise Ch 1 Leading, Managing and Following Yoder Wise Ch 2 Clinical Safety: The Core of Leading, Managing and Following Yoder Wise Ch 5 Gaining Personal Insight: The Beginning of Being a Leader ATI Module – Leadership and Management</p>	<p>Submit initial Career Goals</p>
<p>Week 5 2/15/23</p>	<p>Self-regulation within the legal and ethical context</p> <ol style="list-style-type: none"> 1. Consider the evolution of the current NPA and Rules and identify factors that influence changes. 2. Discuss the Role of the Board of Nursing and ways in which regulation develops 3. Discuss the purpose of the NPA and Rules. 4. Review elements of the NPA and Rules and measures to comply. 5. Compare scope of practice of RN, LVN, and APRN in Texas 6. Review the topics of the BON Position Statements and the Frequently Asked Questions (FAQ) that discern the BON interpretation of the law and rules. 	<p>Texas Nurse Practice Act (NPA) and Rules Download from BON website www.bon.texas.gov See About: Mission and Values See Practice: Scope for all licensure categories and Position Statements And FAQs</p>	<p>Compare role of RN with LVN and APRN in class discussion</p>

<p>Week 6 2/22/23</p>	<p>Nursing Theories</p> <ol style="list-style-type: none"> 1. Explore the role and value of nursing practice theories. 2. Apply Leininger's Sunrise Culture Model to rural and border communities 3. Compare and contrast selected nursing theories. 4. Identify nursing theories that reflect your values and perspectives as a nurse. 5. Draft a start on your own theory of nursing. 	<p>Overview of Nursing Theory</p> <p>https://nurse.org/education/nursing-theories/</p> <p>ATI Civility Module</p>	<p>Exam #1</p>
<p>Week 7 3/1/23</p>	<p>Scope of nursing practice in urban and rural settings</p> <ol style="list-style-type: none"> 1. Describe how the scope of practice is adapted to rural and border areas. 2. Define health literacy and state implication for safe patient care. 3. Compare generalist nursing roles to specialty nursing roles. 	<p>ANA Scope and Standards of Practice (2010) Washington DC</p> <p>Winters Ch 21 Healthcare Delivery Model for Critical Access Hospitals</p> <p>IOM. Health Literacy. (2004) Download .pdf from NAP – read Executive Summary</p> <p>https://www.ruralhealthinfo.org/case-studies-conversations</p>	<p>Dialogue on scope of practice and the role of the generalist .</p> <p>Dialogue on health literacy in the rural setting.</p>
<p>Week 8 3/8/23</p>	<p>Nursing care delivery standards</p> <ol style="list-style-type: none"> 1. Differentiate the characteristics of nursing care delivery models used in health care. 2. Identify sources for valid information on nursing practice. 3. Explore the law and rules that pertain to end of life issues including patient rights, as well as hospice and palliative care, and advance directives 4. Describe misunderstandings that interfere with persons initiating advance directives. 	<p>Yoder Wise Ch 12 Care Delivery Strategies</p> <p>Touhy & Jett Ch 35 Decision Making at the End of Life</p> <p>Texas Advanced Directives https://www.hhs.texas.gov/advance-directives</p> <p>Texas Hospital Assn Guide to Advanced Directives https://www.tha.org/information-for-public/advance-directives/</p> <p>Winters Ch 15 Cultural Aspects of Bereavement in Rural Settings</p>	<p>Dialogue on case studies related to end of life decision making</p> <p>Discuss difference between in-hospital and out of hospital advanced directives and implications for nursing practice and first responder roles</p>

Week 9 3/22/23	Person-Centered care in rural and border settings	Yoder Wise Ch 22 Patient Centered Care.	Engage in motivational interviewing
	<ol style="list-style-type: none"> 1. Define person/patient-centered care. 2. Describe factors that affect person-centered care and interactions within the rural and border health care setting. 3. Evaluate the impact of person-centered care to foster patient engagement in care and outcomes. 4. Describe motivational interviewing and therapeutic communication that enhances patient engagement. 5. Describe the culture of rural and border settings. 	<p>Yoder Wise Ch 4 Cultural Diversity and Inclusion in Health Care</p> <p>Varcariolis' text by Halter – Chapters 8 & 9</p>	Activities utilizing therapeutic communication techniques
Week 10 3/29/23	<p>Role of Self-Care in Professional Nurse</p> <ol style="list-style-type: none"> 1. Describe self-care practices essential for personal well-being and safe nursing practice 2. Develop and use stress management strategies for personal well-being 3. Describe the importance of socialization including mentoring and being mentored for personal and professional growth 4. Share experiences with ANA Healthy Nurse 5. Conduct a self-assessment, make a plan for self-care and stress management. 	<p>Yoder Wise Ch 5 Gaining Personal Insight: The Beginning of Being a Leader</p> <p>Yoder Wise Ch 7 Managing Self: Stress and Time</p> <p>ANA website – Healthy Nurse</p> <p>ATI Wellness and Self-Care for Nurses Module</p>	<p>Exam 2</p> <p>Review criteria for self-assessment, developing self-care plan and approaches to managing personal and professional stress</p>
Week 11 4/15/23	<p>Ethics in Nursing and Ethical concepts</p> <ol style="list-style-type: none"> 1. Explore the implications of key ethics concepts to nursing practice. 2. Identify characteristics of Moral Distress and ethical decision making. 3. Review the Various Patients' Rights requirements and measures to ensure respect of those rights. 4. Analyze the United Nations Universal Human Rights statement. 5. Analyze the nurse's role in supporting patient rights in rural settings, locally, nationally and globally. 	<p>Burkhalter, M. & Nathaniel, A (2020) Ethics – Chapters 3, 6 &7</p> <p>Teas Administrative Code https://texreg.sos.state.tx.us/public/readtac\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=25&pt=1&ch=133&rl=42</p> <p>UN Universal Human Rights https://www.un.org/en/about-us/universal-declaration-of-</p>	<p>Professional Paper -Self-Care and Stress Management plan</p> <p>Dialogue on personal and professional values related to patient rights in urban versus rural settings</p>

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Week 12 4/12/23	<p>ANA Code for Nurses</p> <ol style="list-style-type: none"> 1. Review the history, scope, and role of the ANA Code for Nurses 2. Explore what it means to be a member of a profession and its code of ethics 3. Analyze the Code Principles 1, 2, and 3 relating to Member of a Profession. 4. Apply the ANA Code to patient advocate cases: Lundsford (1983) and Winkler County (2010). 5. State the nurse's primary duty in any patient care setting. 6. Explore rationale for the nursing profession to be rated the most trusted profession. 	<p>ANA Code for Nurses</p> <p>https://en.wikipedia.org/wiki/Winkler_County_nurse_whistleblower_case</p> <p>https://nurse.org/articles/nursing-ranked-most-honest-profession/</p>	<p>Dialogue on implications of court decisions on role of nurse based on Lunsford and Winkler exemplar cases</p>
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<p>Week 13 4/19/23</p>	<p>Critical reasoning and problem solving Expand on principles to identify situations where a nurse would apply the Code. Consider the role of the nurse facing conflicts concerning patient- advocacy role. Consider moral distress related to selected ethical situations. Apply problem-solving process to situations involving ethical questions to identify best options. Define decision-making styles and factors that influence each.</p>	<p>Youtube - Nurse administers wrong medication https://www.youtube.com/watch?v=EmoRd5ymeYk Youtube - Dr. Death https://www.youtube.com/watch?v=r2UmO2igYIg&t=62s Youtube - William Davis RN, Tyler Texas https://www.youtube.com/watch?v=IIsLAG-cK6I</p>	<p>Identify ethical challenges experienced during clinical experiences and apply ethical principles and clinical reasoning to problem- solving activities</p>
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		<p>Burkhardt & Nathaniel – Chapter 7</p>	
<p>Week 14 4/26/23</p>	<p>Anticipation of JP exam and NCLEX-RN for licensure 1. Consider the importance of practicing with unfolding case studies to develop critical reasoning skills to prepare for practice and for the NCLEX-RN licensure exam. 2. Compare BON Professional Conduct and Unprofessional Conduct Rules 3. Analyze complex case studies regarding violations of professional conduct</p>	<p>Access to: ATI Practice tests and resources? NCSBN Website for Student and Graduate Resources BON Website – Rules and Regulations</p>	<p>In class activity – analyze complex case studies</p>

<p>Week 15 5/3/23</p>	<p>Post review of Professional Nursing</p> <ol style="list-style-type: none"> 1. Consider observations of nurses performing among leadership, manager and follower roles 2. Share observations regarding how similar and dissimilar nursing is from what you might have thought. <p>Present progress on Portfolio and career plan</p> <ol style="list-style-type: none"> 3. Report on experiences with Geriatric Project 	<p>Submit progress and revisions to the Self- Development Plan</p>	<p>Submit progress and revisions to the Self- Development Plan</p> <p>Report on Geriatric Project</p>
<p>Week 16 5/10/23</p>		<p>Final Exam</p>	

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 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, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE and PARTICIPATION:

- Your attendance is expected at every class meeting both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding 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.

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities 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. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine, Texas, 79832.

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 LoboID 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).

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.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

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.

Guidelines for Professional Paper Self-Care and Stress Management

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
2. What is the background 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 are the characteristics of stress that are being addressed?
4. What is your plan and how will you carry it out?

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 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 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 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? 2. Describe Self-Assessment and goals 3. What self-care and stress management strategies were selected to meet personal and professional goals? 4. Provide research to support selected strategies 5. How will you apply knowledge in future 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 100		

*Use OWL or comparable reference for APA format.

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

1. Each student will prepare a report regarding the progress of their Geriatric Project

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

Guidelines for Self-Assessment

Objective: The student will apply learning resources to perform a self-assessment for nurse leadership as part of the student's professional leadership development.

Assignment: The student will complete the reading guides on the assigned chapters, then complete a self-assessment using the three formats for Leader, Manager, Follower. This is the foundation for developing the personal Career Plan.

Step 1. Read Yoder-Wise. (2019) *Leading and Managing in Nursing*:

- Chapter 1. Leading, Managing, and Following,
- Chapter 2. Clinical Safety: The Core of Leading Managing and Following
- Chapter 5. Gaining Personal Insight: The Beginning of Being a Leader
- Chapter 6. Being an Effective Follower

Step 2. Referring to the above chapters and other resources the student will complete the three Self-Assessments related to Nurse Leader, Nurse Manage, and Nurse Follower.

Nurse Leader Self-Assessment

Strengths	Areas for Improvement
Opportunities	Obstacles

Nurse Manager Self-Assessment

Strengths	Areas for Improvement
Opportunities	Obstacles

Nurse Following Self-Assessment

Strengths	Areas for Improvement
Opportunities	Obstacles

Professional Nursing Career Plan – Template

Based on the Self-Assessment, students will develop goals and activities to help them achieve their personal career goals as a professional nurse. Students continue to refine and revise their plan throughout the program with faculty guidance and include a final version in the portfolio in the Capstone Course.

Instructions

Name _____ Date (1st draft) _____ Date (2nd Draft) _____

Revision

Dates: _____

Self-Appraisal – Respond to these points based on your self-assessment to identify your Career goals.

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 - Be as specific as possible. Your goals may relate to a personal characteristic, value, specific skill, or knowledge. (minimum 2/maximum 3)

Goal Statement:
How I will know when the goal is met: Clearly describe the new behavior desired. What will it look like if you develop a specific competency/skill? How do you want others to see you?
Steps I will take to achieve the goal: Describe specific steps, that can be measured and evaluated. What can you realistically carry out?
Activities that will expand my knowledge, skills, and understanding of nursing: Things you can do that may seem difficult or challenging to expand your knowledge, skills, and understanding.
Reflections on the way to achieving the goal Step back and review the process of change. What are you learning about yourself? How can you use what you are learning to your future practice?
What I learned from feedback from other people Listening to and learning from others is helpful to one's professional development. Appreciating different point of view and perspectives contributes to an overall view of achieving your goal and determining whether you are on the 'right' track. Consider who provides with the most effective feedback.

PROFESSIONAL NURSING CAREER PLAN INITIAL DRAFT

Name _____ Date (1st draft) _____ Date (2nd Draft) _____

Self-Appraisal - Respond to these points based on your self-assessment to identify your Career goals.

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:
How I will know when the goal is met:
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

Goal Statement:
How I will know when the goal is met:
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. Define and demonstrate the characteristics and responsibilities of membership in the nursing profession.	I-A 1-4; I-D 1-5	I; VIII
2. Address accountability for self-regulation in the context of legal and ethical parameters.	I-B 1-7; III-A 1-3; B-4,5	II; VI
3. Analyze implications of the nurse-patient relationship and the nurse's primary accountability for patient advocacy,	I-A2; I-B-1-8; I-C-2; II-C-1,2, 8; II-D-1,2;	III; V & VI
4. Apply the registered nurse scope of practice and standards for practice to rural and border health care settings.	I-A-1-4; II-A 1; II-D-1,3; III-A1-3; III-D-1; IV- A-4; IV-B-1, 2, 4; IV-C4-8; IV-D2, 4, 6, 7; IV-F1-4	III & VI
5. Describe opportunities for registered nurses to be role models and advocates for health in the rural and border community.	I-B 4-7; I-C 1-6	IV; VII
6. Address the importance of self-care and stress management to ensure wellbeing and safe practice.	I-D-1, 23	VIII; IX
7. Apply the ANA Code for Nurses principles 1 - 3 as accountable for own practice and patient advocacy.	I-A 1-4; 1-D 1-4;	VI; VIII