

## SUL ROSS STATE UNIVERSITY DEPARTMENT OF NURSING

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

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

**PREREQUISITES:** Enrollment in SRSU Nursing Program

#### **FACULTY INFORMATION:**

Name: Donna Kuenstler RN, MSN

Contact Information:

Office Hours: Tues 12:30pm-2pm; 3pm-5pm CST

e-mail Hours: M-F 9am-5pm CST Class Hours: 9am-12:30pm; 2pm-3pm

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

#### **COURSE OBJECTIVES:**

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

#### **MEMBER OF THE PROFESSION**

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

### **PROVIDER OF PATIENT-CENTERED CARE**

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

### **PATIENT SAFETY ADVOCATE**

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

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

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

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

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

Students will:

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

Plan for Dissemination:

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

### **MANDATORY UNIVERSITY STATEMENTS**

#### **ACADEMIC HONESTY POLICY**

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

academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

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

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

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

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

Sul Ross State University is committed to equal access in compliance with the 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. 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](mailto:pharris@sulross.edu). Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

## **ALPINE DISABILITY 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 Mary Schwartz Grisham, M.Ed., LPC, 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 [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu). Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

## **REMOTE/ONLINE COURSES**

### **SRSU 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.

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 hour 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.

## **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.

## **LIBRARIES**

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](http://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](mailto:srsulibrary@sulross.edu)), or phone (432-837-8123).

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass. Offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, [library.swtjc.edu](http://library.swtjc.edu). The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus.

## **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.

### **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.

### **Required Textbooks**

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

Touhy, T. A., & Jett, K. (2015). *Ebersole & Hess's toward healthy aging: Human needs & nursing response* (10th ed). St. Louis, MO: Elsevier. ISBN-13: 978-0323554220 ISBN-10: 0323554229

Winters, C.A., & Lee, H.J.,Eds. (2018). *Rural nursing: Concepts, theory, and practice* (5th ed.). New York, NY: Springer. ISBN-13: 9780826161673 ISBN 10: 0826161677

*Nursing: A Concept-Based Approach to Learning* — ISBN 9780134616810

### **Recommended Text**

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

## Resources and Articles

- American Psychological Association. (2010). *Publication manual of the American Psychological Association (7th ed.)*. (Secure references from Library)
- ATI (ND). Modules related to Professional Communication, Clinical Reasoning, Wellness, and Self Care, Rest and Sleep, StressStudy skills, classroom skills,
- Fawcett, J., Watson, J., Neuman, B., Hinton Walker, P., & Fitzpatrick, J. J. (2001). On nursing theories and evidence. *Journal of Nursing Scholarship, 33* (2), 115-119.
- IOM (Ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington, DC: The National Academies Press. (full .pdf)\* Retrieved 4-19-21 from:  
<https://www.ncbi.nlm.nih.gov/books/NBK216190/>
- IOM(2011). *The future of nursing: Leading change, advancing health*. The Institute of Medicine. Retrieved April 9, 2019 from  
<http://thefutureofnursing.org/IOM-Report>
- Joudrey, R. & Gough J. (1999). Caring and curing revisited: Student nurses' perceptions of nurses' and physicians' ethical stances. *Journal of Advanced Nursing 29*(5), 1154-1162.
- NCSBN (ND). Professional Boundaries in nursing. Video, NCSBN. Available at:  
<https://www.ncsbn.org/464.htm>
- NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at:  
<https://www.ncsbn.org/347.htm>
- O'Regan, H., & Fawcett, T. (2006). Learning to nurse: Reflections on bathing a patient. *Nursing Standard, 20*(46), 60-64.
- Schmidt, M. A., & Brown, J. M. (2016). Service learning in undergraduate nursing education: Strategies to facilitate meaningful reflection. *Journal of Professional nursing, 32*, 100-106.
- Toney -Butler, T. J. & Thayer, J. M. (Updated 2020 Jul 10). Nursing Process. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2021 Jan-. Available from:  
<https://www.ncbi.nlm.nih.gov/books/NBK499937/>
- Texas Board of Nursing (2019). *Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice* Austin: Texas Gov. PDF Available at:
- Texas Board of Nursing (ND). Frequently asked questions. Retrieved 4-15-2019 from  
[https://www.bon.texas.gov/faq\\_nursing\\_practice.asp](https://www.bon.texas.gov/faq_nursing_practice.asp)
- Texas Board of Nursing (2013 – last reviewed January 2019). Position Statements. Available at:  
[https://www.bon.texas.gov/practice\\_bon\\_position\\_statements.asp](https://www.bon.texas.gov/practice_bon_position_statements.asp)
- Texas Board of Nursing (2019). Texas Nursing Practice Act and Texas Peer Review Act available at:  
[https://www.bon.texas.gov/laws\\_and\\_rules\\_nursing\\_practice\\_act.asp](https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp)

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

- American Nurses Association. (2015). *Code of ethics for nurses*: ANA Code of Ethics for Nursing at  
<https://www.nursingworld.org/coe-view-only> or hard copy in Library
- American Nurses Association. (2015). *Nursing: Scope and standards of practice (3rd ed.)*. Washington, DC. Nursesbooks.org. (Secure references from Library)
- American Nurses Association. (2015) *Nursing's social policy statement (2<sup>nd</sup> ed.)*. Washington, DC. Nursesbooks.org. (Secure references from Library)

## Web Resources:

- ANA's Official Web Site: <http://www.nursingworld.org>
- Healthy Nurse Initiative: [Healthy Nurse Initiative](#)
- Online Journal of Issues in Nursing: <http://www.nursingworld.org/ojin/>
- RHHhub (Rural Health Information Hub) <https://www.ruralhealthinfo.org/>

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

## **COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:**

### **LEARNING ACTIVITIES:**

#### **Class Participation**

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

#### **Reflective Journal**

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

#### **Examinations**

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

#### **Clinical Field Learning Experiences - Geriatric Project**

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

#### **Library Research paper**

This paper is to provide students an initial opportunity to learn the major aspects of APA formatting and practice scholarly research.

#### **Professional Paper on History of Nursing**

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

#### **Report on Geriatric Project**

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



## ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignment including grading rubrics are delineated either in the syllabus or in the modules.
2. Summary of Measures for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Class Participation	10%
Weekly Reflective Journal	15%
Examinations (3)	30%
Clinical Field Learning Experiences	Pass/Fail
Library Research Paper	5%
Professional Paper on History of Nursing	25%
Report on Geriatric Project	15%
Total Points	100%

3. Calculation of Final Grade: The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation. Students must pass course quizzes with an average of 80% or higher in order to pass the course.

### Grading Scale

A = 90 –  
100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

## POLICIES FOR EXAMS AND ASSIGNMENTS

Online testing / Assessments: When assigned, examinations will be given via the use of Blackboard or faculty-proctored exams in the classroom. Instructions will be provided at the time of the examination.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur **within a week** of the scheduled examination as agreed on between faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

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

## COURSE SCHEDULE

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

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

Class is held from 9:00am-12:30pm on Tuesdays. Lab times will vary according to activity. Weeks 1 and 2 will be held from 2pm to 3pm in the Nursing Building.

#### Class Day June 6, 2023

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p>INTRODUCTION</p> <p>1. Review of Course requirements and expectations of students:            Library research paper due week 3            Nursing history paper due week 6,            Career goals strategies PPT due week 9            Geriatric interview debriefing due week 9</p> <p>2. Review SRBSN Curriculum: Rationale, context, progression, and key elements. Review Leadership I (Patient), II (Professional/Setting), and III (Health System) based on ANA Code for Nurses Review Research and Informational Technology courses.</p> <p>3. Review nursing education concepts, teaching strategies, outcomes</p> <p>4. Review highlights of simulation and clinical experiences by semester.</p> <p>5. Compare nursing in urban and rural contexts.</p> <p>6. Explore value and use of reflective journaling and debriefing</p> <p>7. Review strategies for success in BSN program: Preparedness, engagement, use of ATI and other resources.</p>	<ul style="list-style-type: none"> <li>Course Syllabus</li> <li>Sul Ross BSN Student Handbook and Program of Study</li> <li>Geriatric Project Student Guide and Reading Assignments (Project guides in Course Syllabus)</li> <li>How to Write A Killer Research Paper <a href="https://collegeinfo geek.com/how-to-write-a-research-paper/">https://collegeinfo geek.com/how-to-write-a-research-paper/</a></li> <li>Publication Manual of the American Psychological Association, 7<sup>th</sup> edition (2020). <a href="https://apastyle.apa.org/products/publication-manual-7th-edition">https://apastyle.apa.org/products/publication-manual-7th-edition</a></li> <li>Rural Health Disparities Chart Metro and NonMetro Mortality by race, 2020 <a href="https://www.ruralhealthinfo.org/charts/116">https://www.ruralhealthinfo.org/charts/116</a></li> <li>Reflective Journaling Guide and case study O'Regan, H., &amp; Fawcett, T. (2006). Learning to nurse: Reflections on bathing a patient. <i>Nursing Standard</i>, 20(46), 60-64. (on Blackboard Week 1) In Pearson Nursing text Volume 2: Reflection Pgs 2483-2485</li> <li>ATI information on resources and use of Blackboard</li> </ul>	<ul style="list-style-type: none"> <li>Review Course Syllabus, Student Handbook, Program of Study</li> <li>Review PPTs related to the use of Reflection in Professional Practice</li> <li>Review ATI Program Modules</li> <li>Dialogue on use of Reflection in Nursing</li> <li>Library research Paper due week 6</li> <li>Nursing history paper due week 6</li> <li>Self-care strategies PPT due week 9</li> <li>Geriatric interview debriefing due week 9</li> <li><b>ATI Achieve: Due June 11 @ 11:59</b> <b>Study Skills</b> <b>Classroom Skills</b> <b>Test-taking Skills</b></li> </ul> <p><b>Lab: Discussion about Rural health Nursing.</b> More Blackboard and ATI navigation.</p>

**Class day June 13, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p>CONTEXT and HISTORY</p> <p>1. Review history of nursing in context of evolving health care system</p> <p>2. Consider social and cultural context that created nursing, the healing profession.</p> <p>3. Explore the need and process for nursing to represent all types and categories of people, cultural/races and sexes/genders.</p> <p>4. Discuss how Nightingale became the model for nursing and consider her theory of environmental theory.</p> <p>5. Analyze why is nursing the most trusted profession for the past 20 years and even before? (Note at "9-11" The rescuers were identified as most trusted)</p>	<ul style="list-style-type: none"> <li>• Hood Chapter 2 The History behind Today's professional nursing</li> <li>• Burkhardt and Nathaniel. Ethics and Issues in Nursing (2014) Chapter 17 Gender Issues (provided by faculty)</li> <li>• Note: You will be using this text at greater primarily in depth in the three Leadership courses.</li> <li>• Diversity in Nursing  <a href="https://www.aacnursing.org/news-data/fact-sheets/enhancing-diversity-in-the-nursing-workforce">https://www.aacnursing.org/news-data/fact-sheets/enhancing-diversity-in-the-nursing-workforce</a> <ul style="list-style-type: none"> <li>• Nursing Process:  Toney-Butler, T. J. &amp; Thayer, J. M. (Updated 2020 Jul 10). Nursing Process. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2021 Jan-. Available from: <a href="https://www.ncbi.nlm.nih.gov/books/NBK499937/The_5_Levels_of_Maslow's_Hierarchy_of_Needs_and_How_they_Affect_Your_Life_-_Oxford_Royale_Academy_(oxford-royale.com)">https://www.ncbi.nlm.nih.gov/books/NBK499937/The_5_Levels_of_Maslow's_Hierarchy_of_Needs_and_How_they_Affect_Your_Life_-_Oxford_Royale_Academy_(oxford-royale.com)</a></li> <li>• Florence Nightingale. Notes on Nursing. 1860  <a href="https://doi.org/10.1016/j.nedt.2012.04.025">https://doi.org/10.1016/j.nedt.2012.04.025</a></li> <li>• Quick references for nursing theorists:  <a href="https://libguides.twu.edu/c.php?g=270174&amp;p=1803823">https://libguides.twu.edu/c.php?g=270174&amp;p=1803823</a></li> </ul> </li> <li>• Hood Chapter 4 Establishing Helping and Healing Relationships</li> </ul>	<p>Discuss the history of nursing.</p> <p>Discuss the nursing process in context of Maslow's theory hierarchical of needs</p> <p>What are the values of having multiracial and all genders in nursing?</p> <p>Why is trust essential for the nursing profession?</p> <p>Explore Geriatric Project activities.</p> <p><b>Pretest Hood Chapter 2 and 4  In Class pretest Burkhardt Ch 17</b></p> <p><b>Due June 18<sup>th</sup> @ 11:59pm:  ATI Nurses Touch Rest and Sleep Stress</b></p> <p><b>Library research paper due June 18<sup>th</sup> @ 11:59pm  LAB: ATI Review of Achieve assignment and problem-solving. Initiate reflective journal. Clinical orientation.</b></p>

**Class Day June 20, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p>LAWS and TEXAS NURSE PRACTICE ACT</p> <p>1. Discuss how the nursing profession is regulated by the Texas Nursing Practice Act: Board, standards, education, licensure and discipline.</p> <p>2. Define characteristics of a profession as relates to nursing.</p> <p>3. Access the NPA and related resources on the web.</p> <p>4. Discuss definition of nursing, nursing process/scope</p> <p>5. Consider use of social media, patient confidentiality, and Health Insurance Portability and Accountability Act of 1996 (HIPAA)</p>	<ul style="list-style-type: none"> <li>• Texas Nurse Practice Act (NPA)</li> <li>• Find the Nurse Practice Act on the Texas Board of Nursing website in pdf format. Review the Quick reference to identify Sections of the Act. Review the Table of Contents. Find the Definition of Nursing <a href="http://www.bon.texas.gov">www.bon.texas.gov</a> and search definition of nursing (NPA Section 301.002, Definitions)</li> <li>• Hood Chapter 12 Professional Nurse Accountability</li> <li>• Hood Chapter 9 Pgs. 232-233 Patient protection and Affordability Care Act of 2010 Confidentiality Pg. 388</li> <li>• The Health Insurance Portability and Accountability Act of 1996 (HIPAA) <a href="https://www.youtube.com/watch?v=AUnTGNVDWZU">https://www.youtube.com/watch?v=AUnTGNVDWZU</a></li> <li>• <a href="http://www.nursingworld.org/social">www.nursingworld.org/social</a></li> <li>• <a href="http://www.hhs.gov/hipaa/for-professionalstraining/index.html">www.hhs.gov/hipaa/for-professionalstraining/index.html</a></li> <li>• <a href="http://www.hipaajournal.com/hipaa-social-media/">www.hipaajournal.com/hipaa-social-media/</a></li> </ul>	<p>Library research paper due June 18 @11:59pm</p> <p><b>What is the main purpose of the Nurse Practice Act (NPA)?</b></p> <p><b>Relate standards of professional nursing practice to accountability.</b></p> <p><b>Dialogue about potential HIPAA violations and consequences.</b></p> <p><b>Pretest Hood Chapter 12 and Chapter 9</b></p> <p><b>ATI Engage Foundations of Nursing And Health Policy Due June 25 @ 11:59 pm</b></p>

**ClassDay June 27, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p>ETHICS</p> <ol style="list-style-type: none"> <li>1. Review purpose and basic principles of the ANA Code for Nurses</li> <li>2. Explore professional values and ethical principles:</li> <li>3. Analysis of critical thinking and reasoning, journaling and debriefing related to ethics.</li> <li>4. Analyze Culture of Safety (for patients and nurses)</li> </ol>	<p><b>Exam #1</b></p> <ul style="list-style-type: none"> <li>• ANA Code PPT</li> <li>• <a href="http://www.nursingworld.org/code-view-only">www.nursingworld.org/code-view-only</a></li> <li>• Texas Administrative Code Title 22 Part 11 Chapter 217 Rule §217.11 <a href="https://www.bon.texas.gov/rr_current/217-11.asp.html">https://www.bon.texas.gov/rr_current/217-11.asp.html</a></li> <li>• Hood Professional Nursing Chapter 3 Contextual, Philosophical, and Ethical Elements of Professional Nursing</li> <li>• Pearson: Nursing A concept-based approach to learning- Ethics Pgs. 2729-2736</li> <li>• Hood Chapter 8-Professional Nursing Processes Pages 197-199</li> <li>• Thinking PPT and worksheet</li> <li>• To Err is Human <a href="https://nap.nationalacademies.org/catalog/9728/to-err-is-human-building-a-safer-health-system">https://nap.nationalacademies.org/catalog/9728/to-err-is-human-building-a-safer-health-system</a></li> <li>• Institute of Medicine: Keeping Patients Safe (2004) Chapter 7 Culture of Safety <a href="https://nap.nationalacademies.org/read/10851/chapter/9">https://nap.nationalacademies.org/read/10851/chapter/9</a></li> </ul>	<p><b>ANA Code of Ethics PPT</b></p> <p><b>Consider ethics that you value and practice</b></p> <p><b>Texas Nursing Standards of Practice</b></p> <p><b>Critical Thinking PPT</b></p> <p><b>ATI Thinking Worksheet</b></p> <p><b>Pretest Hood Chapter 3 Pearson Pages 2729-2736</b></p> <p><b>Due July 2 @ 11:59 pm ATI Nurse Logic Knowledge and Clinical judgement</b></p>

**Class Day July 11, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p>GERIATRICS</p> <ol style="list-style-type: none"> <li>1. Introduction and overview of Geriatric Project</li> <li>2. Review Communication, interviewing journaling and debriefing processes (preparation for Geriatric interview)</li> <li>3. Differentiate therapeutic and nontherapeutic communications</li> </ol>	<p><b>MID TERM EXAM</b></p> <ul style="list-style-type: none"> <li>• Geriatric Project Student Guide and Reading Assignments</li> <li>• Healthy People 2020:               <ul style="list-style-type: none"> <li>○ The State of Aging and Health in America: Data Briefs</li> <li>○ Older Adult Objectives</li> </ul> </li> <li>• (<a href="http://www.healthypeople.gov">www.healthypeople.gov</a>)</li> <li>• Touhy &amp; Jett, Toward Healthy Aging (10th Edition)               <ul style="list-style-type: none"> <li>○ Chapter 6 Communicating with Older Adults</li> </ul> </li> <li>• Hood Professional Nursing               <ul style="list-style-type: none"> <li>○ Chapter 4 Establishing Helping and healing Relationships Table 4.4 on page 106-111.</li> </ul> </li> </ul>	<p><b>Practice interview elder adult clients using tool provided. Assignments related to interviews in community setting.</b></p> <p><b>Debriefing PPT</b></p> <p><b>Communication PPT</b></p> <p><b>Due July9th @ 11:59pm</b>  <b>ATI Nurses Touch</b>  <b>Eating Healthy and Maintaining a Healthy Weight</b></p>

**Class Day July 18, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p>SCHOLARSHIP</p> <ol style="list-style-type: none"> <li>1. Consider academic honesty as a foundation for ethical nursing practice.</li> <li>2. Explore nursing career paths and your options for advancement as an RN.</li> <li>3. Discuss self-care and stress management</li> <li>4. Plan for Self-Assessment/self-care goal strategies (PPT)</li> </ol>	<ul style="list-style-type: none"> <li>• Nursing Student Handbook.</li> <li>• Burkhardt, Ethics and Issues in Contemporary Nursing (Provided by instructor) Chapter 12 Scholarship Issues: Academic Honesty Pages 219-221.</li> </ul> <p>Hood Chapter 20 Career Options for Professional Nurses</p> <ul style="list-style-type: none"> <li>• Self-care PPT planning Due Week 7(Class Participation)</li> <li>• ANA Healthy Nurse Healthy Nation Initiative: <a href="http://www.healthynursehealthynation.org">www.healthynursehealthynation.org</a></li> <li>• Nursing history paper due</li> <li>• Clinical experience: Start interviews with Geriatric Project elder person for debriefing due Week 9</li> </ul>	<p><b>Nursing History Paper Due July 16<sup>th</sup> @ 11:59pm</b></p> <p><b>Stress and Self-care PPT discussion</b></p> <p><b>Pretest Hood Chapter 20</b></p> <p><b>Due July 16<sup>th</sup> @ 11:59</b>  <b>ATI Nurses Touch</b>  <b>Self-Care: Physical Activity</b>  <b>Stress, Causes, Effects, and Management</b></p>

**Class Day July 25, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p>RELATIONSHIPS</p> <ol style="list-style-type: none"> <li>1. Discuss professional associations' roles in standards, leadership and policy. Access information on nursing organizations.</li> <li>2. Discuss value of mentors and engagement in nursing organizations, (Texas Student Nurses Association and Texas Nurses Association, as well as specialty nursing organizations)</li> <li>3. Reflect on Communication and interpersonal relations in Person-Centered care.</li> <li>4. Identify the knowledge and skills necessary to initiate and sustain helping relationships in rural and border communities.</li> <li>5. Analyze interdisciplinary roles and relationships on the health care team</li> <li>6. Explore the process of socialization into nursing</li> </ol>	<p>American Nurses Association: www.nursingworld.org Texas Nurses Association: www.texasnurses.org Texas Student Nurses Association: <a href="https://TNSA.nursingnetwork.com">https://TNSA.nursingnetwork.com</a></p> <p>Hood Chapter 1 The Professional Nurse</p> <p>Hood Chapter 15 Nursing approaches to Client Systems</p>	<p><b>Self-care PPT presentation Due July 23<sup>rd</sup> @ 11:59 pm.</b> <b>Presentation to take place in class on Tuesday, July 25<sup>th</sup>.</b></p> <p><b>Pretest Hood Ch 1, Ch 15</b></p> <p><b>Due June 30<sup>th</sup> @ 11:59pm</b> <b>ATI Nurse Logic</b> <b>Nursing Concepts</b> <b>Clinical priority setting Frameworks</b> Engage Nursing Foundations</p>



**Class Day August 1, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p><b>INFORMATION TECHNOLOGY</b></p> <ol style="list-style-type: none"> <li>1. Discuss the values of information technology for nurses and patient care</li> <li>2. Review use of Electronic Health Records (EHR)</li> <li>3. Clinical technology in patient care: diagnostic, treatment, management</li> <li>4. Evidence-based practice</li> </ol>	<p>Hood Chapter 4 Informatics and Technology in Nursing practice</p> <p>Pearson Module 45 Evidence-based practice (Overview) Pages 2761-2763</p> <p>Evidence-based practice (EBP) case study</p>	<p><b>Pretest Hood Ch 4 and Pearson Module 45</b></p> <p><b>Dialogue about EBP</b></p> <p><b>Due August 6<sup>th</sup>@11:59pm: ATI Nurse Logic Testing and remediation strategies Engage Evidence-based practice</b></p>

**Class Day August 8, 2023**

Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
<p><b>EMPOWERMENT</b></p> <ol style="list-style-type: none"> <li>1. Explore the concept of empowerment in relation to nurses and nursing roles past, present and anticipated.</li> <li>2. Describe opportunities for nurses to engage in policy and law.</li> <li>3. Debriefing on interview with elder related to geriatric project</li> </ol>	<p>Hood Chapter 19 The Professional Nurse's Role in Public Policy Pages 536-540</p> <p>Pearson Module 47 Health Policy</p> <p>Texas Nurses Association <a href="https://www.texasnurses.org/page/Student">https://www.texasnurses.org/page/Student</a> Scroll through the presentation "Student Policy 101"</p>	<p>Dialogue about Political activism for nurses. How are you planning to engage in methods to positively affect healthcare policy?</p> <p>Debriefing related to interviews conducted in community setting. Review of the Geriatric project over the coming semesters.</p>

August 15, 2023

**COURSE EVALUATIONS and FINAL EXAM**

SUL ROSS STATE UNIVERSITY

DEPARTMENT OF NURSING

NUR 3311 Essence of Professional Nursing in Rural/border Communities

Tentative Clinical Schedule (Subject to Change as Faculty discretion)

SEMESTER SCHEDULE:

Learning Activity:

June 6, 2023	ATI Modules
June 13, 2023	ATI Modules
June 20, 2023	Big Bend Regional MC
June 27, 2023	Alpine Food Pantry
July 11, 2023	Meals on Wheels
July 18, 2023	Sunshine House (Interviews)
July 25, 2023	Big Bend Regional MC
August 1, 2023	Agave Home Health/ATI Modules
August 8, 2023	Agave Home Health/ATI Modules

**COURSE EXPECTATIONS:**

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

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

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

**Orientation to Course:**

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

**Faculty and Student Picture and Biography:**

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

During the first week of class, each student must submit to the faculty a snap-shot or picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

**STUDENT / FACULTY EXPECTATIONS IN THE TEACHING / LEARNING PROCESS:**

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, and activities to fully participate in the course and assignments.
6. Each member of the class can use computer technology and access resources via the Internet and other mobile technologies as needed for the course.

**COMMUNICATIONS:**

- Announcements – Check announcements each time you log onto the course.
- Course email – Check course email frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- Use of technology: If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately. Contact the 24-7 Help Desk at: 1-888-837-2882 and/or [techassist@sulross.edu](mailto:techassist@sulross.edu).
- Responses to emails and course postings: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email & if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- Assignments: Assignments will be reviewed and returned with feedback/grade within 4 days of submission.
- Writing and use of APA: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines.
- <https://apastyle.apa.org/instructional-aids/handouts-guides>  
<http://owl.english.purdue.edu/owl/resource/560/01>

## **ATTENDANCE AND PARTICIPATION:**

- Your attendance is expected at every class meeting.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read assigned readings prior to joining the class discussions.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email or text as soon as possible and make arrangements to make up the assignments.

## **RULES OF NETIQUETTE:**

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

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
  - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view;
  - b. Be careful with the tone of what you are communicating, sarcasm and subtle humor; one person’s joke may be another person’s insult;
  - c. Do not use all caps in the message box (it is considered shouting);
  - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in group work so that assignments can be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
  - a. Use a meaningful title in the Subject line. For e-mail, include course number.
  - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
  - c. Close the posting by writing your full name at the end of the message.
5. Emails and Discussion Boards are public, and the University archives all materials -Do not post anything too personal as all students in the class and your instructor will see what you write.
  - a. Keep the messages you post to the Email and Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point of view.
  - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
  - c. When posting a response, make sure you identify the post to which you are responding.
  - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
  - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
  - f. Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
  - a. It is not acceptable to present work or ideas of others as your own. Use APA format

when you quote directly from a source-using quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source – using your own words to explain your understanding of another's ideas or work – provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.

- b. If the posting is going to be long, use paragraphs;
  - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
  - d. Just as you would proofread a formal paper, before posting an email or discussion;
    - i. Read what you have written for content;
  - e. Rethink what you have written for tone;
  - f. Reread what you have written for organization and coherence; and
  - g. Revise what you have written for grammar, punctuation and mechanics.
  - h. Once you submit your work, discussion, or e-mail, you cannot change what you have written:
    - i. Read what you have written for content;
    - ii. Rethink what you have written for tone;
    - iii. Reread what you have written for organization and coherence; and
    - iv. Revise what you have written for grammar, punctuation and mechanics.
    - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don't send large files, since someone may have a relatively slow internet connection.
  8. Be sure to check for viruses when sending files.
  9. Be patient if you do not get an immediate response to your postings. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

## **MANDATORY UNIVERSITY STATEMENTS:**

### **Academic Honesty Policy:**

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

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research

paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.

8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

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

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

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

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

#### **GENERAL CAMPUS REGULATIONS AND CONDUCT:**

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

## **Guidelines for Professional Paper (Library Research Paper and History of Nursing Paper)**

### **Objectives:**

The student will

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

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

### **Select Topic:**

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

### **Research:**

You are expected to utilize online search tools and available resources located in the library. Submit evidence of your research process by including references and resources using APA format and validating that the **reference is a peer-reviewed source.**

In your research seek to answer the following questions concerning your topic:

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

### **Paper:**

Write a professional paper to answer the questions for the selected topic. The report may be in third person. Your paper should include an introduction defining and outlining the topic and, a body and a summary that may address questions 1 through 4 above. You should use APA format with a cover sheet (page 1), body of the paper no more than two (2) pages (pages 2 and 3), double-spaced with 12-point font (Times New Roman), and a list of references (APA format) on a separate page (page 4). **Attach grading rubric to the paper.**

### **Grading:**

Refer to the Professional Paper Grading Rubric for the assignment and the paper to be submitted. Grade your paper prior to submission to determine that your paper addresses the requirements and expectations.

## Guidelines for Professional Paper Grading Rubric

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

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

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

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

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

Comments and suggestions:

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



### Rubric for Reflective Journal Writing

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

## Report on Geriatric Project

### Instructions

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

Each Presentation consists of (5) parts.

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

Comments

Faculty:

### Student Clinical Self Evaluation

Student:

Instructor:

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

Comments:

Participating Agencies:

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Thank You!

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

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