DEPARTMENT OF NURSING
NUR 3201
Foundations for Nursing Informatics
Fall 2023

SEMESTER HOURS: 2 Credit Hours
CONTACT HOURS: 2 Contact Hours/Week
CLINICAL HOURS: N/A
PREREQUISITES: Admission to the BSN Program

FACULTY INFORMATION
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COURSE DESCRIPTION

This course introduces students to fundamental concepts related to nursing information, communication technologies, systems and skills and their impact on patient centered care. A variety of learning activities will engage students in the use of clinical information systems, electronic databases and health care records used to communicate and manage patient care data, support patient care decision making, and promote patient safety. Principles of legal, ethical and policy issues associated with information management in health care settings and how these concepts are used to analyze workflow, data trending, and system change in health care settings are addressed.

COURSE OBJECTIVES

The student will:
1. Describe the history and principles of information technology and its impact on nursing practice.
2. Demonstrate the acquisition and retrieval of online nursing and patient related information resources.
3. Describe patient care technologies, communication devices that support safe nursing practice.
4. Identify ethical standards of data security, confidentiality, and client's right to privacy.
5. Outline regulatory requirements for information systems, patient technology and communication devices.
6. Analyze a workflow design, integrating care coordination processes with the implementation of health care technologies.
7. Explore the potential impact information technology will have on future nursing practice.

MEMBER OF THE PROFESSION
1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.
3. Demonstrate responsibility for continued competence in nursing practice.
4. Develop insight through reflection, self-analysis, self-care, and life-long learning.

PROVIDER OF PATIENT-CENTERED CARE
5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.

PATIENT SAFETY ADVOCATE
13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.
14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.
15. Demonstrate safe use of monitoring devices, including the crash cart, AED, and/or LifePak.
16. Describe elements of disaster planning and preparedness activities in the community.

MEMBER OF THE HEALTH CARE TEAM
17. Communicate issues related to exemplars for each concept to health-team members.
18. Identify a variety of community resources that assist patients with advanced health problems.
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.

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 AVP of 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).

4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

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

REQUIRED REFERENCES

Basic Tools for Quality Improvement in Healthcare Informatics (free in Open Education Resources) https://oercommons.org/courseware/lesson/63420/overview

Resource Links
Health Information Privacy
How Technology is Impacting Nursing Practice in 2023

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND EXPECTATIONS

LEARNING ACTIVITIES

Class Participation/Discussion
Students will engage weekly in a classroom board with peer review. 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 discussion board using critical thinking, clinical reasoning, and ethical comportment.

ATI
Students will participate in weekly assignments. Over the course term, 10 assignments will be collected for a completion grade. The time spent in the ATI product along with any product evaluation will be considered for a completion grade. Students will have weekly assignments in ATI.

Quizzes/Exam
Students will participate in quiz questions, a focused review following a quiz, and a final exam. The exam and quiz questions will be comprehensive of course objectives and course activities. Any remediation of quiz questions missed, (i.e. focused review) will be used for additional credit. Students are expected to prepare for quizzes/exam by following exam blueprint and review of required readings.

ASSESSMENT OF STUDENT LEARNING:
1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their participation in class discussion boards, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including any grading rubrics, are identified in the weekly overviews and located in the appendix of this syllabus. Achievable points for assignments will be totaled and calculated into the grade according to the percentage specified.

2. **Summary of Measure for Evaluation:**

Course Requirements	Percentage
Class Discussion Board	40%
ATI Assignments (10 completed assignments	10%
Quiz	15%
Final Exam	35%
Total Points	*100%*

3. **Calculation of Final Grade**:
    The final grade is derived as a summary of the points delineated on specific rubrics assignments and participation. The final letter grade will follow the program grading scale:

    Grading Scale
    A = 90-100
    B = 80-89
    C = 75-79
    D = 69-74
    F = 69 OR BELOW

POLICIES FOR EXAMS AND ASSIGNMENTS (as appropriate for the course):

This is an 8-week course. We will be covering a good amount of information in a very short amount of time. Students must stay updated with readings, assignments, and preparing for exams. A minimum average of 75% must be achieved on examinations to receive a passing grade for the course. When a grade of less than 75% is acquired on any examination, the student will be required to meet with the faculty of record. The purpose for this activity is to assist the student to determine the rationale for the lower grade achievement and develop an action plan to correct identified problems. Any ATI assessments will be followed with a focused remediation plan covering missed objective areas.

Testing/Assessments
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. It is recommended that student communicate within one day that an assignment is late. 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 3204 FOUNDATIONS FOR NURSING INFORMATICS

Module & Date	Topics & Objectives	Required Readings	Learning Activities, Assignments and Submission Dates
Week 1	**Topic: Introduction to Nursing Informatics** This week we will begin to define health informatics and learn how it is applied in the healthcare setting. Students will also be introduced to the impact health informatics has on quality improvement.	Chapter 1 in OER Textbook: Key Concepts of Quality Improvement Informatics NIH article ATI Fundamentals for Nursing Chapter5	**Discussion Question 1:** Due 10/25/23 **Discussion Question 2:** Due 10/27/23 One Peer Review Due 10/29/23 Schedule Virtual Meeting with instructor in week 3. ATI Assignment #1: Nurse's Touch: Informatics and Technology Due 10/29/23
Week 2	**Topic: Perspectives on Nursing Informatics** This week we will become familiar with the various components of the Electronic Health Record (EHR). In addition, we will gain an understanding of the terminology associated with the EHR and informatics.	Review EHR PPT 1 from OER Commons Review EHR PPT 2 from OER Commons Read article on why nurses should be blogging.	**Discussion Question 1:** Due 10/31/23 **Discussion Question 2:** Due 11/2/23 One Peer Review 11/5/23 ATI Assignment #2: Nursing Informatics Due 11/5/23 Begin creating blogsite.
Week 3	**Topic: Legal Aspects of Informatics** **This week we will discover the regulatory requirements for patient information systems. Patient information is highly confidential. Governmental agencies set forth regulations for healthcare providers to protect patient information.**	Read Health Information Privacy from the U.S. Department of Health and Human Services Video: ATI Board Vitals EHR Tutor Video Read blog article	**Discussion Question 1:** Due 11/7/23 **Discussion Question 2:** Due 11/9/23 One Peer Review Due 11/12/23 ATI Assignment #3: Nurse's Touch: Informatics and Technology & EHR Video response 11/12/23 Quiz 1 Questions (opens 11/10, closes 11/12) Virtual Meetings with students

Week 4	**Topic: Applications of Informatics** **This week students will apply** **informatics knowledge and concepts.**	Read ATI Fundamentals for Nursing Chapter 5: Questions	**Complete the ATI Nurse's Touch:** **Informatics and Technology Practice** **Assessment** Due: 11/17/23 **ATI Focused Review Assigned after** **Assessment** ATI Assignment #4: EHR Tutor Due 11/19/23
Week 5	**Topic: Information Systems** **This week we will analyze the use of** **information technology to promote** **patient outcomes.**	Review ATI Nurse's Touch: Nursing Informatics and Technology Case Studies 1-4 Continue working on blogsite	Complete and submit 5 question quiz Due 11/21/23 ATI Assignment #5: Focused Review Due 11/26/23 ATI Assignment #6: Create Student Quiz using Board Vitals Due 11/26/23 ==Plan Virtual Meeting with instructor for== ==week 6 if needed. Check-in==
Week 6	**Topic: Informatics and consumer** **health literacy and safety** **This week we will look at various** **workflow designs to help integrate** **care coordination processes. Efficient** **workflow design is essential for** **patient care coordination and supports** **good patient outcomes.**	Read Chapter 2 in Basic Tools for Quality Improvement in Healthcare Informatics Read article TBA	**Discussion Question:** due 11/29/23 Peer Review Due 12/3/23 Virtual Meetings with Instructor Blog Due 12/10: Do not wait till the last moment ATI Assignment #7: EHR Tutor Due 12/3/23 ATI Assignment #8 Fundamentals Due 12/3/23
Week 7	**Topic: Using Informatics for** **community/ population health and** **Distance Care** **This week we will explore the impact** **information technology has on** **nursing practice.**	Read How Technology is Impacting Nursing Practice in 2023 Read article on cybersecurity	Blog Due on how technology is impacting nursing practice and patient care. Post link in the discussion board week 7 area by 12/10/23 at 5 p.m. ATI Assignment #9 Videos and Response Due by 12/6/23 Quiz # 2 Questions Due by 12/6/23 ATI Assignment #10 Board Vitals 12/6

Week 8	**Topic: Future of Nursing Informatics** **This week we will review the concepts of health informatics to prepare for the final exam.**	Review Summary Exam Blueprint	**Final Exam:** due 12/13/23 Blog Peer Review Discussion Board: Due by 12/13/23

COURSE EXPECTATIONS:

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 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 that 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 problems. Seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882 and/or 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 and, 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 5 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:

- 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.

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.
   1. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
   2. Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person's joke may be another person's insult.
   3. Do not use all caps in the message box (it is considered shouting).
   4. 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.
   1. Use a meaningful title in the Subject line. For e-mail, include course number.
   2. 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).
   3. 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.
   1. 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.

2. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
3. When posting a response, make sure you identify the post to which you are responding.
4. If the topic you plan to address is covered in an existing thread, do not start a new thread.
5. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
6. Try not to lurk, meaning you are just reading and not participating.

6. Quality of online communications/postings is important.
   1. 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 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.
   2. If the posting is going to be long, use paragraphs.
   3. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
   4. 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, 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 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 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.

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:

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 Schwartze, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartze@sulross.edu. Our office is located on the first floor of Ferguson Hall – room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

LIBRARY INFORMATION

The Bryan Wildenthal Memorial Library and Archives of the Big Bend 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).

Additional information for students at Rio Grande College:

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 additionally use online resources available through SWTJC website, **library.swtjc.edu**. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) from the Alpine campus.

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

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.

Requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

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.

DISCUSSION BOARD with Peer Review RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
Content Relevance of information in the posting to the assigned questions and demonstrates student learning.	Responds to discussion questions with a clear understanding of the focus of study in the module. Posting & responses meet all the requirements of the discussion instruction 25 Points	Responds to discussion questions but with minor confusion about the focus of study in the module. Posting & responses meet most of the requirements of the discussion instructions 20 Points	Responds to 1 or more discussion questions with major confusion about the focus of study in the module. Or Provides some answers but fails to respond to discussion questions as directed in the Forum. Posting & responses meet some of the requirements of the discussion instructions 10 Points	The discussion questions are not answered Or Responses have no connection to the questions. Posting & responses meet few/none of the discussion instructions. 0 Points
Scholarly Presentation Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP. 25 Points	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 20 Points	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas. 10 Points	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points
Engagement Engages in discussion through use of thoughtful replies to the postings of other students.	Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 25 Points	Replies in the forum to 1 peer with little reference to topic and little organized thought 20 Points	Gives a limited reply to peers in a respectful manner. 10 Points	No replies to any postings. &/ Or Replies are clearly disrespectful. 0 Points
Literature/Evidence Ideas are supported by student conducted research – outside the required course material.	Postings and replies are supported by more than two outside references in addition to required readings. 25 Points	Postings and replies are supported by one outside reference in addition to required readings. 20 Points	Postings and/or replies are only supported by required readings. 10 Points	Postings and replies are not supported by any evidence. 0 Points

Crosswalk of Course Objectives with TBON DECs and AACN Essentials

Objectives	TBON DECs	AACN Essentials
MEMBER OF THE PROFESSION 1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.	I-B 2; C 3; II-E 8, 9	II
3. Demonstrate responsibility for continued competence in nursing practice.	I B 4	III
4. Develop insight through reflection, self-analysis, self-care and life-long learning	I -B 5	VIII, IX
PROVIDER OF PATIENT-CENTERED CARE 5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.	II-A 1.a; C.1.a; F 1	II, III
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.	II-B 6; C 6; G 1 a	I, III
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.	II-B 5; C 1a., 2b;	I, III, VIII
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.	IV-F 4	VI
PATIENT SAFETY ADVOCATE 13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.	II-B 10; III-B 1, 2, 4; C	VII, IV, V
14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
15. Demonstrates safe use of monitoring devices, including the crash cart, AED, and/or LifePak.	IV-F 2 d, e;	V, VII, IX
16. Describe elements of disaster planning and preparedness activities in the community.	IV A 3, b; C 2; D 1	V, VII, IX
MEMBER OF THE HEALTH CARE TEAM 17. Communicate issues related to exemplars for each concept to health-team members.	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
18. Identify a variety of community resources that assist patients with advanced health problems.	IV A 5; B 2c; D 3; E2; F 1	V, VI, VII, IX
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.	IV A 2, C 3; D 1, 3 a; E 1a, b, 3; F 4 a	V, VI, VII, IX