

DEPARTMENT OF NURSING
NUR 4321
Professional Nursing II
Fall 2023

SEMESTER HOURS: 3 Credit Hours

CONTACT HOURS: 3 Contact Hours/Week

CLINICAL HOURS: N/A

Level: Senior

PREREQUISITES: Successful completion of Previously Assigned Courses

FACULTY INFORMATION:

Name: Dr. Minerva Gonzales

Contact Information: Minerva.gonzales@sulross.edu

Office Hours:

Hours available via e-mail: 7a-10p

Hours available on campus: 8a-5p

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

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. State the role of the nurse in performance improvement including Nursing Incident and Safe HarborPeer Review
2. Address the laws, regulations, and standards that impact health care systems and delivery issues. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.

PROVIDER OF PATIENT-CENTERED CARE

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

PATIENT SAFETY ADVOCATE

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

MEMBER OF THE HEALTH CARE TEAM

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

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the 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); and
4. comport themselves verbally and visually in a professional manner (Professionalism).

Plan for Dissemination:

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

REQUIRED REFERENCES:

Recommended References:

Text Books:

- American Nurses Association. (2010). *Nursing: Scope and standards of practice*. Washington D.C. Nursesbooks.org.
- American Nurses Association. (2010) *Nursing's social policy statement* (2nd ed.). Washington D.C. Nursesbooks.org.
- ANA (2015). *The code of ethics for nurses with interpretive statements: Latest version of nursing's ethical case*. Silver Spring, MD: Nursebooks.org
<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses>
- ANA (2015). Ethical and Human Rights various articles re: Ethics. Available at
<http://nursingworld.org/MainMenuCategories/EthicsStandards/Resources>

- Burkhalter, M. A. & Nathaniel, A. K. (2020). *Ethics and issues in contemporary nursing: Nursing ethics for the 21st century*. (1st ed.). St. Louis: Elsevier.
- Halter, J. (2018). *Varcarolis' foundations of psychiatric-mental health nursing* (8th ed). St. Louis: Mosby-Elsevier.
- Touhy, T.; Jett, K.; & Luggen, A. (2020). *Ebersole & Hess: Toward healthy aging: Human needs & nursing response* (10th ed.). St. Louis: Mosby-Elsevier.
- Yoder-Wise, P. (2019). *Leading and managing in nursing* (7th ed). St. Louis: Elsevier
- Yoder-Wise, P. (2019). *Leading and managing in nursing* (7th ed). St. Louis: Elsevier
- Winters, C. A., & Lee, H. J., Eds. (2018). *Rural nursing: Concepts, theory, and practice* (5th ed.) New York, NY: Springer.
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). (Secure references from Library)

Web Articles:

- Benner, P., Hughes, R. G., & Sutphen, M. (2008). Clinical reasoning, decision making, and action: Thinking critically and clinically. In R. G. Hughes *Patient Safety and Quality: An Evidence Based Handbook for Nurses*, 2-111-2135. Rockville MD: Agency for Healthcare Research and Quality. Retrieved 1/05/18 from <https://www.ncbi.nlm.nih.gov/books/NBK2643/>
- Dobrich, C. (2001). Determination of RN obligation to a patient. *RN Update: Board of Nurse Examiners for the State of Texas*, 32(2), 9. TBON Website
- IOM (ed.). (2004). *Keeping patients safe: The work environment of nurses*. Washington D.C.: The National Academies Press. (full .pdf)* retrieved 1/05/18 from: <https://www.ncbi.nlm.nih.gov/books/NBK216190/?term=Keeping%20Patients%20Safe>
- IOM (2011). The future of nursing: Leading change, advancing health. The Institute of Medicine. Retrieved April 9, 2019 from <http://thefutureofnursing.org/IOM-Report> .
- Lockhart, L. (2019) Summary of Lunsford V Texas Board of Nursing. Unpublished
- Moser, J. (2009). Texas nurses under fire for whistleblowing. *AJN, American Journal of Nursing*, 109(10), 19. Retrieved 1/15/15 from http://journals.lww.com/ajnonline/fulltext/2009/10000/texas_nurses_under_fire_for_whistleblowing.8.aspx
- National Academy of Medicine (2019). *Future of Nursing 2020-2030: A consensus study from the National Academy of Medicine*. Retrieved 6-17-2019 from <https://nam.edu/publications/the-future-of-nursing-2020-2030>
- NCSBN (ND). Delegating Effectively Video. Video, NCSBN. Available at: <https://www.ncsbn.org/378.htm>
- NCSBN (ND). Professional Boundaries in Nursing. Video, NCSBN. Available at: <https://www.ncsbn.org/464.htm>
- NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at: <https://www.ncsbn.org/347.htm>
- NCSBN (2011). White paper: A nurse's guide to the use of social media. Chicago: NCSBN. Available at: <https://www.ncsbn.org/3739.htm>
- Quill, T. E. (2005). Terri Schiavo – A tragedy compounded. *The New England Journal of Medicine*, 352, 1620-1633. Retrieved July 9, 2013 from <http://www.nejm.org/doi/full/10.1056/NEJMp058062>
- Texas Board of Nursing (2019). *Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice Table of Contents*. Austin: Texas Gov.
- PDF Available at: https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp Texas Board of Nursing (ND). Frequently asked questions. Retrieved 4-15-2019 from https://www.bon.texas.gov/faq_nursing_practice.asp
- Texas Board of Nursing (2013 – last reviewed January 2019). Position Statements. Available at: https://www.bon.texas.gov/practice_bon_position_statements.asp
- Texas Occupations Code and Statutes Regulating the Practice Of Nursing As Amended (2017). *Nursing Practice Act, Nursing Peer Review, & Nurse Licensure Compact (NPA) as amended September 2017*. Chapters 4301; 303, 304, & 305. Austin: Texas Gov. PDF Available at: https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp

Resource Links:

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

ATI Modules (TBD)

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

IOM and National Academy of Medicine reports in .pdf are available free on the web at www.nap.gov.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND EXPECTATIONS:

LEARNING ACTIVITIES:

Students will participate in classroom and on-line discussion to clarify the need and value of each substantive component of the concept analysis. Student dialogue will focus on identifying and discussing behavioral, physiologic, psychologic, social, and cultural information which comprise the patient as a holistic entity. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comporment.

Students will prepare for class discussion and activities by reading each assignment with focus on the concept analysis provided. The logically ordered information will assist each student to develop a routine or pattern to organize pertinent information obtained from patients and resources. A group assignment for the development of a selected concept will further enhance the student's recognition for data obtained to complete and understand the value of information included in a concept analysis.

Application of data obtained from patient situations in clinical laboratories will enhance the students understanding of why and how selected concepts will provide a broader understanding of the patient condition. Open communication with the mannequin provides opportunity to practice verbal and non-verbal communication skills to obtain pertinent data before communicating with patients. Case studies utilized for simulation scenarios will assist students to understand the need for acquiring data from patients which will assist in the planning and delivery of pertinent, individualized care for the experienced concept.

LEARNING ACTIVITIES:

Class Participation/Discussion

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 comporment.

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 and ethics, in

self or practice, and being mindful of self while in or following field experiences.

Professional Paper – Health Literacy

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

Class Presentation – Quality Improvement Topic

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

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 class discussion, clinical performance when applicable, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are identified in the weekly modules 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:

| <u>Course Requirements</u> | <u>Percentage</u> |
|---|-------------------|
| Class Participation | 25% |
| Weekly Reflective Journal | 15% |
| Professional Paper Health Literacy | 30% |
| Class Presentation- Quality Improvement | 30% |
| 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. 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

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. 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 4321 Professional Nursing II

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

| Week Date | Topics & Objectives | Required Readings & References | Learning Activities, Assignments & Submission Dates |
|-----------|---|---|---|
| 1 8/30 | Health Care Systems and settings 1. Overview of course 2. Describe organizations and agencies that license and oversee health care services. 3. Analyze economic, social, and demographic factors that impact health care services. | Yoder-Wise Ch 10 Health Care Organizations | |
| 2 9/6 | Health Care Systems and Nursing 1. Establish basic components of a health care system. 2. Compare and contrast the Affordable Care Act, Medicare, Medicaid, and the VA systems 3. Describe medical homes and value-based health care services. 4. Describe how Medicare billing is done. 5. Describe organizations and agencies that oversee nursing practice in various settings. | Yoder-Wise Ch 10 Health Care Organizations Yoder-Wise Ch 2 Clinical Safety: Core of Leader, Manager, and Follower. HC System Overview PPT ACA Overview PPT MPS-Quick reference Chart.pdf | Discussion Consider opportunities to reduce cost and increase access to health care |
| 3 9/13 | Health Care Laws and Regulations 1. Identify sources of law and regulation that control health care delivery. 2. Examine ethical principles that apply to healthcare delivery. 3. State challenges to patient safety, and access and affordability of health care. 4. Propose changes that could improve patient safety, access and cost of health care. | Yoder-Wise Ch 3 Legal and Ethical Issues. | Dialogue on interpreting legal decision regarding health care choices and decision making |
| 4 9/20 | Key Elements of the Health Care System 1. Identify problem solving approaches to address health care issues. 2. Identify nursing initiatives designed to improve patient safety and quality of care. 3. Analyze the concept of emotional intelligence as applied in health care delivery. | Transforming Care at the Bedside (TCAB) PPT Team STEPPs Institute for Healthcare Improvement (IHI) QSEN ATI Nursing Leadership & Management Ch. 1 | Health Literacy Professional Paper Apply concepts and characteristics of Team STEPPs to clinical experiences |
| 5 9/27 | Nursing Workplace Violence 1. Reflect on forms of violence that adversely impact nursing: bullying, incivility, lateral/top down violence. 2. Analyze conflicts and conflict management techniques. 3. Conduct self-assessment regarding conflict 4. Explore inter-professional team building. 5. Describe effective team communication including documentation and hand off. | Yoder-Wise Ch 8 Communication and Conflict Yoder-Wise Ch 19 Building Effective Teams Reader Guide ANA Workplace Violence (2012) Incivility PPT (LL) ATI Civility Module ATI Nursing Leadership & Management Ch. 1 | Complete conflict Self-assessment form in text |

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|------------|--|---|---|
| 6 10/4 | Performance Improvement and Risk Management 1. Describe the purpose and process of performance improvement. 2. Differentiate between Performance Improvement and Research. 3. Describe the purpose and process of risk management 4. Apply the Adverse Event Analysis form to a potential situation. | Yoder Wise Ch 23 Managing Quality and Risk Adverse Event Analysis Form Differentiate Performance Improvement and Research | Review Quality Improvement Presentation Criteria |
| 7 10/11 | Performance Improvement and Risk Management 1. Explore strategies to incorporate EBP in practice settings 2. Describe minor incidents per TBON rules 3. Differentiate between adverse actions to be remedied at the clinical site and those to be reported to TBON | Yoder Wise Translating Research into Practice CH 24 TBON Rule re: Minor incidents and reporting requirements ATI Nursing Leadership & Management Ch. 5 | Review criteria for quality improvement presentation Examine challenges to reporting decisions |
| 8 10/18 | Nurse Practice Act Relating to Standards of Nursing Practice 1. Compare standards of practice for all nurses, LVNs, RNs, and Advance Practice Nurses. 2. Apply regulations on delegation to nursing situations. 3. Apply decision making process to nursing care situations. 4. Describe sources of conflict in nursing settings. 5. State use of Nurse Peer Review and Safe Harbor to promote patient safety and nurse satisfaction. | Yoder-Wise Ch 15 Making Decisions and Solving Problems Reader Guide Yoder Wise Ch 17 Delegating: Authority, Accountability and Responsibility. BON Delegation Dos and Don'ts, Rules 224 and 225. Delegation Five Rights NPA Nurse Standards of Practice and Unprofessional Conduct NPA and TBON Rules re: Nurse Peer Review ATI Nursing Leadership & Management Ch. 1 | Quiz #1 Analyze Case Studies related to delegation and peer review |
| 9 10/25 | Nurse Practice Act relating to Staffing 1. State basic principles of staffing. 2. Describe the positive and negative impact of staffing on patient outcomes. 3. State use of Safe Harbor Peer 4. Review related to staffing ratios, nurse skills, and patient safety. 5. Describe provisions for Hospital Nurse Staffing Committee and how it serves nursing | Yoder-Wise Ch 13 Staffing and Scheduling. Reader Guide TX BON Rules re: use of Safe Harbor NPA re Staffing and Peer Review ANA Annotated Safe Staffing (2013) ANA Principles of Safe Staffing (2012) ANA Nurse Fatigue (2014) ANA Nurse Staffing White Paper ((2015) DSHS State law on Hospital Staffing Committees ATI Nursing Leadership & Management Ch. 1 | Quality Improvement Presentation to class Analyze potential risks for safe staffing and impact on patient safety |

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|-------------|--|---|---|
| 10 11/1 | Building and Managing Nursing Staff 1. Identify process for building, sustaining and evaluating nursing staff. 2. Compare supervision to "coaching". 3. Consider leadership and the novice nurse 4. Evaluating and documenting staff performance | Yoder Wise Ch 21 Selecting, developing and Evaluating Staff Yoder Wise Ch 25 Managing Personal and Personnel Problems Workforce Diversity PPT (LL) ATI Conflict Negotiation | Case Studies |
| 11 11/8 | Impact of Technology on Nursing 1. Review types of technology in health care settings: biomed, information, and knowledge source. 2. Assess technology in regard to positive and negative potential for patient safety 3. Analyze the impact of technology on information security and patient privacy. 4. Describe "meaningful use" of technology related to the Electronic health and medical records. | Yoder-Wise Ch 16 Impact of Technology Nurse Informatics PPT Meaningful Use PPT Tietze, McBride et al. (2017) report of survey of Texas Nurses use of clinical information systems ATI Nursing Informatics and Technology ATI Nursing Leadership & Management Ch. 3 | Problems solve examples re: Confidentiality violations and documentation problems in relation to electronic medical records |
| 12 11/15 | Being an Effective Member of the Profession 1. Compare effectiveness of individual versus collective actions 2. State resources available through various nursing organizations 3. Describe value of professional relationships for mentoring and career satisfaction and advancement. | ANA and TNA materials List of nursing organization (NLAC) ATI Evidence-based modules | |
| 13 11/22 | ANA Code for Nurses Principles 4,5 and 6 relating to the nursing profession 1. Apply the Code to situation concerning the nursing profession and collective nursing accountability 2. Share observations relating to the responsibility to maintain community and patient trust in nurses and nursing. | ANA Code Principles 4, 5, and 6 PPT (LL) | |
| 14 11/29 | ANA Code for Nurses Principles 4, 5, and 6 1. Apply the Code to situation concerning the nursing profession and collective nursing accountability 2. Share observations relating to the responsibility to maintain community and patient trust in nurses and nursing. | ANA Code Principles 4, 5, and 6 PPT (LL) | Case Studies |
| 15 11/29 | Summary of course highlights. 1. Describe how you see nursing differently than when you started the program 2. Summarize challenges to nursing in various patient care settings 3. What ethical values do you believe are most important for nurses to adhere | | Report on Geriatric Project |
| 16 12/6 | | | Finals Week |

COURSE EXPECTATIONS:

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

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

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

Orientation to Course:

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

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

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

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize 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:

- Your attendance is expected at every class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

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.
 - There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
 - 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.
 - Do not use all caps in the message box (it is considered shouting).
 - 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.
 - Use a meaningful title in the Subject line. For e-mail, include course number.
 - 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).
 - 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.
 - 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.
 - Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
 - When posting a response, make sure you identify the post to which you are responding.
 - If the topic you plan to address is covered in an existing thread, do not start a new thread.
 - When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 - Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
 - 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.
 - If the posting is going to be long, use paragraphs.
 - Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
 - 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 email, 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 Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@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.

PARTICIPATION/DISCUSSION RUBRIC

| CRITERIA | Performance Indicators | | | |
|--|--|--|--|---|
| | Proficient | Competent | Substantive Area for Improvement | Unsatisfactory Work |
| <u>Content</u> Information in the posting is relevant 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 |
| <u>Scholarly Presentation</u> 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. 5 Points | Thoughts are logically organized at the paragraph level with no more than 3 errors in SG 10 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. 5 Points | Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP. 0 Points |
| <u>Engagement</u> Student engagement in discussion occurs through use of thoughtful replies to the postings of other students. | Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner. 20 Points | Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner. 10 Points | Gives a limited reply to peers in a respectful manner. 5 Points | No replies to any postings. &/ Or Replies are clearly disrespectful. 0 Points |
| <u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format. | Postings incorporate citations and references following APA format with only 1 error. 20 Points | Postings incorporate citations and references following APA format with no more than 2 errors. 15 Points | Postings incorporate citations and references following APA format with no more than 3 errors. 10 Points | Postings include three or more errors in APA format. 5 Points |
| <u>Literature/Evidence</u> Ideas are supported by student-conducted research from sources outside the required course material. | Postings and replies are supported by more than <u>two</u> outside references in addition to required readings. 20 Points | Postings and replies are supported by <u>one</u> outside reference in addition to required readings. 10 Points | Postings and/or replies are <u>only</u> supported by required readings. 5 Points | Postings and replies are not supported by any evidence. 0 Points |

Rubric for Reflective Journal Writing

| Student Name: | | | Date: | |
|--|--|---|---|--|
| <p style="text-align: center;">Task Description: Using the model for reflection, each week, the student will make a reflective journal entry regarding a particular learning activity or experience in class or other settings that demonstrates nursing values and principles and how this activity impacted the student's understanding of professional nursing.</p> | | | | |
| Criteria | Exemplary | Accomplished | Developing | Beginning |
| Retelling of Experience | <input type="checkbox"/> Detailed explanation of experience <input type="checkbox"/> Specific descriptors of observations during experience <input type="checkbox"/> Writing is highly organized with logical sequence | <input type="checkbox"/> Clear explanation of experience <input type="checkbox"/> Objective observation of experience <input type="checkbox"/> Organization is clear and easy to follow | <input type="checkbox"/> Somewhat clear explanation of experience <input type="checkbox"/> Somewhat objective observation of experience <input type="checkbox"/> Minimal organization | <input type="checkbox"/> Vague explanation of experience <input type="checkbox"/> Non-objective observation of experience <input type="checkbox"/> No organization evident; confusing |
| Reflections/ 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 very few or no examples |
| Relevance to Classroom Concepts or Personal Experience | <input type="checkbox"/> Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences | <input type="checkbox"/> Student listens in class; relates some observations to classroom concepts and/or personal experiences | <input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience | <input type="checkbox"/> Makes no reference to what is heard in class or personal experiences |
| Analysis of Experience | <input type="checkbox"/> Makes many inferences <input type="checkbox"/> Comprehends deeper meanings <input type="checkbox"/> High level of critical thinking expressed | <input type="checkbox"/> Makes inferences most of the time <input type="checkbox"/> Usually comprehends deeper meanings <input type="checkbox"/> Some critical thinking expressed | <input type="checkbox"/> Some inferences are made <input type="checkbox"/> Comprehends surface level meaning <input type="checkbox"/> Minimal critical thinking expressed | <input type="checkbox"/> Few or no inferences are made <input type="checkbox"/> No comprehension or reflection on assignment <input type="checkbox"/> Little or no evidence of critical thinking |
| Effort on Assignment | <input type="checkbox"/> Obvious, detailed effort on assignment <input type="checkbox"/> Neat, legible handwriting | <input type="checkbox"/> Acceptable effort on all parts of the assignment <input type="checkbox"/> Legible handwriting | <input type="checkbox"/> Some effort on assignment <input type="checkbox"/> Readable handwriting | <input type="checkbox"/> Little or no effort on assignment <input type="checkbox"/> Illegible handwriting |
| Faculty Feedback | | | | |

Professional Paper Grading Rubric

Student: _____ Date _____

| | | | |
|----------------------------------|---|---|--|
| Section | | | |
| Introduction Hey!! 15=____ | Describes subject and goal of paper Points 10-15 | Describes topic Points 1-9 | Topic not defined Points 0 |
| Body See!! 50=____ | Addresses the following: 1. Building and maintaining clinical competence. 2. Building and maintaining professional leadership. Points 40-50 | Partially responds to questions. Points 1-39 | Fails to address questions Points 0 |
| Summary So!! 15=____ | Succinct summary of topic Points 10-15 | General comments about the subject Points 1-9 | Does not fully address topic and issues Points 0 |
| Format 20=____ | Adheres to APA* format with cover page, body not to exceed two (2) pages, double-spaced in 12-point font. References formatted by APA. Points 15-20 | Partially adheres to APA format Points 1-14 | Fails to adhere to APA format Points 0 |
| Total 100 | | | |

*Use OWL or comparable reference for APA format.

PRESENTATION RUBRIC

| Evaluating Student Presentations | | | | | |
|----------------------------------|--|---|---|---|-------|
| | 1 | 2 | 3 | 4 | Total |
| Organization | Audience cannot understand presentation because there is no sequence of information. | Audience has difficulty following presentation because student jumps around. | Student presents information in logical sequence the audience can follow. | Student presents information in logical, interesting sequence the audience can follow. | |
| Subject Knowledge | Student does not have grasp of information; student cannot answer questions about subject. | Student is uncomfortable with information and is able to answer only basic questions. | Student is at ease with information, answers questions briefly and does not elaborate. | Student demonstrates extensive knowledge, answers all questions thoroughly with elaboration. | |
| Graphics | Student uses excessive graphics or no graphics | Student's use of graphics limited, rarely supports text and presentation. | Student's appropriate use of graphics relates to text and presentation. | Student's graphics illustrate and reinforce screen text and presentation. | |
| Mechanics | Student's presentation has four or more spelling errors and/or grammatical errors. | Student's presentation has three misspellings and/or grammatical errors. | Student's presentation has no more than two misspellings and/or grammatical errors. | Student's presentation has no misspellings or grammatical errors. | |
| Eye Contact | Student reads all of script; makes no eye contact with audience. | Student mostly reads script and makes occasional eye contact. | Student frequently refers to script and makes frequent eye contact. | Student seldom refers to script and maintains eye contact with audience. | |
| Speech | Student mumbles, speaks too quietly for students in class to hear; student pronounces words incorrectly. | Student's voice is low; some students in class have difficulty hearing; student pronounces several words incorrectly. | Student's voice is clear. Most audience members can hear presentation; student pronounces most words correctly. | Student uses a clear voice; all students can hear presentation; student pronounces words precisely and correctly. | |
| | | | | Total Points: | |

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

| Objectives | TBON DEC's | 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 |