SUL ROSS STATE UNIVERSITYY

DEPARTMENT OF NURSING
NUR 4222 Professional Nursing III
Spring Senior Year

NUR 4222 Professional Nursing III
SEMESTER HOURS: Two (2) Credits
DIDACTIC CONTACT HOURS: 2 Clock Hours/Week
TOTAL CONTACT HOURS: 32 Clock Hours

PREREQUISITES: Successful Completion of Previously Assigned Courses

FACULTY INFORMATION:

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Office Hours:
>   Hours available via e-mail: Tuesday-Friday 9am to 5pm. Saturday and Sunday by email
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COURSE DESCRIPTION: This course addresses the role of the nursing profession in the context of local, state, national, and global systems impacting health and wellbeing of individuals and populations. This course addresses the role of the nurse and profession in the evolution of regulation and policies that impact health and safety of populations. The course prepares the nurse for graduation, licensure, and anticipation of a life-long nursing career. The course addresses the ANA Code for Nurses principles 7, 8, and 9 related to the context of nursing practice, including regulation and policy.

STUDENT LEARNING OUTCOMES:

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

MEMBER OF THE PROFESSION:

1. Implement steps toward initial licensure and employment as a registered nurse.
2. Finalize professional portfolio as a foundation for ongoing nursing-career goals and strategies.

PROVIDER OF PATIENT-CENTERED CARE

3. Identify ways that nurses can contribute to and actively participate in the health-care system.
4. Propose and plan a business that he/she could establish to address a health-care or nursing service.
5. Engage in regulatory and policy processes that positively impact rural and border health care

PATIENT SAFETY ADVOCATE

6. Engage in collective actions to assess and promote regulations and policies for safe, quality, health care for individuals and populations in a variety of settings locally, nationally, and globally.
7. Address policies that impact health and safety of of rural and border populations now and in the future.

MEMBER OF THE HEALTH CARE TEAM

8. Apply the ANA Code for Nurses Principles 7 - 9 concerning local, state, national, and global health care and well-being of individuals and populations.

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.

Textbooks:

Burkhalter, M. A., & Nathaniel, A. K. (2014). *Ethics and issues in contemporary nursing.* Stamford, CT: Cengage Learning.

Touhy, T. A., & Jett, K. (2016). *Ebersole and Hess's toward healthy aging: Human needs and nursing response* (9th ed). St. Louis, MO: Elsevier.

Halter, J. (2018). *Varcarolis' foundations of psychiatric-mental health nursing* (8th ed.). St. Louis, MO: Mosby-Elsevier.

Yoder-Wise, P. (2019). *Leading and managing in nursing* (7th ed). St. Louis, MO: Elsevier

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

Articles: *(as needed) (may list in modules if more appropriate)*

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

American Nurses Association. (2010). *Nursing's social policy statement* (2nd ed.). Washington, DC: 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

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/

IOM (ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington, DC: 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. Retrieve 4/9/19 from http://thefutureofnursing.org/IOM-Report

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. (n.d.). Frequently asked questions. Retrieved 4/15/19 from
https://www.bon.texas.gov/faq_nursing_practice.asp

Texas Board of Nursing (2013 – last reviewed January 2019). Position Statements.
Available at: https://www.bon.texas.gov/practice_bon_position_statements.asp

Texas Occupations Code and Statutes Regulating the Practice of Nursing As Amended (2017).
Nursing Practice Act, Nursing Peer Review, & Nurse Licensure Compact (NPA) as amended September 2017. Chapters 301; 303, 304, & 305. Austin: Texas Gov. PDF Available at:
https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp

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

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

ANA's Official Web Site: http://www.nursingworld.org
Online Journal of Issues in Nursing: http://www.nursingworld.org/ojin/

*These IOM reports in .pdf are available free on the web at www.nap.gov.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITIES:

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

ATI modules/activities

Students will engage in Assessment Technology Institute (ATI) assignments by completing assigned modules and quizzes. ATI products are designed to prepare nursing students to master core content and develop practice ready nurses.

Professional Paper – Health-Policy Issue and Talking Points

This learning activity provides students with the opportunity to identify a local, state, or national health-policy issue of importance to the rural border community and develop talking points that could be used when presenting on the issue.

Business Plan –

This activity provides students with the opportunity to integrate business and leadership concepts by identifying an issue in health care that needs to be addressed and develop an business plan that can be implemented – with particular emphasis on the needs of the rural border community.

Class Presentation – Final Career-Development Plan and Portfolio

This activity allows students to present a final Portfolio based on goals and accomplishments during their program of study that illustrates their achievements and development as a professional nurse. Students will create a PowerPoint presentation for this class.

Presentation of the Final Report of Geriatric Project

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

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments, including grading rubrics, are delineated either in the syllabus or in the modules.

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

Course Requirements	Percentage
Class Participation	10%
ATI modules/assignments	10%
Business Plan	30%
Professional Paper – Health Policy Issue and Talking Points	30%
Class Presentation – Career Plan and Portfolio	10%
Presentation – Geriatric project final report	10%
Total Points	**100%**

3. **Calculation of Final Grade**: The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

    Grading Scale
    A = 90 – 100
    B = 80 – 89
    C = 75 – 79
    D = 70 – 74
    F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS:

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

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.

NUR 4222 Professional Nursing III Course Schedule:
(This schedule is subject to change by faculty as needed.)

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1 **Dat**e	**Orientation to Course** 1. Anticipate preparation for licensure and nursing practice as a registered nurse. 2. Develop a resume for position applications in nursing. 3. Initiate plans for a business project 4. Review State requirements for license as a registered Nurse (RN).	Anticipate JP Exam Prepare for NCLEX-RN exam for licensure	Professional Paper due week 10 Business Plan due week 14
Week 2 Date	**Preparation for TBON JP Exam** 1. Study the NPA and Rules, and BON guidelines and FAQs for compliance to prepare for the Jurisprudence (JP) exam. 2. Anticipate measures to ensure compliance to protect the nursing license.	NPA and Rules BON Position Statements and FAQs BON NPA PPTs Examples of violations resulting in BON orders per position statements.	
Week 3 Date	**Preparation for TBON JP Exam** 1. Continue review and preparation for Jurisprudence (JP) exam. 2. Take practice JP exam (not graded).	Start taking ATI practice exams and follow up review to prepare for NCLEX-RN licensure examination.	

Week 4 Date	**Preparation of Resume and Interviews** 1. Address and differentiate for various potential positions in nursing. 2. Consider criteria for first position in nursing. 3. Explore factors that contribute to a successful job interview. 4. Share do's and don'ts for the job interview.	Resume format Moore, G. (2016). Selecting and Preparing Professional References. *American Nurse Today*. American Nurses Association www.nursing world.org New Grad Interviews PPT	
Week 5 Date	**Review ANA Code 7, 8, 9** 1. Explore ANA Code for Nurses provisions focusing on the expanded duties of the nurse and the nursing profession in advancing nursing and health care nationally and globally. 2. Nurse Collaborates with other health professionals and the public to protect human rights, reduce health disparities. 3. Professional nursing must articulate nursing values, maintain integrity of profession, and integrate principles of social justice into nursing and health policy.	ANA Code Principles 7, 8, 9 PPT ANA Code	Class Discussion
Week 6 Date	**Apply ANA Code for Nurses Principles 7, 8, and 9 using Case Studies** 1. Apply the Code to situation concerning the nursing profession and collective nursing	ANA Code Principles 8 and 9 PPT IOM (2009) Computational Technology for Effective Healthcare: immediate Steps and Strategic Directions. Download at www.NAP.gov	**Class Discussion** Case Studies Identify Health Policy Issue

	accountability at the local, national, and global levels. 2. Share observations relating to the responsibility to national and global health and opportunities for nurses and nursing. 3. Consider the impact of technology on local, national, and global health.		
Week 7 Date	**Diversity in Health Care** 1. Consider diversity in nursing and populations served locally, nationally, and globally 2. Address global health issues such as role of vaccinations and infectious diseases related to global travel. 3. Propose immediate measures and long-term measures to promote diversity in nursing workforce to address diverse populations.	IOM (2004) In the Nation's Compelling Interest: Ensuring Diversity in the Healthcare Workforce. Executive Summary. www.NAP.gov Note: BON JP exam can be taken after the Nursing Program reports your anticipated graduation to BON and your code is provided.	
Week 8 Date	**Affordable Care Act** 1. Consider the Affordable Care Act (ACA) and proposals for universal health care. 2. Reflect on factors essential for an effective, affordable, and accessible health-care system. 3. Explore how nurses can impact the health-care system nationally. 4. Analyze the Health Policy and Finance Worksheet.	Yoder-Wise Ch 14 Workforce Engagement and Collective Action. Ch 20 Managing Costs and Budgets. Ch 30 Strategic Planning Medicare Fraud article in Pacific Standard January/February 2016 pp 38-45 Health Policy and Finance Worksheet	Complete Health Policy and Finance Worksheet Medicare Fraud in Pacific Standard January 2016

Week 9 Date	**Compare Global and US Health-Care Systems** 1. Reflect on health care systems in other countries, both strengths and opportunities for improvement. 2. Apply Complexity science to health-care systems.	Yoder-Wise Ch 9 Power Politics and Influence. Reid Global Quest PPT IOM (2002) Crossing the Quality Chasm. Appendix B Complex Adaptive Systems Complexity Science PPT	
Week 10 Date	**Leadership for Change** 1. Compare transactional and transformational leadership and implication for health-care systems and nursing practice 2. Explore the leadership role of nurses in the evolution of the health-care systems now and in the future.	IOM (2004) Keeping Patients Safe. Ch 4 Transformational Leadership IOM (2011) The Future of Nursing Ch 5 Transforming Leadership. Yoder-Wise Ch 18 Leading Change	Paper Due
Week 11 Date	**Mentoring and Coaching** 1. Address the role of mentoring and support for nurses dealing with adverse events and experiencing discipline. 2. Examine impact of adverse nursing events on the nurse "Second Victim." 3. Consider the measures in practice settings to reduce potential errors and adverse events. 4. Revisit NPA regarding mandatory reporting, investigations, and disciplinary actions.	IOM (2004) Keeping Patient Safe Ch 2 A Framework for Building Patient Safety Defenses into Nurses' Work Environment. Seattle PACU nurse event report. NPA PPT Event Analysis 2018 Form	Discussion Review Performance improvement and Event Analysis Form
Week 12	**Workplace Violence**	Yoder-Wise Ch 25 Workplace Violence and Incivility	

Date	1. Reconsider workplace safety regarding bullying, incivility, and violence from a leadership role. 2. Propose specific measures that direct-care nurses can take to address and promote nurse safety. 3. Explore the role of staff evaluations on addressing inappropriate behavior in the clinical setting.	ANA Position paper on Incivility, Bullying and Workplace Violence (2015)	
Week 13 Date	**Transition from Student to Professional** Anticipate transition from student to professional-nurse role.	Yoder-Wise Ch 26 Role Transitions Ch 31 Thriving for the Future	What changes do you anticipate? What strategies will you utilize?
Week 14 Date	**Application of Business Plans** Present and discuss Business Plans	Business Plan Guidelines	Presentations of Business Plans
Week 15 Date	**Current and Future Nursing Issues** Reflect on current and future of nursing and discuss implication for new nurses entering this scenario.	NCSBN Environmental Scan (2018) Future of Nursing Study 2020 - 2030	
Week 16 Date	Sharing Career plans & Portfolios		Presentations of Portfolios and Career Plans

COURSE EXPECTATIONS:

Specific Expectations: Verbal and written responses to assignments will 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 and demonstrate proficiency in clinical reasoning, completion of e-learning assignments, scholarly writing, 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.

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 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:

7. As adult learners we are partners in learning.
8. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
9. Our work and life experiences differ and serve to enrich our individual and mutual learning.
10. Each member of the class is committed to preparing for and successfully completing class learning activities.

11. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
12. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

- **Announcements** – Check announcements each time you log onto the course.
- **Course email** – Check course email frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday-Friday.
- **Use of technology**: If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem; seek help immediately. Contact 24-7 Help Desk at: 1-888-837-2882
- **Responses to emails and course postings**: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email 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 4 days of submission.
- **Writing and use of APA**: All written assignments and discussion-board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:

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

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It applies primarily to interactions on the course Discussion Board, individual and group assignments, 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, as with 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.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed according to the course schedule.
3. Common courtesy and good manners, along with the use of proper grammar, sentence structure, and correct spelling, are essential when taking an online course.
    a. Use meaningful titles in the Subject line. For e-mail, include the course number.
    b. Use the person's name you are addressing as a greeting in the first line of the message. This helps ensure that you are writing to the intended person (group).
    c. Close the posting by writing your full name at the end of the message.
4. Discussion Boards are public, and the University archives all materials. Do not post anything too personal, as all students in the class and your instructor will see what you write.
    a. Keep the messages you post to the Discussion Board relevant to the course and assignment and provide a rationale, including references as appropriate, to support your point of view.
    b. Avoid duplication. Read the previous discussions before you comment or ask a question, as the information may have already been covered.
    d. When posting a response, make sure that you identify the post to which you are responding.
    e. If the topic you plan to address is already covered under an existing thread, do not start a new thread.
    f. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
    g. Try not to lurk, meaning you are just reading and not participating.
7. Quality of online communications/postings is important.
    a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source; use quotation marks and provide the original author's name, year, and page or location in the body of the narrative. When you paraphrase a source—using your own words to explain your understanding of

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 and abbreviations like you use in text messaging. Some participants may not be familiar with acronyms and abbreviations.

    d. Just as you would proofread a formal paper, before posting

        i. Read what you have written for content;

        ii. Rethink what you have written for tone;

        iii. Reread what you have written for organization and coherence; and

        iv. Revise what you have written for grammar, punctuation and mechanics.

        v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.

8. Do not send large files, since someone in your class may have a relatively slow internet connection or limited server capacity.

9. Be sure to use a reliable computer security system with functioning anti-virus software. Check for viruses when sending and sharing files.

10. 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, 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:

    a. 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.

    b. Using, during a test, materials not authorized by the person giving the test.

    c. Collaborating, without authorization, with another person during an examination or in preparing academic work.

    d. 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.

    e. 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.

    f. Bribing another person to obtain a non-administered test or information about a non-administered test.

    g. 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.

    h. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.

i. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
j. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
k. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

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

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

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. At the Uvalde Campus, Room C102, Monday – Friday 8:00 a.m.-5:00 p.m.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as 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 information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. 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.

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 Rural, Border, Health-Policy Issue Professional Paper

Objectives: The student will
1. Identify a health-policy issue of importance to the rural, border community.
2. Conduct online searches to identify factors influencing the health-policy issue.
3. Identify approaches to address or resolve the health-policy issue.
4. Write a professional paper that outlines the issue, provides peer-reviewed evidence supporting the issue, and identifies approaches to address the health-policy issue.
5. Develop talking points to summarize the policy issue and approaches to address or resolve the issue to be used when presenting the issue to a policy maker.
6. Use APA format.

Activity: The student will select a rural, border-community, health-policy issue, conduct online research on the issue, and submit a paper consistent with the Professional Paper Grading Rubric including the use of APA format.

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 rural, border community.
2. What is the history and context of this issue? (Is it a long-standing issue, one that has evolved over the several decades, or one that has recently evolved in the last ten years?
3. What local, state, or 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 for the rural, border community?
5. What approaches or policy do you propose to address or resolve the health-policy issue?

Paper: Your paper should include an introduction defining and outlining the topic and a body and summary that may address questions 1 through 5 above. You should use APA format with a cover sheet (page 1), body of the paper no more than two (2) pages (pages 2 and 3), double-spaced with 12-point font, and a list of references (APA format) that can be on the last page of the body (page 3) or on a separate page (page 4). Attach grading rubric to paper.

Talking Points: Provide a brief and attractive summary of the health-policy issue and proposed policy solutions to the issue that can be used during an interview with a policy maker.

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.

Rural, Border, Health-Policy Issue Professional Paper Grading Rubric

Student: _____ Date: _____
Paper title: _____
Total Possible points = 100   Student points and letter grade _____/_____

POINTS	CRITERIA		
25=____	**Health Policy Issue (30%)** a. Briefly describes the health care issue b. Identifies impact of problems or conflicts created by this issue (current or future) c. Identifies why the issue is important to the Policy Maker's constituents, e.g. health-care consumers, nursing/health care, and society (now or in the future) **15-25 pts**	Partially identifies issue **1-14 pts**	Factors not described **0 pts**
25=____	**1. BACKGROUND REGARDING HEALTH POLICY ISSUE (30%)** Summarizes relevant socio-economic and health-care factors related to the issue (no more than 5) **15-25 pts**	PARTIALLY IDENTIFIES FACTORS **1-14 pts**	Factors not described **0 pts**
30=____	**2. POTENTIAL CHANGES IN HEALTH POLICY (30%)** a. Identifies selected approaches to addressing the issue through policy development b. Identifies benefits of implementing policy changes relative to the issue c. Identifies costs of implementing policy changes to Policy Maker, constituents, organizations, or governmental entities **20-30 pts**	PARTIALLY IDENTIFIES CHANGES IN HEALTH POLICY **1-19 pts**	Policy change not described **0 pts**
20=____	**3. ORGANIZATION AND CLARITY (10%)** LOGICAL SEQUENCE, ISSUE CLEARLY DESCRIBED, CREATIVELY PRESENTS TALKING POINTS, USES REFERENCES AND RESOURCES APPROPRIATELY, DEFINITIONS PROVIDED AS NEEDED. APA FORMAT USED CORRECTLY **10-20 pts**	Partially adheres to APA format **1-19 pts**	Fails to adhere to APA format **0 pts**
	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 the understanding of professional nursing.				
Criteria	Exemplary	Accomplished	Developing	Beginning
Retelling of Experience	☐Detailed explanation of experience ☐Specific descriptors of observations during experience ☐Writing is highly organized with logical sequence	☐Clear explanation of experience ☐Objective observation of experience ☐Organization is clear and easy to follow	☐ Somewhat clear explanation of experience ☐ Somewhat objective observation of experience ☐ Minimal organization	☐ Vague explanation of experience ☐ Non-objective observation of experience ☐ Organization is not evident; confusing
Reflections of Personal Response	☐Reflects well on own work ☐Provides many examples	☐Reflects on own work ☐Provides examples	☐ Some reflection on own work ☐ Provides few examples	☐ Little reflection on own work ☐ Provides no or few examples
Relevance to Classroom Concepts or Personal Experience	☐Student relates what is heard in classroom to observations of classroom concepts and/or personal experiences	☐Student relates some of what is heard in classroom to concepts and/or personal experiences	☐ Makes minimal reference to what is heard in class or to personal experience	☐ Makes no reference to what is heard in class or personal experiences
Analysis of Experience	☐ Makes many inferences ☐ Comprehends deeper meanings ☐ High level of critical thinking expressed	☐Makes inferences most of the time ☐Usually comprehends deeper meanings ☐Some critical thinking expressed	☐ Some inferences are made ☐ Comprehends surface level meaning ☐ Minimal critical thinking expressed	☐ Few or no inferences are made ☐ No comprehension or reflection on assignment ☐ Little or no evidence of critical thinking
Effort on Assign-ment	☐ Obvious, detailed effort on assignment ☐ Neat, legible handwriting	☐ Acceptable effort on all parts of the assignment	☐Some effort on assignment ☐Readable handwriting	☐ Little or no effort on assignment ☐ Illegible handwriting

		☐ Legible handwriting		
Faculty Feedback				

<div align="center">**Geriatric Project Report**</div>

Instructions:

Each student will prepare a report regarding the progress of his or her Geriatric Project

Organization of report - consists of (5) parts.

_____1. (10)	**Part 1 - An introduction to the Project**
_____2. (15)	**Part 2 – Approaches used to establish and build a nurse-patient relationship**
_____3. (20)	**Part 3 – Explore the role of boundaries and potentials for boundaries to be crossed.**
_____4. (15)	**Part 4 – What did you learn about your own values and beliefs regarding establishing a nurse-patient relationship? How will this inform your future development as a professional nurse?**
_____5. (15)	**Part 5 – Outline your plans for maintaining and eventually terminating your relationship with this person.**

Comments:

Professional Nursing Portfolio and Career Plan – Final Draft

Students will complete a self-appraisal regarding their perspectives and values related to professional nursing as a foundation for developing goals and activities to help them achieve their personal development as a professional nurse. Students continue to refine and revise their plan throughout the program with faculty guidance and include a final version in the portfolio in the Capstone Course.

In addition to the final version of the Portfolio and Career Plan, the student will develop a philosophy of nursing that reflects the values and beliefs about nursing that evolved during the program of study.

Instructions

Name＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ **Date**: ＿＿＿＿＿＿

Self-Appraisal – Respond to these points as foundations for identifying your professional-development goals.

Philosophy of Nursing:

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

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

Goals - Be as specific as possible. Your goals may relate to a personal characteristic, value, specific skill, or knowledge. (minimum 2/maximum 3) **My Goals for becoming a Professional Nurse are:**

Goal Statement:
Activities and accomplishments illustrating how I met the goal:
What I learned from feedback from other people:
Goal Statement:
Activities and accomplishments illustrating how I met the goal:
What I learned from feedback from other people:

Guidelines and Rubric for Business Plan

Assign yourselves to groups of 2 to no more than 4 students Each group is to come up with a feasible business project related to needed health/nursing-care service. The group will do a needs assessment to determine the nature of and need for the business project, develop a business plan to be either for profit or not-for-profit, and develop an operations plan, budget for first year and projections for five years, marketing plan, services delivery plan, compliance plan, quality/safety management plan, and evaluation plan. The services or the business must be relevant to a verified health need of a population. Each group will prepare a summary report of the business plan following the outline provided and will make a short presentation to the class on your business plan on the Due Date in course schedule.

Business Plan Outline

I. Executive Summary (one or two pages) – Brief summary of the next four sections
II. Business need or opportunity
    Environmental analysis driving the need for your service
    Specific problem or need to be addressed
III. Summary rationale for business selected
IV. Implementation Approach
    Required activities, Timelines, Responsible individuals, Milestones of progress (formative evaluation), and
    Measures of success (summative evaluation)
V. Appendix (Whatever supporting information is needed to support the project)
    Feasibility/needs studies, Supporting research
    Cost estimates/worksheets, Cost-Benefit-Income spreadsheets
    Letters of support/endorsement
    Regulations that may apply
    Designation as D/B/A or other

Reference: Berg, J. (2010). Get down to business with a business plan. www.Nurse.com

Rubric for Business Plan Group Project

Group Members: _____

Criteria	Possible points	Earned points
Feasible, based on sufficient needs assessment data	20	
Operational business plan described, how will be carried out, marketed, and cost/budget factors	50	
Creativity	20	
Presentation	10	
Total	100	

Faculty _____ Date _____

Crosswalk of Course Objectives with TBON DECs and AACN Essentials

The Table below demonstrates which elements of TBON DECs and AACN Essentials are addressed in relation to course objectives.

Objectives	TBON DECs	AACN Essentials
1. Engage in collective actions to assess and promote regulations and policies for safe, quality health care for individuals and populations in a variety of settings locally, nationally, and globally.	I-B-2, 4, 6, 7; 1-4; I-C-3, 5; I-D 1-5; II-B-1-3, 5, 12; II-C-3, 4; II-D 1-5; II-E 2-4 & 7-12	I, III, V
2. Engage in regulatory and policy processes that positively impact rural and border health care.	I-B 2a, b; I-B 2, 3; I-B, 4-9; III-B-5, 7	VI, VII
3. Identify ways that nurses can contribute to and actively participate in the health-care system.	I-A2; I-B-1-8; I-C-2; II-E-8-11; III-C1, 2, 3; III-D1, 2, 3; III-E 1-4; III-F1-3; IV-A1-4	I, II, V
4. Address policies that impact health and safety of rural and border populations now and in the future.	II-A 2b, 3; II-D-3,4; E-8-11; F3, 5,6; III-A1-6; B-1-5; C-1; D-1; E-1; F-1,2; IV-C4-8; IV-D2, 4, 6, 7; IV-F1-4	V, VI
5. Propose and plan a business that you could establish to address a health-care need or to offer nursing services.	I-B4-7; I-C 1-6; II-H-4; IV-C-4-8;	III, IV
6. Implement the steps toward initial licensure and employment as a registered nurse.	I-B-1-5; I-C-5; I-D-1-4	VII
7. Finalize professional portfolio as a foundation for ongoing nursing-career goals and strategies.	I-B-1-5; I-C-5; I-D-1-4	IX
8. Apply the ANA Code for Nurses Principles 7 - 9 concerning local, state, national, and global health care and well-being of individuals and populations.	I-A 1-4; 1-D 1-4; II-D-2, 4, 5; II-E_ 7-11; II-H-1-7; III-A-4-6; III-B- 3-5; III-C; IV-B-3,4; IV-D-1-3;	VI; VIII