

SUL ROSS STATE UNIVERSITY DEPARTMENT OF NURSING

**NUR 3311 Essence of Professional Nursing in Rural/ Border  
Communities**

**SEMESTER HOURS:** Three (3) Credits (11 Week Semester) (Hybrid)

**CLINICAL HOURS:** .5 Credits

**DIDACTIC CONTACT HOURS:** 4.4 Clock Hours/Week

**CLINICAL CONTACT HOURS:** .73 Clock Hours/Week

**TOTAL CONTACT HOURS:** 56 Clock Hours

**PREREQUISITES:** Enrollment in SRSU Nursing Program

**FACULTY INFORMATION:**

Name: Veronica Arredondo, DNP, RN

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Office Hours: upon request

Hours available via e-mail: Monday – Friday 0800-1800

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

**COURSE OBJECTIVES:**

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

**MEMBER OF THE PROFESSION**

1. Explore philosophical and theoretical foundations of the art and science of nursing.
2. Describe the evolution of nursing in the context of the health-care system of the 21<sup>st</sup> Century.
3. Describe the role of local, state, and national groups and agencies that influence the development and scope of practice of professional nursing.

4. Examine nursing practice laws, regulations, standards, values, ethics, and research as the foundation of nursing practice and person/patient advocacy.

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

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

### **PATIENT SAFETY ADVOCATE**

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

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

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

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

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

Students will:

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

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as student's progress through the educational program. Students hone their

research and communication skills through assignments and activities in multiple classes.

## REQUIRED REFERENCES:

Note: All of the references are basic relevant references for nursing and will be referred to in subsequent courses and may serve as references for reports or papers that you may be drafting. Reference to them now will provide a basic framework for you as you begin your nursing education.

### Textbooks

ATI (Assessment Technology Institute) Access

### Resources and Articles

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

ATI (ND). Modules related to Professional Communication, Clinical Reasoning, Wellness, and Self Care

IOM (Ed.). (2004). *Keeping patients safe: Transforming the work environment of nurses*. Washington, DC: 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>

Joudrey, R. & Gough J. (1999). Caring and curing revisited: Student nurses' perceptions of nurses' and physicians' ethical stances. *Journal of Advanced Nursing* 29(5), 1154-1162.

NCSBN (ND). Professional Boundaries in nursing. Video, NCSBN. Available at:

<https://www.ncsbn.org/464.htm>

NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at:

<https://www.ncsbn.org/347.htm>

O'Regan, H., & Fawcett, T. (2006). Learning to nurse: Reflections on bathing a patient. *Nursing Standard*, 20(46), 60-64.

Schmidt, M. A., & Brown, J. M. (2016). Service learning in undergraduate nursing education: Strategies to facilitate meaningful reflection. *Journal of Professional nursing*, 32, 100-106.

Toney -Butler, T. J. & Thayer, J. M. (2019). Nursing Process. Retrieved 9/1/2019 from <https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/the-nursing-process/>

Texas Board of Nursing (2019). Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice Table of Contents. Austin: Texas Gov.

PDF Available at: [https://www.bon.texas.gov/laws\\_and\\_rules\\_rules\\_and\\_regulations.asp](https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp) Texas Board of Nursing (ND). Frequently asked questions. Retrieved 4-15-2019 from [https://www.bon.texas.gov/faq\\_nursing\\_practice.asp](https://www.bon.texas.gov/faq_nursing_practice.asp)

Texas Board of Nursing (2013 – last reviewed January 2019). Position Statements. Available at: [https://www.bon.texas.gov/practice\\_bon\\_position\\_statements.asp](https://www.bon.texas.gov/practice_bon_position_statements.asp)

Texas Board of Nursing (2017). Texas Nursing Practice Act and Texas Peer Review Act available at: [https://www.bon.texas.gov/laws\\_and\\_rules\\_nursing\\_practice\\_act.asp](https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp)

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

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

American Nurses Association. (2010) *Nursing's social policy statement* (2<sup>nd</sup> ed.). Washington, DC. Nursesbooks.org. (Secure references from Library)

American Nurses Association. (2010). *Code of ethics for nurses with interpretive statements*. Washington, DC. Nursesbooks.org. (Secure references from Library)

### **Web Resources:**

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

Healthy Nurse Initiative: [Healthy Nurse Initiative](#)

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

RHIhub (Rural Health Information Hub) <https://www.ruralhealthinfo.org/>

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

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

### **LEARNING ACTIVITIES:**

#### **Discussion Board**

Students will engage in discussion board on several topics throughout the semester. The student must follow the directions on the Discussion Board Rubric.

#### **Reflective Journal**

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

#### **Quizzes/Exams**

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

### Service-Learning Hours

As a contribution to the University and the community, all students will be required to complete a minimum of 2 hours of service learning for this course. Examples of service-learning hours include volunteer hours at a hospital, meals on wheels, daycare, nursing homes, church events, salvation army, food banks, charity events, etc. A signed form must be uploaded to blackboard when completed.

### Interview with Healthcare Professional

Interview a healthcare professional in your area (nurse, doctor, nurse practitioner, nurse educator).

### ASSESSMENT OF STUDENT LEARNING:

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

<u>Course Requirements</u>	<u>Percentage</u>
Discussion Board	15%
Weekly Reflective Journal	15%
Quizzes	20%
Service Learning	Pass/Fail
Interview a Health Professional	20%
Final Exam	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. Students must pass course quizzes with an average of 80% or higher in order to pass the course.

### Grading Scale

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

## POLICIES FOR EXAMS AND ASSIGNMENTS

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

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

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

NUR 3311 Essence of Professional Nursing in Rural Border Communities 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 Date	<p>Course Overview, Purposes and Course Expectations</p> <ol style="list-style-type: none"> <li>1. Review the program mission, philosophy, conceptual framework, approaches to teaching and learning, and student engagement strategies.</li> <li>2. Describe the evolution of professional nursing in the context of the changing health-care system.</li> <li>3. Introduce self-inquiry, reflection, and self-care as these relate to personal development as a professional nurse.</li> <li>4. Review course assignments and clinical activities:                             <ol style="list-style-type: none"> <li>a. Review and initiate the process and expectations related to the Geriatric Project.</li> <li>b. Describe nature, purpose, and grading of a professional paper.</li> <li>c. Explain role of Reflective Journaling.</li> </ol> </li> </ol>		<p>Review Course Syllabus, Student Handbook, Program of Study</p> <p>Review PPTs related to the use of Reflection in Professional Practice</p> <p>Review expectations of professional paper due Week 7</p> <p>Plan to visit local health service.</p>

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 2 Date	<p data-bbox="316 367 625 441"><b>The Art and Science of Professional Nursing</b></p> <ol data-bbox="316 472 657 1659" style="list-style-type: none"> <li>1. Explore major concepts of concern in Nursing within context of Rural Border Communities: Person, Environment, Nursing, and Health.</li> <li>2. Identify the elements of the Systematic Nursing Process used in assessing, diagnosing, planning, and evaluating outcomes of caring relationships.</li> <li>3. Explore personal values and beliefs as the foundation for developing a personal Philosophy of Nursing based on resources and components of a philosophy of nursing.</li> <li>4. Analyze the ANA Code of Ethics for Nurses as it reflects the professional philosophy.</li> <li>5. Explore rationale for nursing being the "most trusted" profession.</li> <li>6. Review Texas Nursing Standards.</li> <li>7. Outline nursing role in Geriatric Project.</li> </ol>		<p data-bbox="1193 367 1437 556">Consider values, beliefs, and ethics within personal life and nursing.</p> <p data-bbox="1193 577 1437 693">Consider ethics that you value and practice</p> <p data-bbox="1193 714 1437 798">Johari window exercise</p> <p data-bbox="1193 819 1437 1050">Explore highlights from Ch 1. Consider potential of and barriers to nursing</p> <p data-bbox="1193 1071 1437 1155">ANA Code of Ethics PPT</p> <p data-bbox="1193 1176 1437 1302">Texas Nursing Standards of Practice</p> <p data-bbox="1193 1323 1437 1407">Geriatric Project Guide</p>



Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 3 Date	<p data-bbox="310 369 607 436"><b>Concepts Central to Person-Centered Care</b></p> <ol data-bbox="310 478 651 1549" style="list-style-type: none"> <li data-bbox="310 478 634 653">1. Reflect on Communication and interpersonal relations in Person-Centered care.</li> <li data-bbox="310 657 643 867">2. Identify the knowledge and skills necessary to initiate and sustain helping relationships in rural and border communities.</li> <li data-bbox="310 871 607 1014">3. Outline cultural influences on communication and health behaviors.</li> <li data-bbox="310 1018 651 1123">4. Describe environmental influences on health and well-being.</li> <li data-bbox="310 1127 643 1299">5. Define the rights and roles of the person and patient in participating in personal health planning and care.</li> <li data-bbox="310 1304 613 1549">6. Review requirements related to confidentiality of patient information consistent with HIPAA and nursing ethics.</li> </ol>		

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 4 Date	<p data-bbox="310 373 634 512"><b>Application of Concepts Central to Establishing Nurse-Patient Relationships</b></p> <ol data-bbox="310 554 656 1688" style="list-style-type: none"> <li data-bbox="310 554 656 730">1. Describe applications of therapeutic communication in nurse-patient interactions.</li> <li data-bbox="310 737 656 875">2. Outline approaches to establishing and building a nurse patient relationship.</li> <li data-bbox="310 882 656 1020">3. Explore possibilities for boundary violations, and transference and countertransference.</li> <li data-bbox="310 1026 656 1194">4. Establish basic information regarding aging in rural settings and the role of the nurse.</li> <li data-bbox="310 1201 656 1369">5. Identify basic health and wellness issues related to aging summarized in HP 2020 Objectives for elderly.</li> <li data-bbox="310 1375 656 1627">6. Review elements of the Geriatric Project and its role in professional nursing development and establishing a Nurse Patient Relationship.</li> <li data-bbox="310 1633 656 1688">7. Share ideas for maintaining the</li> </ol>		

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	relationship with your elderly resident.		
Week 5 Date	<b>Health Promotion and Modeling Self-Care</b> <ol style="list-style-type: none"> <li>1. Describe the nurse's role in health promotion and disease prevention.</li> <li>2. Identify characteristics of stress responses and management</li> <li>3. Describe the nurses' independent accountability to the person/patient.</li> <li>4. Initiate a nurse patient relationship with an elder</li> <li>5. Describe nurse's role in self-care in developing personal and professional resilience</li> <li>6. Identify and participate in Self-CareActivities</li> </ol>		
Week 6 Date	<b>Role of Professional Nursing Organizations in Nursing Profession</b> <ol style="list-style-type: none"> <li>1. Consider the impact of local, regional, state, and national organizations on the development of the nursing profession.</li> <li>2. Review the ANA Scope and Standards of Practice.</li> <li>3. Review ANA Social Policy Statement.</li> <li>4. Review organizations concerned with nursing</li> </ol>		

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	<p>education and certification.</p> <ol style="list-style-type: none"> <li>5. List nursing leadership organizations.</li> <li>6. Outline the benefits of membership in ANA and TNA and other nursing organizations of interest.</li> </ol>		
<p>Week 7 Date</p>	<p><b>Law, Ethics and a Culture of Safety</b></p> <ol style="list-style-type: none"> <li>1. Identify sources of nursing practice laws, regulations, standards, values, ethics and research as a foundation for nursing practice and person/patient advocacy.</li> <li>2. Consider potentials for violation of law, standards and ethics.</li> <li>3. Examine the ANA Code of Ethics for Nurses in relation to the nursing licensure and practice laws, regulations, and standards.</li> <li>4. Review characteristics of nurse's role in keeping patients safe and creating a culture of safety.</li> </ol>		
<p>Week 8 Date</p>	<p><b>Inquiry and Evidence Informed Practice</b></p> <ol style="list-style-type: none"> <li>1. Consider the role of inquiry and evidence informed practice in nursing to promote</li> </ol>		

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
	<p>patient safety and well-being.</p> <ol style="list-style-type: none"> <li>2. Apply critical thinking and reasoning to situations that challenge patient and nurse safety.</li> <li>3. Differentiate between research and performance improvement (PI).</li> <li>4. Identify sources of peer-reviewed health care and nursing research to establish evidence-informed practice.</li> <li>5. Consider the role of self-inquiry and reflection in clinical reasoning and decision making.</li> </ol>		
<p>Week 9 Date</p>	<p><b>Nursing in an Evolving Health Care System</b></p> <ol style="list-style-type: none"> <li>1. Compare the basics of the health care systems in the United States and other countries.</li> <li>2. Describe the role of the nurse as a critical participant in the evolving health care system.</li> <li>3. Describe a Culture of Safety and a Just Culture within practice settings.</li> <li>4. Outline the nurse's role in collaborating with members of the health care team and the persons and patients served.</li> </ol>		

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 10 Date	<p data-bbox="310 373 565 443"><b>Evolving Role as a Professional Nurse</b></p> <ol data-bbox="310 485 656 1077" style="list-style-type: none"> <li data-bbox="310 485 656 659">1. Make a PPT presentation regarding experiences associated with creating a Nurse-Patient Relationship.</li> <li data-bbox="310 659 656 833">2. Assess the benefits/gratification, and challenges of a professional nursing career.</li> <li data-bbox="310 833 656 903">3. Explore options for a nursing career.</li> <li data-bbox="310 903 656 1014">4. Identify personal and professional nursing goals.</li> <li data-bbox="310 1014 656 1077">5. Initiate draft of personal development plan.</li> </ol>		

## **COURSE EXPECTATIONS:**

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

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

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

### **Orientation to Course:**

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

### **Faculty and Student Picture and Biography:**

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

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

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

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

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

## COMMUNICATIONS:

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

## ATTENDANCE AND PARTICIPATION:

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

## RULES OF NETIQUETTE:

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

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
  - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view;
  - b. Be careful with the tone of what you are communicating, sarcasm and subtle humor; one person’s joke may be another person’s insult;
  - c. Do not use all caps in the message box (it is considered shouting);
  - d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
3. Be helpful and be sure to do your part in group work so that assignments can



- be completed.
4. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
    - a. Use a meaningful title in the Subject line. For e-mail, include course number.
    - b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
    - c. Close the posting by writing your full name at the end of the message.
  5. Emails and Discussion Boards are public, and the University archives all materials - Do not post anything too personal as all students in the class and your instructor will see what you write.
    - a. Keep the messages you post to the Email and Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point of view.
    - b. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
    - c. When posting a response, make sure you identify the post to which you are responding.
    - d. If the topic you plan to address is covered in an existing thread, do not start a new thread.
    - e. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
    - f. Try not to lurk, meaning you are just reading and not participating.
  6. Quality of online communications/postings is important
    - a. It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source-using quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source – using your own words to explain your understanding of another's ideas or work – provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
    - b. If the posting is going to be long, use paragraphs;
    - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
    - d. Just as you would proofread a formal paper, before posting an email or discussion;
      - i. Read what you have written for content;
    - e. Rethink what you have written for tone;
    - f. Reread what you have written for organization and coherence; and
    - g. Revise what you have written for grammar, punctuation and mechanics.
    - h. Once you submit your work, discussion, or e-mail, you cannot change what you have written
      - i. Read what you have written for content;
      - ii. Rethink what you have written for tone;
      - iii. Reread what you have written for organization and coherence; and
      - iv. Revise what you have written for grammar, punctuation and mechanics.

- v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
- 7. Don't send large files, since someone may have a relatively slow internet connection.
- 8. Be sure to check for viruses when sending files.
- 9. Be patient if you do not get an immediate response to your postings. If it is urgent, you can contact other students or faculty by e-mail, phone, or text.

## MANDATORY UNIVERSITY STATEMENTS:

### Academic Honesty Policy:

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

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

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

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

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

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

**GENERAL CAMPUS REGULATIONS AND CONDUCT:**

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

## Rubric for Reflective Journal Writing

Student Name:				Date:
<p>Instructions: Using the model for reflection, each week, the student makes a reflective journal entry regarding a particular learning activity, experience in class or other setting that demonstrates nursing values and principles, and how the activity impacts your understanding of professional nursing. Minimum of 1 page long</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"/> Organization is not evident; confusing
Reflections of Personal Response	<input type="checkbox"/> Reflects well on own work <input type="checkbox"/> Provides many examples	<input type="checkbox"/> Reflects on own work <input type="checkbox"/> Provides examples	<input type="checkbox"/> Some reflection on own work <input type="checkbox"/> Provides few examples	<input type="checkbox"/> Little reflection on own work <input type="checkbox"/> Provides no or few examples
Relevance to Classroom Concepts or Personal Experience	<input type="checkbox"/> Student relates what is heard in classroom to observations of classroom concepts and/or personal experiences	<input type="checkbox"/> Student relates some of what is heard in classroom to concepts and/or personal experiences	<input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience	<input type="checkbox"/> Makes no reference to what is heard in class or personal experiences
Analysis of Experience	<input type="checkbox"/> Makes many inferences <input type="checkbox"/> Comprehends deeper meanings <input type="checkbox"/> High level of critical thinking expressed	<input type="checkbox"/> Makes inferences most of the time <input type="checkbox"/> Usually comprehends deeper meanings <input type="checkbox"/> Some critical thinking expressed	<input type="checkbox"/> Some inferences are made <input type="checkbox"/> Comprehends surface level meaning <input type="checkbox"/> Minimal critical thinking expressed	<input type="checkbox"/> Few or no inferences are made <input type="checkbox"/> No comprehension or reflection on assignment <input type="checkbox"/> Little or no evidence of critical thinking
Effort on Assignment	<input type="checkbox"/> Obvious, detailed effort on assignment <input type="checkbox"/> Neat, legible handwriting	<input type="checkbox"/> Acceptable effort on all parts of the assignment <input type="checkbox"/> Legible handwriting	<input type="checkbox"/> Some effort on assignment <input type="checkbox"/> Readable handwriting	<input type="checkbox"/> Little or no effort on assignment <input type="checkbox"/> Illegible handwriting
Faculty Feedback				

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## DISCUSSION GRADING RUBRIC

To assist the learner in successful participation on “Discussion Board,” the following Grading Criteria will be utilized:

### I. FREQUENCY

5	Proficient	Interacts a minimum of three different times within the week (1 initial and 2 “reply” postings)
3	Competent	Interacts at least two times per week
1	Novice	Interacts at least once per week
0		Fails to meet any component

### II. TIMELINESS

5	Proficient	All 3 entries were submitted on time
3	Competent	All entries were submitted, but 1 was late
1	Novice	At least 2 entries were late
0		Failure to meet any component (ALL entries were late)

### III. CRITICAL THINKING

5	Proficient	Displays fully developed critical thinking position. Analyzes, synthesizes, and evaluates information.
3	Competent	Displays some evidence of analysis, synthesis, or evaluation, but is not fully developed.
1	Novice	Responds, but summarizes information or responses of others (some or all of the time)
0		Failure to meet any component

### IV. INTERACTIVITY

5	Proficient	Makes specific reference to one or more postings and presents counter position to issues raised by others
3	Competent	Makes some reference to one or more postings of others, but lacks some evidence of analysis
1	Novice	Makes at least once reference to other postings, but lacks analysis
0		Failure to meet any component

### V. GRAMMAR/APA FORMAT

3	Proficient	Appropriate grammar and applies APA format.
2	Competent	Greater than 3 grammatical errors. Fails to apply APA format to 1-3 aspects to discussion board postings.
1	Novice	Greater than 7 grammatical errors and failure to utilize appropriate APA format
0		Failure to meet any component

## **Interview with Health Care Professional**

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

Health Care Professional: \_\_\_\_\_

1. Why is Community Health Important for Public Health?

2. What are some barriers to community health in your area?



Service-Learning Form

Student Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date of Service	Location	Hours of Service	Supervisor Signature

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

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

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