

**DEPARTMENT OF NURSING**  
**NUR 3220 PROFESSIONAL NURSING I**  
**SPRING 2025**

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**SEMESTER HOURS:** Two (2) Credit Hours

**CONTACT HOURS:** Two (2) Contact Hours/Week

**LEVEL:** JUNIOR

**PREREQUISITES:** Successful completion of Previous Nursing Courses

**FACULTY INFORMATION:**

Name: Robert Nelson, MBA, BSN, RN

Contact Information:

Office Hours:

Hours available via e-mail: M-F 8a-5p

Hours available on campus: Wed 9a-11a

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**COURSE DESCRIPTION:** This course establishes the role of the registered nurse as a member of the profession with individual accountability to the public, with responsibility for coordination of patient care, and for patient advocacy. The course addresses decision making related to providing direct care in any setting. The course addresses the ANA Code for Nurses principles 1, 2 and 3 related to the individual professional nurse.

**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. Define and demonstrate the characteristics and responsibilities of membership in the nursing profession.
2. Address accountability for self-regulation in the context of legal and ethical parameters.

**PROVIDER OF PATIENT-CENTERED CARE**

3. Apply the registered nurse scope of practice and standards for practice to rural and border health care settings.

**PATIENT SAFETY ADVOCATE**

4. Analyze implications of the nurse-patient relationship and the nurse's primary accountability for patient advocacy.
5. Describe opportunities for registered nurses to be role models and advocates for health in the rural and border community.
6. Address the importance of self-care and stress management to ensure well-being and safe practice.

**MEMBER OF THE HEALTH CARE TEAM**

7. Apply the ANA Code for Nurses principles 1 - 3 as accountable for own practice and patient advocacy.

**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: 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.

**TEXTBOOK: Open Educational Resource**

Black, B. (2019). *Professional Nursing E-Book*. Elsevier Health Sciences.  
<https://wtcs.pressbooks.pub/nursingmpc/>

**Resource Links:**

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

ANA (2016). The code of ethics for nurses with interpretive statements Silver Spring, MD: Nursebooks.org [https://www.nursingworld.org/practice\\_policy/nursing-excellence/ethics/](https://www.nursingworld.org/practice_policy/nursing-excellence/ethics/)

ANA (2015). Ethical and Human Rights various articles re: Ethics. Available at <http://nursingworld.org/MainMenuCategories/EthicsStandards/Resources>

American Nurses Association. (2010). *Nursing: Scope and standards of practice*. Washington D.C.  
<https://www.nursingworld.org/practice-policy/scope-of-practice/>

- American Nurses Association. (2010) *Nursing's social policy statement, (Second Edition)*. Washington D.C.
- ANA (2011). <https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/>
- American Nurse Journal - *American Nurse*. (2024, November 15). American Nurse. <https://www.myamericannurse.com/>
- 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/>
- Dennison, R. D. (2007). What goes into your professional portfolio. <https://www.myamericannurse.com/what-goes-into-your-professional-portfolio-what-youll-get-out-of-it/>
- Office. (2009, November 20). *Summary of the HIPAA Security Rule*. HHS.gov. <https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html>
- IOM (ed.). (2004). *Keeping patients safe: transforming 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 (2010). *The future of nursing: Leading change, advancing health*. The Institute of Medicine. Retrieved April 9, 2019 from <http://thefutureofnursing.org/IOM-Report>
- Moser, J. (2009). Texas nurses under fire for whistleblowing. AJN, American Journal of Nursing, 109(10), 19. Retrieved 1/15/15 from <https://journals.lww.com/ajnonline/pages/results.aspx?txtKeywords=Texas+nurses+under+fire>
- 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/>
- National Council of State Boards of Nursing | NCSBN. (2024). Ncsbn.org. <https://www.ncsbn.org/>
- NCSBN (ND). Professional Boundaries in Nursing. Video, NCSBN. Available at: <https://www.ncsbn.org/search.page?q=Professional+Boundaries+in+Nursing.+Video>
- NCSBN (2011). White paper: A nurse's guide to the use of social media. Chicago: NCSBN. Available at: [https://www.ncsbn.org/search.page?q=NCSBN+%282011%29.+White+paper%3A+A+nurse%E2%80%99s+guide+to+the+use+of+social+media.+](https://www.ncsbn.org/search.page?q=NCSBN+%282011%29.+White+paper%3A+A+nurse%E2%80%99s+guide+to+the+use+of+social+media.)
- NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at: <https://www.ncsbn.org/search.page?q=NCSBN+%282011%29.+Social+Media+Guideline>

[s+for+Nurses.+Video%2C+](#)

PDF Available at:

<https://www.ncsbn.org/search.page?q=Social+Media+Guidelines&filetype=docs&sitefilter=&btnG=>

OJIN: *The Online Journal of Issues in Nursing*. (2019). Nursingworld.org.

<https://ojin.nursingworld.org/>

*Publications*. (2019). Nationalacademies.org. <https://www.nationalacademies.org/publications>

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 - Laws & Rules - Rules & Regulations*. (2021). Texas.gov.

[https://www.bon.texas.gov/laws\\_and\\_rules\\_rules\\_and\\_regulations.asp.html](https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp.html)

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 Nurses Association*. (2022). Texasnurses.org. <https://www.texasnurses.org/>

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](https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp)

## COURSE EXPECTATIONS:

### **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.

**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.

## DIGITAL CITIZENSHIP AND TECHNOLOGY SUPPORT

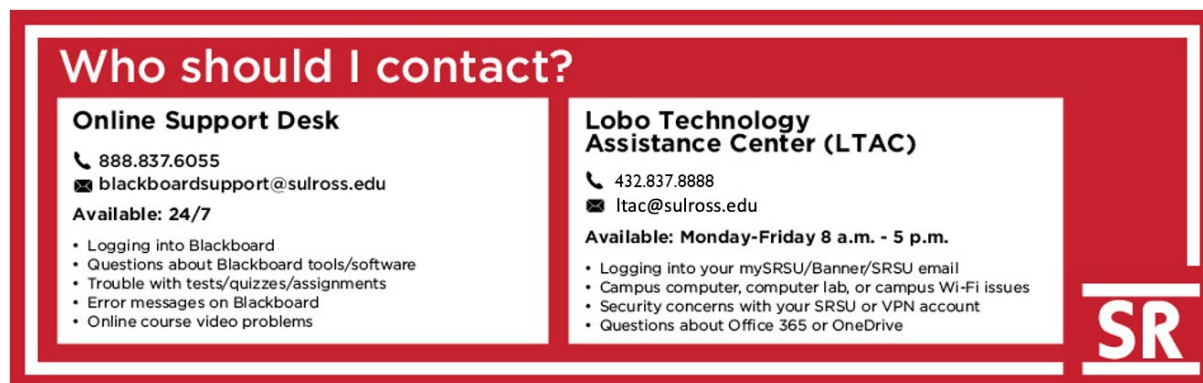
Students recognize the responsibilities and opportunities for contributing to their digital communities.

1.2. Digital Citizen Students recognize the responsibilities and opportunities for contributing to their digital communities. Students:

- 1.2.a. Manage their digital identity and understand the lasting impact of their online behaviors on themselves and others and make safe, legal and ethical decisions in the digital world.
- 1.2.b. Demonstrate empathetic, inclusive interactions online and use technology to responsibly contribute to their communities.
- 1.2.c. Safeguard their well-being by being intentional about what they do online and how much time they spend online.
- 1.2.d. Take action to protect their digital privacy on devices and manage their personal data and security while online.

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### TECHNOLOGY SUPPORT:

A red-bordered graphic with a white background. At the top, it says 'Who should I contact?' in a large, bold, red font. Below this, there are two columns of information. The left column is titled 'Online Support Desk' and lists contact information for Blackboard support, including a phone number (888.837.6055) and an email address (blackboardsupport@sulross.edu). It also lists available services like logging into Blackboard, questions about tools, and troubleshooting. The right column is titled 'Lobo Technology Assistance Center (LTAC)' and lists contact information for LTAC, including a phone number (432.837.8888) and an email address (ltac@sulross.edu). It also lists available services like logging into mySRSU/Banner/SRSU email, campus computer issues, and security concerns. On the right side of the graphic, there is a red square with the letters 'SR' in white.

**Who should I contact?**

Online Support Desk	Lobo Technology Assistance Center (LTAC)
☎ 888.837.6055 ✉ blackboardsupport@sulross.edu <b>Available: 24/7</b> <ul style="list-style-type: none"><li>• Logging into Blackboard</li><li>• Questions about Blackboard tools/software</li><li>• Trouble with tests/quizzes/assignments</li><li>• Error messages on Blackboard</li><li>• Online course video problems</li></ul>	☎ 432.837.8888 ✉ ltac@sulross.edu <b>Available: Monday-Friday 8 a.m. - 5 p.m.</b> <ul style="list-style-type: none"><li>• Logging into your mySRSU/Banner/SRSU email</li><li>• Campus computer, computer lab, or campus Wi-Fi issues</li><li>• Security concerns with your SRSU or VPN account</li><li>• Questions about Office 365 or OneDrive</li></ul>

**SR**

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

(Course specific generalized statement about activities, assignments, grading and expectations)

#### LEARNING ACTIVITIES:

##### Class Assignments

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/dynamic practice quizzes/case studies

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.

##### Quizzes

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

### **Final Exam**

#### **ASSESSMENT OF STUDENT LEARNING:**

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.

#### **Summary of Measures for Evaluation:**

<u>Course Requirements</u>	<u>Percentage</u>
Nursing Theory Short Paper	20%
Assignments	30%
Quizzes	20%
Final Reflection Paper	30%
<b>Total Points</b>	<b>100%</b>

**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 have an average of 80% or higher on examinations 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 in faculty proctored examinations. Instructions will be provided at the time of the examination.

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

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

**COURSE SCHEDULE**  
**NUR 3220 COURSE NAME**

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

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
WEEK 1 Date 1/15	<p><b>Overview of course</b> Review the syllabus with the instructor and have an opportunity to ask questions about the expectations for the course.</p> <p><b>Outcomes of this course as it pertains to:</b></p> <ol style="list-style-type: none"> <li>1. Member of the profession</li> <li>2. Provider of patient-centered care</li> <li>3. Patient safety advocate</li> <li>4. Member of the health care team</li> <li>5. Marketable skills for the Department of Nursing</li> </ol>	<p>ANA website: <a href="https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/">https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/</a></p>	<p>My ATI – Learn – Nurse’s Touch: Becoming a Professional Nurse – 4 modules <b>DUE:</b> 1/19/2025</p>
WEEK 2 Date 1/22	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• IOM: Keeping Patients Safe</li> <li>• Culture of Safety</li> <li>• Future of Nursing</li> </ul> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define meaning of being a member of a profession.</li> <li>2. Describe the roles of nursing within the complex and changing health care environment.</li> <li>3. Initiate a self-assessment and plan for life-long learning, personal career development, and evolving goals.</li> <li>4. Initiate process for portfolio.</li> <li>5. Context of Nursing and Nursing Practice 21st Century</li> <li>6. Identify key elements in the evolving health care system and the positive and negative impacts on nurses.</li> <li>7. Compare nursing careers to other services professions.</li> <li>8. Explore opportunities and barriers to a nursing career and measures to deal with challenges.</li> <li>9. Explore 2010 Future of Nursing (FON) goals in Executive Summary</li> </ol>	<p>Institute of Medicine (IOM) Keeping Patients Safe (2004) (KPS) Download .pdf from National Academies Press (NAP): Executive Summary and Chapter 7</p> <p>Future of Nursing 2020 – 2030 Study (2019)</p>	<ol style="list-style-type: none"> <li>1. Discuss the nurses role in a safety culture.</li> <li>2. Discuss the findings of the Future of Nursing Study.</li> </ol>
WEEK 3 Date	<p><b>Topic: Current Nursing Issues</b></p> <ul style="list-style-type: none"> <li>• Social Media</li> </ul>	NCSBN (2011)	Student activity – review

1/29	<ul style="list-style-type: none"> <li>Boundaries</li> <li>Patient Confidentiality</li> <li>HIPPA</li> <li>Nursing Organizations</li> <li>ANA Policy</li> </ul> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explore the benefits and potential problems with social media related to nursing.</li> <li>2. Consider the potential for boundary violations relating to social media.</li> <li>3. Identify role and responsibility for ensuring patient confidentiality and HIPAA Security</li> <li>4. Compare and contrast the contributions of various nursing related organizations that control and or guide the progress and evolution of nursing.</li> <li>5. Explore ANA Social Policy and identify priorities related to rural and border communities.</li> </ol>	<p>White Paper: A Nurses Guide to Use of Social Media  <a href="https://www.ncsbn.org/search.page?q=NCSBN+%282011%29.+White+paper%3A+A+nurse%E2%80%99s+guide+to+the+use+of+social+media">https://www.ncsbn.org/search.page?q=NCSBN+%282011%29.+White+paper%3A+A+nurse%E2%80%99s+guide+to+the+use+of+social+media</a></p> <p>NCSBN Boundaries in Nursing Video <a href="https://www.ncsbn.org/search.page?q=Professional+Boundaries+in+Nursing.+Video">https://www.ncsbn.org/search.page?q=Professional+Boundaries+in+Nursing.+Video</a></p> <p>BON – Rules and Regulations RE: confidentiality  <a href="https://www.bon.texas.gov/laws_and_rules/rules_and_regulations.asp.html">https://www.bon.texas.gov/laws_and_rules/rules_and_regulations.asp.html</a></p> <p>Summary of HIPAA Security Rule  <a href="https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html">https://www.hhs.gov/hipaa/for-professionals/security/laws-regulations/index.html</a></p> <p>American Nurses Association. (2010) <i>Nursing's social policy statement, (Second Edition)</i>. Washington D.C. ANA (2011).  <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/">https://www.nursingworld.org/practice-policy/nursing-excellence/official-position-statements/</a></p>	<p>websites of 3-4 nursing organizations and their contributions to the profession; review websites, mission, goals, etc. for class dialogue.</p>
WEEK 4 Date	<b>Topic: Nursing roles as Leader, Manager,</b>	ATI Nursing Leadership &	Review the “Leadership in Nursing” website

2/5	<p><b>and Follower</b></p> <ul style="list-style-type: none"> <li>• Leader</li> <li>• Manager</li> <li>• Follower</li> <li>• Interpersonal Relationships</li> <li>• Maximize Nursing Role</li> </ul> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast nursing roles as leader, manager, and follower.</li> <li>2. Describe the interrelationship and transition among the roles in nursing practice.</li> <li>3. Identify ways in which nurses carry out various roles in nursing to maximize quality patient care.</li> </ol>	Management Ch. 1 (pg. 3-4)	<a href="https://www.nursingworld.org/content-hub/resources/nursing-leadership/leadership-in-nursing/">https://www.nursingworld.org/content-hub/resources/nursing-leadership/leadership-in-nursing/</a>
WEEK 5 Date 2/12	<p><b>Topic: Self-regulation within the Legal and Ethical Context</b></p> <ul style="list-style-type: none"> <li>• NPA</li> <li>• Board of Nursing and Regulation</li> <li>• RN, LVN, and APRN in Texas</li> <li>• BON (FAQ, laws and rules)</li> </ul> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Consider the evolution of the current NPA and Rules and identify factors that influence changes.</li> <li>2. Discuss the Role of the Board of Nursing and ways in which regulation develops</li> <li>3. Discuss the purpose of the NPA and Rules.</li> <li>4. Review elements of the NPA and Rules and measures to comply.</li> <li>5. Compare scope of practice of RN, LVN, and APRN in Texas</li> <li>6. Review the topics of the BON Position Statements and the Frequently Asked Questions (FAQ) that discern the BON interpretation of the law and rules.</li> </ol>	<p>Texas Nurse Practice Act (NPA) and Rules Download from BON website <a href="http://www.bon.texas.gov">www.bon.texas.gov</a></p> <ul style="list-style-type: none"> <li>• See About: Mission and Values</li> <li>• See Practice: Scope for all licensure categories and Position Statements And FAQs</li> </ul>	<p>Compare role of RN with LVN and APRN in Class Discussion</p> <p><b>Quiz 1</b></p>
WEEK 6 Date 2/19	<p><b>Topics: Nursing Theories</b></p> <ul style="list-style-type: none"> <li>• Nursing Practice Theories</li> <li>• Leininger's Sunrise Cultural Model</li> <li>• Rural and Border Implications</li> </ul> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explore the role and value of nursing practice theories.</li> <li>2. Apply Leininger's Sunrise Culture Model to rural and border communities.</li> <li>3. Compare and contrast selected nursing theories.</li> </ol>	<p>Overview of Nursing Theory <a href="https://nurse.org/education/nursing-theories/">https://nurse.org/education/nursing-theories/</a></p>	<p>Short paper on which nursing theory aligns with personal theory.</p> <p><b>DUE: 2/23</b></p>

	4. Identify nursing theories that reflect your values and perspectives as a nurse.		
WEEK 7 Date 2/26	<b>Topic: Scope of Nursing Practice in urban and rural settings</b> <ul style="list-style-type: none"> <li>Nurses as Role Models</li> <li>History of Practice</li> <li>Health Literacy</li> <li>Safe Patient Care</li> <li>Generalist Nursing Role</li> <li>Specialty Nursing Role</li> </ul> <b>Objectives:</b> <ol style="list-style-type: none"> <li>Describe how the scope of practice is adapted to rural and border areas.</li> <li>Define health literacy and state implication for safe patient care.</li> <li>Compare generalist nursing roles to specialty nursing roles.</li> </ol>	IOM. Health Literacy. (2004) Download .pdf from NAP – read Executive Summary <a href="https://nap.nationalacademies.org/catalog/10883/health-literacy-a-prescription-to-end-confusion">https://nap.nationalacademies.org/catalog/10883/health-literacy-a-prescription-to-end-confusion</a>  Case Studies & Conversations RHI hub <a href="https://www.ruralhealthinfo.org/case-studies-conversations">https://www.ruralhealthinfo.org/case-studies-conversations</a>	<b>Class Discussion:</b> <ul style="list-style-type: none"> <li>Dialogue on scope of practice and the role of the generalist.</li> <li>Dialogue on health literacy in the rural setting.</li> </ul>
WEEK 8 Date 3/5	<b>Topic: Nursing care Delivery Standards</b> <ul style="list-style-type: none"> <li>Best Practices</li> <li>Evidence Based Practices</li> <li>End of Life Issues and Law (patient rights, hospice, palliative, and directives)</li> <li>Challenges and Barriers</li> </ul> <b>Objectives:</b> <ol style="list-style-type: none"> <li>Differentiate the characteristics of nursing care delivery models used in health care.</li> <li>Identify sources for valid information on nursing practice.</li> <li>Explore the law and rules that pertain to end of life issues including patient rights, as well as hospice and palliative care, and advance directives.</li> <li>Describe misunderstandings that interfere with persons initiating advance directives.</li> </ol>	Texas Advanced Directives <a href="https://www.hhs.texas.gov/advance-directives">https://www.hhs.texas.gov/advance-directives</a>  Texas Hospital Assn Guide to Advanced Directives <a href="https://www.tha.org/information-for/public/advance-directives/">https://www.tha.org/information-for/public/advance-directives/</a>	<b>Class Discussion:</b> <ul style="list-style-type: none"> <li>Dialogue on case studies related to end of life decision making</li> <li>Discuss difference between in-hospital and out of hospital advanced directives and implications for nursing practice and first responder roles</li> </ul>
WEEK 9 Date 3/12	<b>Topic: Person-Centered care in rural and border settings</b> <ul style="list-style-type: none"> <li>Person-Centered Care</li> <li>Patient-Centered Care</li> <li>Patient Engagement</li> <li>Interviewing</li> <li>Therapeutic Communication</li> <li>Cultural Settings</li> </ul> <b>Objectives:</b> <ol style="list-style-type: none"> <li>Define person/patient-centered care.</li> </ol>	Read: <a href="https://www.wolterskluwer.com/en/experience-insights/patient-centered-care-and-the-vital-role-of-nurses">https://www.wolterskluwer.com/en/experience-insights/patient-centered-care-and-the-vital-role-of-nurses</a>	Engage in motivational Interviewing  Activities utilizing therapeutic communication techniques  <b>Quiz 2</b>

	<p>2 Describe factors that affect person-centered care and interactions within the rural and border health care setting.</p> <p>3. Evaluate the impact of person-centered care to foster patient engagement in care and outcomes.</p> <p>4. Describe motivational interviewing and therapeutic communication that enhances patient engagement.</p> <p>5. Describe the culture of rural and border settings.</p>		
<p>WEEK 10</p> <p>Date 3/26</p>	<p><b>Topic: Self-Care</b></p> <ul style="list-style-type: none"> <li>• Personal Well Being</li> <li>• Stress Management</li> <li>• Socialization and Mentoring</li> <li>• Professional Growth</li> </ul> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Describe self-care practices essential for personal well-being and safe nursing practice.</li> <li>2. Develop and use stress management strategies for personal well-being.</li> <li>3. Describe the importance of socialization including mentoring and being mentored for personal and professional growth.</li> </ol>	<p>ANA website – Healthy Nurse</p>	<p>Share experiences with ANA Healthy Nurse</p> <p>Review criteria for self-assessment, developing self-care plan and approaches to managing personal and professional stress.</p> <p>Conduct a self-assessment, plan for self-care and stress management.</p> <p><b>DUE: 3/30</b></p> <p>ATI Wellness and Self-Care: Physical Activity and Rest and Sleep (submit results reports)</p> <p><b>DUE: 3/30</b></p>
<p>WEEK 11</p> <p>Date 4/2</p>	<p><b>Topic: Ethics in Nursing and Ethical Concepts</b></p> <ul style="list-style-type: none"> <li>• Key Ethical Concepts</li> <li>• Moral Distress and Decision Making</li> <li>• Patient Rights requirements</li> <li>• United Nations Universal Human Rights</li> <li>• Nurse's Role to Support Patient Rights</li> </ul> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Explore the implications of key ethics concepts to nursing practice.</li> <li>2. Identify characteristics of Moral Distress and ethical decision making.</li> <li>3. Review the Various Patients' Rights requirements and measures to ensure respect of those rights.</li> <li>4. Analyze the United Nations Universal Human Rights statement.</li> <li>5. Analyze the nurse's role in supporting patient rights in rural settings, locally, nationally</li> </ol>	<p>Texas Administrative Code  <a href="https://www.sos.state.tx.us/tac/index.shtml">https://www.sos.state.tx.us/tac/index.shtml</a></p> <p>UN Universal Human Rights  <a href="https://www.un.org/en/about-us/universal-declaration-of-human-rights">https://www.un.org/en/about-us/universal-declaration-of-human-rights</a></p>	<p>Dialogue on personal and professional values related to patient rights in urban versus rural settings.</p>

	and globally.		
WEEK 12 Date 4/9	<b>Topic: ANA Code for Nurses</b> <ul style="list-style-type: none"> <li>Member of the Profession</li> <li>History, Scope, and Role of ANA</li> <li>Code Principles 1, 2, and 3</li> <li>Primary Duty</li> <li>Legal Cases for Patient Advocacy</li> </ul> <ol style="list-style-type: none"> <li>Review the history, scope, and role of the ANA Code for Nurses</li> <li>Explore what it means to be a member of a profession and its code of ethics.</li> <li>Analyze the Code Principles 1, 2, and 3 relating to Member of a Profession.</li> <li>Apply the ANA Code to patient advocate cases: Lundsford (1983) and Winkler County (2010).</li> <li>State the nurse's primary duty in any patient care setting.</li> <li>Explore rationale for the nursing profession to be rated the most trusted profession.</li> </ol>	ANA Code for Nurses <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/">https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/</a>  Nursing Ranked as the Most Trusted Profession for 22 <sup>nd</sup> Year in a Row. <a href="https://nurse.org/articles/nursing-ranked-most-honest-profession/">https://nurse.org/articles/nursing-ranked-most-honest-profession/</a>	ATI Engage Fundamentals 2.0: Professional Nursing, Ethical and Legal Considerations <b>DUE: 4/13</b>
WEEK 13 Date 4/16	<b>Topic: Critical Reasoning and Problem Solving</b> <ul style="list-style-type: none"> <li>Application Of Critical Reasoning Conflicts</li> <li>Moral Distress and Ethical Situations</li> <li>Problem-Solving Process</li> <li>Decision Making Styles</li> </ul> <b>Objectives:</b> <ol style="list-style-type: none"> <li>Expand on principles to identify situations where a nurse would apply the Code.</li> <li>Consider the role of the nurse facing conflicts concerning patient- advocacy role.</li> <li>Consider moral distress related to selected ethical situations.</li> <li>Apply problem-solving process to situations involving ethical questions to identify best options.</li> <li>Define decision-making styles and factors that influence each.</li> </ol>	Nurse administers wrong medication <a href="https://www.ncbi.nlm.nih.gov/pmc/?term=Nurse+administers+wrong+medication">https://www.ncbi.nlm.nih.gov/pmc/?term=Nurse+administers+wrong+medication</a>  Research: Dr. Death <a href="https://pmc.ncbi.nlm.nih.gov/articles/PMC8210989/">https://pmc.ncbi.nlm.nih.gov/articles/PMC8210989/</a>  Research: William Davis RN, Tyler Texas <a href="https://www.nytimes.com/2021/10/28/us/texas-nurse-death-penalty.html">https://www.nytimes.com/2021/10/28/us/texas-nurse-death-penalty.html</a>	<b>Class Discussion:</b> Identify ethical challenges experienced during clinical experiences and apply ethical principles and clinical reasoning to problem- solving activities.
WEEK 14 Date 4/23	<b>Topic: Anticipation of JP exam and NCLEX-RN for Licensure</b> <ul style="list-style-type: none"> <li>Case Studies and Violations of unprofessional conduct</li> <li>BON</li> </ul>	NCSBN Website for Student and Graduate Resources  BON Website –	In class: Analyze Complex Case Studies

	Professional/Unprofessional Conduct  <b>Objectives:</b> 1. Consider the importance of practicing with unfolding case studies to develop critical reasoning skills to prepare for practice and for the NCLEX-RN licensure exam. 2. Compare BON Professional 3. Conduct and Unprofessional 4. Conduct Rules 5. Analyze complex case studies regarding violations of professional conduct	Rules and Regulations	
WEEK 15 Date 4/30	<b>Topic: Post Review of Course</b>  <b>Objectives:</b> 1, Consider observations of nurses performing among leadership, manager and follower roles. 2. Share observations regarding how similar and dissimilar nursing is from what you might have thought.	Review CCNE Baccalaureate Essentials	Discuss which essentials were met through this course.
WEEK 16 Date 5/7	<b>FINAL: Reflection Paper</b>		

## 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: 1-888-837-6055 and/or [ltac@sulross.edu](mailto:ltac@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.

## ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@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.

## SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a 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.

## Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu). Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

## Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## **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.

## **Supportive Statement**

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

**Include any rubrics that pertain to measurable activities.**

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

Objectives	TBON DEC's	AACN Essentials
1. Define and demonstrate the characteristics and responsibilities of membership in the nursing profession.	I-A 1-4; I-D 1-5	I; VIII
2. Address accountability for self-regulation in the context of legal and ethical parameters.	I-B 1-7; III-A 1-3; B-4,5	II; VI
3. Analyze implications of the nurse-patient relationship and the nurse's primary accountability for patient advocacy,	I-A2; I-B-1-8; I-C-2; II-C-1,2, 8; II-D-1,2;	III; V & VI
4. Apply the registered nurse scope of practice and standards for practice to rural and border health care settings.	I-A-1-4; II-A 1; II-D-1,3; III-A1-3; III-D-1; IV- A-4; IV-B-1, 2, 4; IV-C4-8; IV-D2, 4, 6, 7; IV-F1-4	III & VI
5. Describe opportunities for registered nurses to be role models and advocates for health in the rural and border community.	I-B 4-7; I-C 1-6	IV; VII
6. Address the importance of self-care and stress management to ensure wellbeing and safe practice.	I-D-1, 23	VIII; IX
7. Apply the ANA Code for Nurses principles 1 - 3 as accountable for own practice and patient advocacy.	I-A 1-4; 1-D 1-4;	VI; VIII