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: 8am to 9pm Monday through Friday.
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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.

*ATI Capstone Access for Capstone Review

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

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.

Resume/Cover Letter

This learning activity provides students with the opportunity to create a resume to highlight their education and experiences.

Reflection Summary

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

Linkden Profile

Students will develop a LinkedIn profile which serves as an online resume and portfolio. It's an opportunity to showcase skills, accomplishments, work history, and professional interests.

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
ATI modules/assignments	10%
Resume/Cover Letter	30%
Linkden Profile	30%
Reflection Summary	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.
    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.

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.

Course Schedule (subject to change)

Week	Topics	

1	ATI Capstone:
	  1. Orientation
	  2. Comprehensive Assessment A
	  3. Fundamentals	

2	ATI Capstone: 1. Pharmacology	
3	ATI Capstone: 1. Medical Surgical	
4	ATI Capstone: 1. Maternal Newborn	
5	ATI Capstone: 1. Pediatrics	
6	ATI Capstone: 1. Mental Health	
7	ATI Capstone: 1. Leadership/Community Health	
8	Resume/Cover Letter	
9	ATI Capstone: 1. Comprehensive Assessment B	

10	ATI Capstone:
	  1. RN Comprehensive Predictor
	  2. Begin Virtual ATI	

11	ATI Capstone: 1. Virtual ATI	
12	ATI Capstone: 1. Virtual ATI	
13	ATI Capstone: 1. Virtual ATI	
14	ATI Capstone: 1. Virtual ATI Create Linkden Profile	
15	ATI Capstone: 1. Virtual ATI	
16	ATI Capstone: 1. Virtual ATI Reflective Journal	

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