



## DEPARTMENT OF NURSING

### **NUR 3311 Essence of Professional Nursing in Rural/Border Communities Summer 2025**

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

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

**CLINICAL CONTACT HOURS:** N/A

**PREREQUISITES:** Enrollment in SRSU Nursing Program

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#### **FACULTY INFORMATION:**

Name: Veronica Arredondo, DNP RN

Contact Information: 432-978-7814

Office Hours:

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

Hours available on campus:

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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. The course introduces the students to inquiry, reflection, and self-care as the foundation for individual professional development.

#### **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:

1. Describe the mission, philosophy, and conceptual framework of the BSN program.
2. Explain the historical development of nursing and its role in today's evolving healthcare system.
3. Identify and discuss the core concepts of nursing: person, environment, nursing, and health.
4. Analyze the influence of culture, values, and environment on health and wellness, particularly in rural

and border communities.

5. Reflect on personal values and their impact on the professional nursing role.
6. Demonstrate beginning skills in inquiry, self-reflection, and self-care as components of professional development.
7. Articulate the unique challenges and opportunities in providing nursing care in frontier regions of Texas.

## **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.

**COURSE OBJECTIVES:** Upon completion of learning activities in this course, students 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 21st 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**

1. Discuss the student's role in the teaching learning process as it impacts professional role development.
2. 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**

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

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

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

## **REQUIRED REFERENCES:**

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**

ATI (Assessment Technology Institute) Access/EBooks

## **Recommended Resources:**

### **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 EXPECTATIONS:**

### **Orientation to Course:**

Students will participate in course orientation and orientation to designated hospitals, community agencies and clinic settings prior to engaging in clinical learning experiences. Students are accountable to adhere to facility policies and procedures. Orientation will include a review of course skills, experiences, assignments, and clinical evaluation. Expectations regarding meeting scheduled class, clinical and laboratory sessions, attendance, and promptness will be reviewed.

## **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 arrange 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.

### 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:**

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.

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

<u>Course Requirements</u>	<u>Percentage</u>
Discussion Board	15%
Weekly Reflective Journal	15%
Quizzes	20%
Service Learning	Complete/Incomplete
Interview a Health Professional	20%
Final Exam	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 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  
 F = 74 or below

## **POLICIES FOR EXAMS AND ASSIGNMENTS** (Minimum average for this course is 75)

**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.

## **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:**



## Who should I contact?

### Online Support Desk

☎ 888.837.6055  
✉ [blackboardsupport@sulross.edu](mailto:blackboardsupport@sulross.edu)  
Available: 24/7

- Logging into Blackboard
- Questions about Blackboard tools/software
- Trouble with tests/quizzes/assignments
- Error messages on Blackboard
- Online course video problems

### Lobo Technology Assistance Center (LTAC)

☎ 432.837.8888  
✉ [ltac@sulross.edu](mailto:ltac@sulross.edu)  
Available: Monday-Friday 8 a.m. - 5 p.m.

- Logging into your mySRSU/Banner/SRSU email
- Campus computer, computer lab, or campus Wi-Fi issues
- Security concerns with your SRSU or VPN account
- Questions about Office 365 or OneDrive

The logo for Sul Ross State University, featuring the letters "SR" in a red box.

## 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 LoboID 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.



## COURSE SCHEDULE

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

Week	Topics & Objectives	Required Readings & References	Learning Activities, Assignments
Week 1 Date	<b>Course Overview, Purposes and Course Expectations</b> <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>		Review Course Syllabus, Student Handbook, Program of Study  Discussion Board: Introductions

Week 2 Date	<b>The Art and Science of Professional Nursing</b> <ol 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> </ol>	ATI Ebook: Chapter 1 pgs. 3-8.  ATI Modules: <ol style="list-style-type: none"> <li>1. Historical Influences on Community and Public Health Nursing.</li> <li>2. Introduction to Community, Population, Public, and Global Health.</li> <li>3. Principles in Community and Public health Nursing.</li> </ol>	Texas Nursing Standards of Practice  Upload ATI modules to Blackboard.  Self-Reflection Activity
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Week 3 Date	<b>Concepts Central to Person-Centered Care</b> <ol style="list-style-type: none"> <li>1. Reflect on Communication and interpersonal relations in Person-Centered care.</li> <li>2. Identify the knowledge and skills necessary to initiate and sustain helping relationships in rural and border communities.</li> <li>3. Outline cultural influences on communication and health behaviors.</li> <li>4. Describe environmental influences on health and well-being.</li> <li>5. Define the rights and roles of the person and patient in participating in personal health planning and care.</li> <li>6. Review requirements related to confidentiality of patient information consistent with HIPAA and nursing ethics.</li> </ol>	ATI Ebook: Read Chapter 2: Social Determinants of Health	ATI Modules: <ol style="list-style-type: none"> <li>1. Economic Health Influences</li> <li>2. Environmental Influences</li> <li>3. Individual Influences</li> <li>4. Social Influences</li> <li>5. Self- Reflection Activity</li> </ol>
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Week 4 Date	<b>Application of Concepts Central to Establishing Nurse-Patient Relationships</b> <ol style="list-style-type: none"> <li>1. Describe applications of therapeutic communication in nurse-patient interactions.</li> <li>2. Outline approaches to establishing and building a nurse patient relationship.</li> <li>3. Explore possibilities for boundary violations, and transference and countertransference.</li> <li>4. Establish basic information regarding aging in rural settings and the role of the nurse.</li> <li>5. Identify basic health and wellness issues related to aging summarized in HP 2020 Objectives for elderly.</li> <li>6. Review elements of the Geriatric Project and its role in professional nursing development and establishing a Nurse Patient Relationship.</li> <li>7. Share ideas for maintaining the relationship with your elderly resident.</li> </ol>	ATI Ebook: Read Chapter 3: Epidemiology and Communicable Diseases	ATI Modules: Modules: <ol style="list-style-type: none"> <li>1. Epidemiology</li> <li>2. Evidence-based Practice</li> <li>3. Prevention and Control of Diseases and Illnesses</li> </ol> Self-Reflection Activity
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Week 5 Date	<b>Health Promotion and Modeling Self-Care</b>  1. Describe the nurse's role in health promotion and disease prevention. 2. Identify characteristics of stress responses and management 3. Describe the nurses' independent accountability to the person/patient. 4. Initiate a nurse patient relationship with an elder 5. Describe nurse's role in self-care in developing personal and professional resilience 6. Identify and participate in Self-Care Activities	ATI Ebook: Read Chapter 4: Community Assessment, Education, and Program Planning.	Modules: 1. Community Program Planning, Implementation, and Evaluation. 2. Health 3. Education  Self-Reflection Journal Activity
Week 6 Date	<b>Role of Professional Nursing Organizations in Nursing Profession</b>  1. Consider the impact of local, regional, state, and national organizations on the development of the nursing profession. 2. Review the ANA Scope and Standards of Practice. 3. Review ANA Social Policy Statement. 4. Review organizations concerned with nursing education and certification. 5. List nursing leadership organizations. 6. Outline the benefits of membership in ANA and TNA and other nursing organizations of interest.	ATI Ebook: Read Chapter 5: Practice Settings and Nursing Roles in the Community.	ATI Ch. 5 Application Exercises  Self-Reflection Journal Activity

Week 7 Date	<b>Law, Ethics and a Culture of Safety</b> <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>	ATI Ebook:  Read Chapter 6: Aggregates in the Community	ATI Modules: <ol style="list-style-type: none"> <li>1. Adults</li> <li>2. Children</li> <li>3. Family</li> </ol> Week 7 Discussion Board
Week 8 Date	<b>Inquiry and Evidence Informed Practice</b> <ol style="list-style-type: none"> <li>1. Consider the role of inquiry and evidence informed practice in nursing to promote patient safety and well- being.</li> <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>	ATI Ebook:  Read Chapter 7 Care of Vulnerable Populations	ATI Modules: <ol style="list-style-type: none"> <li>1. At-Risk and Vulnerable Populations and Related Effects on Health.</li> <li>2. Violence and Abuse</li> </ol> Discussion Board



Week 9 Date	<b>Nursing in an Evolving Health Care System</b> <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>	ATI Ebook:  Read Chapter 8: Emergency Preparedness	ATI Ch. 8 Application Exercises  Complete Self Reflection Journal Activity
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Week 10 Date	<b>Evolving Role as a Professional Nurse</b> <ol style="list-style-type: none"> <li>1. Assess the benefits/ gratification, and challenges of a professional nursing career.</li> <li>2. Explore options for a nursing career.</li> <li>3. Identify personal and professional nursing goals.</li> <li>4. Initiate draft of personal development plan.</li> </ol>	ATI Ebook: Read Chapter 9: Continuity of Care	ATI Launch Academic Readiness Certificate of Completion  ATI Ch. 9 Application Exercises  Interview with Health Professional  Final Exam
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### 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