SUL ROSS STATE UNIVERSITY DEPARTMENT OF NURSING

NURS 3301 Trends and Issues in Professional Nursing

SEMESTER/YEAR: Fall 2025

SEMESTER HOURS: 3.0 Credits (8 Weeks) CONTACT HOURS: NA

CLINICAL HOURS (if applicable): NA

PREREQUISITES: Acceptance to the RN to BSN Program

FACULTY INFORMATION:

Name: Dr. Christy Bowen DNP, RN

Contact Information

Hours available via e-mail: I will respond to emails within 24 hrs.

Hours available via phone: Virtual by appointment

Hours available by appointment: Tuesdays and Wednesdays 05:00 -7:00 pm, and as needed by appointment

Phone number: 817-565-6371, texts are acceptable

University Email: Christy.bowen@sulross.edu

COURSE DESCRIPTION:

Explores current societal health trends, political issues, informatics, and trends related to nursing and contemporary health care. Application to Professionalism, empowerment, and key components for clinical judgment.

Through weekly discussions, reviews of current events relating to professional nursing and course readings students will analyze the role of the professional nurse in a changing health care delivery system. They will investigate the role that informatics plays in the delivery of healthcare and explore challenges facing nurses and nursing leaders in providing quality health care.

This course focuses on the socialization process for the transition of the RN to BSN prepared nurse with emphasis on the following concepts: Clinical decision-making and action, communication and teamwork with health team members, person/patient-centered care, informational technologies, laws, regulations, ethics, and standards for safe and effective practice.

STUDENT LEARNING OUTCOMES:

Each student enrolled in this course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing Programs (DEC's), the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSM Essentials), and the QSEN Knowledge, Skills and Attitudes (KSA's) in this course.

The student will be able to:

1. Describe the evolution of nursing and nursing education in the context of the healthcare system of the 21st Century.

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

3. Distinguish aspects of the BSN prepared nurse's role from that of the ADN prepared nurse.

4. Identify the responsibilities of the BSN prepared nurse to utilize clinical judgment and communication for persons, patients, families, and populations based upon evidence-based policy and practice.

5. Compare and contrast the nurse's role collaborates with those of other professional team members to achieve safe and effective health care.

6. Describe the nurse's independent accountability to the client and in relation to the person's/patient's right to participate in care planning and to consent.

7. Describe rationale and recommendations for creating a Culture of Safety to promote client and nurse safety in the clinical workplace environment.

8. Analyze patient care technology and information systems that support safe nursing practice and reduce person and population risks.

REQUIRED TEXTS:

Text Books: (Links in course for OER Free texts)

1. OER Resource: Open RN: Nursing Fundamentals

2. OER Resource: Open RN: Nursing Management

3. OER Resource: Open RN: Nursing Pharmacology – Evidence-Based Practice

4. OER Resource: Open RN: Nursing Skills

5. American Psychological Association. (2020). Publication Manual of the American Psychological Association. (7th Edition). (Secure references from Library)

Articles: (as needed) See Schedule and Assignments **for links**

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

Class Participation

Students will engage in online collaborative activities. Student dialogue will focus on developing professional perspectives. identifying the trends and issues in professional nursing and analyzing factors that affect professional nursing. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Discussion Forums

Students will participate in weekly discussion forums providing at least three (3) substantive posts each week with a supporting reference.

Professional Paper

Professional papers are to provide students with the opportunity to explore a topic related to trends and issues in nursing, use references, and demonstrate the mechanics of professional writing and use of APA 7th edition format.

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 Evaluations:

Course Requirements	Points
Journal Articles	25%
Discussion Boards	25%
Professional Papers	50%
Total Points	100%

Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation. Students must pass course quizzes with an average of 80% or higher in order to pass the course.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

POLICIES FOR EXAMS AND ASSIGNMENTS

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

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

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Ten points per calendar day will be deducted for late submission of assignments. Assignments will not be accepted after 3 days late. 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.

NURS 3301 Trends and Issues in Professional Nursing Course Schedule

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

Class Weeks will be from Sunday 12:00 midnight –Sunday 11:59 PM Central Time. All assigned work activities for the week must be completed by Sunday midnight unless otherwise indicated by the instructor. Discussion Boards – The initial entry for the week's discussion board must be completed by Wednesday at 11:59pm. Two substantive responses to classmates' initial entry must be completed by Sunday 11:59pm. No Late submission on Discussion Post will be accepted.

Week	Topics & Objectives	Learning Activities, Assignments
Week 1: Foundations of 21st Century Nursing	- Evolution of nursing practice - Changes in healthcare delivery - RN to BSN transition	Week 1-Introduction post Week 1- Journal Entry Week 1- Discussion Post

	AACN Essentials: I, II, VIII 1. Examine the evolution of nursing and its impact on contemporary healthcare systems. 2. Describe the role of professional nurses in a changing healthcare delivery environment.	
Week 2: Professional Identity and Ethics	- Laws, regulations, standards - Nursing values and ethics - Advocacy for patients **AACN Essentials:** V, VIII, IX 1. Analyze professional standards, legal regulations, and ethical principles in nursing. 2. Apply nursing values to advocate for patient safety and justice. Evaluate the influence of policy and ethics on nursing professionalism and accountability.	Week 2- Professional Paper

Week 3: ADN vs BSN Role Differentiation	- Differentiating ADN vs BSN roles - Clinical judgment **AACN Essentials:** I, III, VIII 1. Compare competencies, scope, and responsibilities of ADN- vs BSN-prepared nurses. 2. Demonstrate understanding of the expanded BSN role in clinical decision-making and leadership.	Week 3 Professional Paper
	Articulate the value of advanced nursing education for interprofessional collaboration.	
Week 4: Evidence-Based Practice and Clinical Judgment	- Clinical judgment models - Policy-informed care decisions **AACN Essentials:** III, IV, VI 1. Apply evidence-based research to clinical decision-making and nursing interventions. 2. Examine the impact of health policy on nursing practice and population outcomes. 3. Utilize clinical judgment frameworks to support safe, effective care across settings.	Week 4- Discussion Post Week 4- Journal Entry

| Week 5: Communication and Teamwork | - Interprofessional collaboration
- Patient-centered communication

AACN Essentials: VI, VII
1. Develop collaborative communication strategies within interdisciplinary healthcare teams.

2. Demonstrate effective information exchange and respectful dialogue in clinical settings.

3. Evaluate communication tools that promote teamwork and patientcentered care. | Week 5- Discussion Post Week 5- Journal Entry |

Week 6: Informatics and Technology in Nursing	- Healthcare informatics - Risk reduction through tech **AACN Essentials:** IV, V 1. Analyze how nursing informatics and digital tools enhance patient safety and care quality. 2. Demonstrate literacy in healthcare technologies relevant to BSN practice. 3. Explore emerging systems that support risk reduction and datainformed decisionmaking.	Week 6- Discussion Post Week 6- Journal Entry
Week 7: Culture of Safety and Accountability	- Creating a safety culture - Nurse's independent accountability **AACN Essentials:** V, VIII 1. Advocate for creating and sustaining a culture of safety within healthcare organizations. 2. Evaluate the nurse's legal and ethical accountability for promoting safe care. 3. Formulate strategies that support patient rights and informed consent practices.	Week 7- Professional Paper

Week 8: Leadership and Future Directions in Nursing	- Political issues in nursing - Nursing leadership in healthcare trends	Week 8- Professional Paper Week 8 – Reflection Post
	AACN Essentials: II, VII, IX 1. Articulate a personal nursing philosophy grounded in AACN Essentials and BSN competencies. 2. Explore leadership roles and opportunities for BSN-prepared nurses in health reform. 3. Develop a vision for professional growth and contributions to the future of nursing.	

COURSE EXPECTATIONS:

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

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

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

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 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.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work 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., students 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 hour 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, but computers are available at the Southwest Texas Junior College and Sul Ross State University Rio Grande College libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS:

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

1. As adult learners we are partners in learning.

2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.

3. Our work and life experiences differ and serve to enrich our individual and mutual learning.

4. Each member of the class is committed to preparing for and successfully completing class learning activities.

5. Each member of the class will organize their time, learning goals, and activities to fully participate in the course and assignments.

6. Each member of the class can use computer technology and access resources via the Internet and

   other mobile technologies as needed for the course.

COMMUNICATIONS:

• Announcements – Check announcements each time you log onto the course.

• Course email – Check course email frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday- Friday.

• Use of technology: If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately. Contact the 24-7 Help Desk at: 1-888-837-2882 and/or techassist@sulross.edu.

• Responses to emails and course postings: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email & if not available, mobile phone or texting between the

hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.

• Assignments: Assignments will be reviewed and returned with feedback/grade within 4 days of submission.

• Writing and use of APA: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines.
http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:

• Your attendance is expected at every class meeting.

• Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.

• Scholarly and knowledgeable participation requires that you read assigned readings prior to joining the class discussions.

• If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email or text as soon as possible and make arrangements to make up the assignments.

RULES OF NETIQUETTE:

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

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.

2. Be courteous and respectful to students and faculty in the course.

   a) There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view;
   b) Be careful with the tone of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insult;
   c) Do not use all caps in the message box (it is considered shouting);
   d) Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.

3. Be helpful and be sure to do your part in group work so that assignments can be completed.

4.   Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.

   a) Use a meaningful title in the Subject line. For e-mail, include course number. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
   b) Close the post by writing your full name at the end of the message.

5.   Emails and Discussion Boards are public, and the University archives all materials - Do not post anything too personal as all students in the class and your instructor will see what you write.

   a) Keep the messages you post to the Email and Discussion Board relevant to the course and assignment and provide a rationale including references as appropriate to support your point of view.
   b) Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
   c) When posting a response, make sure you identify the post to which you are responding.
   d) If the topic you plan to address is covered in an existing thread, do not start a new thread.
   e) When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
   f) Try not to lurk, meaning you are just reading and not participating.

6.   Quality of online communications/postings is important

   a) It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source-using quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source – using your own words to explain your understanding of another's ideas or work – provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
   b) If the posting is going to be long, use paragraphs.
   c) Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
   d) Just as you would proofread a formal paper, before posting an email or discussion.
   e) Read what you have written for content.
   f) Rethink what you have written for tone.
   g) Reread what you have written for organization and coherence; and
   h) Revise what you have written for grammar, punctuation and mechanics.
   i) Once you submit your work, discussion, or e-mail, you cannot change what you have written

MANDATORY UNIVERSITY STATEMENTS

Academic Honesty Policy:

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

1.Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.

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

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

4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non- administered test.

5. Substituting for another student; permitting any other person or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

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

7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.

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

9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.

10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

Statement for use of AI

The rise of generative AI technologies—such as ChatGPT and DALL·E—has generated significant interest among students in our field. These tools can support a range of academic activities, including idea generation, deeper exploration of complex questions or problems, and creative engagement with course materials.

In this course, we may incorporate generative AI tools (e.g., ChatGPT) to critically examine how such technologies can enhance our understanding of the subject matter. You will receive clear instructions regarding when and how these tools may be used, along with appropriate guidance on attribution where applicable.

Please note: Any use of generative AI tools outside where specified guidelines permit will be considered a violation of academic integrity and treated as plagiarism.

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

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

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

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

GENERAL CAMPUS REGULATIONS AND CONDUCT

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

rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES

Applicable BON Baccalaureate Differentiated Essential Competencies

I.   Member of the Profession:

    A.   Function within the nurse's legal scope of practice and in accordance with the policies andprocedures of the employing health care institution or practice setting.

    B.   Assume responsibility and accountability for the quality of nursing care provided to patients,families, populations, and communities.

    C.   Promote the practice of professional nursing through leadership activities and advocacy.

    D.   Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self- analysis, self-care, and lifelong learning.

II.   Provider of Patient-Centered Care:

    A.   Use clinical reasoning and knowledge based on the baccalaureate degree nursing program of study, evidence- based practice outcomes, and research studies as the basis for decisionmaking and comprehensive patient care.

    B.   Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction.

    C.   Coordinate human, information, and materiel management resources in providing care forpatients, families, populations, and communities.

III.   Patient Safety Advocate:

    A.   Demonstrate knowledge of the Texas Nursing Practice Act (NPA) and the Texas Board ofNursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

    B.   Implement measures to promote quality and a safe environment for patients, self, and others.

    C.   Formulate goals and outcomes using an evidence-based and theoretical analysis of available data to reduce patient and community risks.

IV.   Member of the Health Care Team:

A. Coordinate, collaborate, and communicate with patients, families, populations, communities, and the interdisciplinary health care team to plan, deliver, and evaluate care.

B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients, families, populations, and communities.

E. Communicate and manage information using technology to support decision-making to improve patient care and delivery systems.

Applicable CCNE Baccalaureate Essentials Essential I

Liberal Education

4. Engage in ethical reasoning: Promoting advocacy, collaboration & social justice.

6. Value Lifelong learning.

8. Principles relating to working with people from diverse cultures. Roles of the Baccalaureate Generalist

Members of the profession & in the role are advocates for the patient & the profession. Assumptions

1. Practice from a holistic, caring framework.

2. Practice from an evidence base. 1 Practice in a variety of settings.

Essential II

1. Apply leadership concepts, skills & decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight in accountability for care delivery in a variety of settings.

3. Demonstrate an awareness of complex organizational systems.

4. Demonstrate a basic understanding of organizational structure, process, mission, vision, philosophy, and values.

7. Promote factors that create a culture of safety and caring.

12. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.

Essential III

4. Evaluate the credibility of sources of information, including but not limited to databases and Internet sources.

8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.

Essential IV

1. Demonstrate skills in using patient care technology, information systems and communications devices that support safe nursing care.

10. Advocate for the use of new patient care technologies for safe, quality care.

Essential V

1.   Demonstrate basic knowledge of healthcare policy, finance & regulatory environments including local, state, national, and global healthcare trends.

2.   Describe how healthcare is organized and financed, including implications for business principles, such as patient and systems cost factor.

8. Discuss the implication of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. **Essential VI**

4. Contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes.

6. Advocate for high quality and safe patient care as a member of the inter-professional team.

Essential VII

12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.

Essential VIII

1. Demonstrate professional standards of moral, ethical, and legal conduct.

3. Promote the image of nursing by modeling values and articulating the knowledge, skills, and attitudes of the nursing profession.

5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact oncurrent nursing practice.

6. Reflect one's own beliefs and values as they relate to professional practice.

13.   Articulate the value of pursing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

14. Recognize the relationship between personal health, self-renewal and the ability to deliver sustained quality care.

Essential IX

22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on healthcare system as related to nursing practice.

Applicable QSEN Baccalaureate Knowledge, Skills and Attitudes (KSA's) in this course. Patient Centered Care

K Describe how diverse cultural, ethic, and social backgrounds function as sources of patient, family, and community values.

S Communicate patient values preferences and expressed needs to other members of the healthcare team.

A Recognize personality held attitudes about working wit patients from different ethnic, cultural, and social backgrounds.

K Describe strategies to empower patients or families in all aspects of the health care process. A Value active partnership with patients or designated surrogates in planning patient care.

K Examine nursing roles in assuring coordination, integration, and continuity of care. S Assess own level of communication skill in encounters with patients and families.

A. Value continuous improvement of own communication and conflict resolutions skills.

Teamwork and Collaboration

K Describe own strengths, limitations, and values in functioning as a member of a team. S Act with integrity, consistency, and respect for differing views.

A Acknowledge own potential to contribute to effective team functioning. K Discuss effective strategies for communicating and resolving conflict.

S Solicit input form other team members to improve individual, as well as team, performance. K Identify system barriers and facilitators of effective team functioning.

A Value the influence of system solutions in achieving effective team functioning.

Evidenced Based Practice

K Describe reliable sources for locating evidence reports and clinical practice guidelines. S Read original research and evidence related to area of practice.

A Appreciate the importance of regularly reading relevant professional journals.

Quality Improvement

K Give examples of the tension between professional autonomy and system functioning. S Identify gaps between local and best practice.

A Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals.

Safety

K Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as workarounds, and dangerous abbreviations)

S Demonstrate effective use of strategies to reduce risk of harm to self and others. A Appreciate the cognitive and physical limits of human performance.

Informatics

K Describe examples of how technology and information management are related to the quality and safety of patient care.

A Value nurses' involvement in design, selection and evaluation of information technologies to support patient care.