

DEPARTMENT OF NURSING

NUR 4321 Professional Nursing II Fall 2025



SEMESTER HOURS: Three (2) Credits
LEVEL: SENIOR
CONTACT HOURS: 3 Clock Hours/Week

FACULTY INFORMATION:

Name: Dr. Shawn Nethery

Contact Information:

Office Hours: Thursdays 9am-12pm

Hours available via e-mail: 9am-9pm

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COURSE DESCRIPTION: This course addresses the role and accountability of the professional nurse engaged in the health care system as primary coordinator of patient care and safety. The course addresses decision-making within the health care setting, including delegation, performance improvement, and peer review. The course addresses the ANA Code for Nurses principles 4, 5 and 6 related to the nursing practice environment including health care systems and various practice settings.

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

STUDENT LEARNING OUTCOMES:

Demonstrate professional behavior, accountability, and commitment to ethical and legal standards in nursing practice.

1. **Apply** principles of leadership, delegation, and prioritization to ensure safe, effective, and patient-centered care.
2. **Utilize** evidence-based practice and quality improvement strategies to support optimal patient outcomes.
3. **Communicate** effectively with interprofessional team members to promote collaborative care.
4. **Describe** the role of the nurse in advocating for patient safety and participating in a just culture.
5. **Analyze** the impact of health care policy, economics, and organizational structure on nursing management.

6. **Develop** a personal strategy for self-care, resilience, and ongoing professional development.
7. **Recognize** and respond to safety issues, legal concerns, and ethical dilemmas in clinical decision-making.

MEMBER OF THE PROFESSION

1. State the role of the nurse in performance improvement including Nursing Incident and Safe Harbor Peer Review
2. Address the laws, regulations, and standards that impact health care systems and delivery issues. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.

PROVIDER OF PATIENT-CENTERED CARE

3. Engage in the health care system to evaluate access to safe, quality, and affordable health care to diverse populations in various settings.
4. Describe the role of the nurse in team building to ensure continuity and coordination of patient care, including delegation.

PATIENT SAFETY ADVOCATE

5. Identify ways nurses impact health care delivery to promote patient safety and desired outcomes.
6. Address workplace issues including environmental safety, physical violence, incivility, and bullying.

MEMBER OF THE HEALTH CARE TEAM

7. Apply the ANA Code for Nurses, Principals 4 - 6 for professional nursing collective action related to health care systems, services, and outcomes.

MARKETABLE SKILLS FOR THE DEPARTMENT OF NURSING

The following marketable skills and dissemination plan has been submitted to the Texas Higher Education Board after approval from the AVP of Institutional Effectiveness at SRSU

Students will:

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

Plan for Dissemination:

Students learn the marketable skills by first being exposed to them in all course syllabi. Each of the marketable skills is closely observed and evaluated by clinical faculty and preceptors as students' progress through the educational program. Students hone their research and communication skills through assignments and activities in multiple classes.

REQUIRED REFERENCES:

Resource Links: OER (downloadable pdf Open Education Resources)

<https://wtcs.pressbooks.pub/nursingmpc/>

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

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

Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

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.

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: 1-888-837-2882 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 and, if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.
- **Assignments:** Assignments will be reviewed and returned with feedback/grade within 5 days of submission.
- **Writing and use of APA:** All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting, both face to face and online.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance, including responding to faculty requests or communications.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND

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

Students will participate in classroom and on-line discussion to clarify the need and value of each substantive component of the concept analysis. Student dialogue will focus on identifying and discussing behavioral, physiologic, psychologic, social, and cultural information which comprise the patient as a holistic entity. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Students will prepare for class discussion and activities by reading each assignment with focus on the concept analysis provided. The logically ordered information will assist each student to develop a routine or pattern to organize pertinent information obtained from patients and resources. A group assignment for the development of a selected concept will further enhance the student's recognition for data obtained to complete and understand the value of information included in a concept analysis.

Application of data obtained from patient situations in clinical laboratories will enhance the students understanding of why and how selected concepts will provide a broader understanding of the patient condition. Open communication with the mannequin provides opportunity to practice verbal and

non-verbal communication skills to obtain pertinent data before communicating with patients. Case studies utilized for simulation scenarios will assist students to understand the need for acquiring data from patients which will assist in the planning and delivery of pertinent, individualized care for the experienced concept.

LEARNING ACTIVITIES:

Class Participation/Discussion

Students will engage in classroom and field learning activities. Student dialogue will focus on developing professional perspectives, identifying and accessing resources, and analyzing factors that impact professional nursing. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Professional Paper – Health Literacy

This learning activity provided students with the opportunity to investigate the role of health literacy in supporting patient teaching, health and well-being, and apply the analysis to patient care strategies.

Class Presentation – Quality Improvement Topic

This activity allows students to identify an area for quality improvement, develop an action plan based on data analysis, and present findings and plan using a PowerPoint presentation to this class.

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 class discussion, 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 identified in the weekly modules and located in the appendix of this syllabus. Achievable points for assignments will be totaled and calculated into the grade according to the percentage specified.

2. Summary of Measure for Evaluation:

<u>Course Requirements</u>	<u>Percentage</u>
Discussion	25%
In class assignments	15%
Professional Paper Health Literacy	25%
Class Presentation- Quality Improvement	25%
Leadership Exam (Practice A, B, and Proctored)	10%
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. The final letter grade will follow the program grading scale:

Grading Scale

A = 90-100
B = 80-89
C = 75-79
D = 69-74
F = 69 OR BELOW

Testing/Assessments:

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 Available: 24/7 <ul style="list-style-type: none"> • 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 Available: Monday-Friday 8 a.m. - 5 p.m. <ul style="list-style-type: none"> • 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



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 or contact Alejandra Valdez, at 830-758-5006 or email 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/. 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), 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/ or ask a librarian by emailing 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

NUR 4321 Professional Nursing II

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

Week Date	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
1	<p>Health Care Systems and settings</p> <p>1. Overview of course</p> <p>2. Describe organizations and agencies that license and oversee health care services.</p> <p>3. Analyze economic, social, and demographic factors that impact health care services.</p> <p>Health Care Systems and Nursing</p> <p>1. Establish basic components of a health care system.</p> <p>2. Compare and contrast the Affordable Care Act, Medicare, Medicaid, and the VA systems</p> <p>3. Describe medical homes and value-based health care services.</p> <p>4. Describe how Medicare billing is done.</p> <p>5. Describe organizations and agencies that oversee nursing practice in various settings.</p>	<p>Health Care Organizations</p> <p>Clinical Safety: Core of Leader, Manager, and Follower.</p> <p>HC System Overview PPT</p> <p>ACA Overview PPT</p> <p>MPS-Quick reference Chart.pdf</p>	<p>Discussion</p> <p>Consider opportunities to reduce cost and increase access to health care</p>
2	<p>Health Care Systems and Nursing</p> <p>1. Establish basic components of a health care system.</p> <p>2. Compare and contrast the Affordable Care Act, Medicare, Medicaid, and the VA systems</p> <p>3. Describe medical homes and value-based health care services.</p> <p>4. Describe how Medicare billing is done.</p> <p>5. Describe organizations and agencies that oversee nursing practice in various settings.</p>	<p>Health Care Organizations</p> <p>Clinical Safety: Core of Leader, Manager, and Follower.</p> <p>HC System Overview PPT</p> <p>ACA Overview PPT</p> <p>MPS-Quick reference Chart.pdf</p> <p>ATI Review Module Ch. 1 Leadership and Management</p>	<p>Discussion</p> <p>Consider opportunities to reduce cost and increase access to health care</p>
3	<p>Health Care Laws and Regulations</p> <p>1. Identify sources of law and regulation that control health care delivery.</p> <p>2. Examine ethical principles that apply to healthcare delivery.</p> <p>3. State challenges to patient safety, and access and affordability of health care.</p> <p>4. Propose changes that could improve patient safety, access and cost of health care.</p>	<p>Legal and Ethical Issues</p>	<p>Dialogue on interpreting legal decision regarding health care choices and decision making</p> <p>In Class Case Study</p>
4	<p>Key Elements of the Health Care System</p> <p>1. Identify problem solving approaches to address health care issues.</p> <p>2. Identify nursing initiatives designed to improve patient safety and quality of care.</p> <p>3. Analyze the concept of emotional intelligence as applied in health care delivery.</p>	<p>Transforming Care at the Bedside (TCAB) PPT</p> <p>Team STEPPs</p> <p>Institute for Healthcare Improvement (IHI)</p> <p>QSEN</p>	<p>Health Literacy Professional Paper</p> <p>Apply concepts and characteristics of Team STEPPs to clinical experiences</p>

5	<p>Nursing Workplace Violence</p> <ol style="list-style-type: none"> 1.Reflect on forms of violence that adversely impact nursing: bullying, incivility, lateral/top down violence. 2.Analyze conflicts and conflict management techniques. 3.Conduct self-assessment regarding conflict 4.Explore inter-professional team building. 5.Describe effective team communication including documentation and hand off. 	<p>Communication and Conflict Building Effective Teams</p> <p>ANA Workplace Violence (2012) LINK</p> <p>Incivility PPT (LL)</p> <p>ATI Civility Module in class Activity</p> <p>ATI Nursing Leadership & Management Ch. 1</p>	<p>Complete conflict Self-assessment form in text</p>
6	<p>Performance Improvement and Risk Management</p> <ol style="list-style-type: none"> 1.Describe the purpose and process of performance improvement. 2.Differentiate between Performance Improvement and Research. 3.Describe the purpose and process of risk management 4.Apply the Adverse Event Analysis form to a potential situation. 	<p>Managing Quality and Risk</p> <p>Adverse Event Analysis Form</p> <p>Differentiate Performance Improvement and Research</p>	<p>Review Quality Improvement Presentation Criteria</p>
7	<p>Performance Improvement and Risk Management</p> <ol style="list-style-type: none"> 1.Explore strategies to incorporate EBP in practice settings 2.Describe minor incidents per TBON rules 3.Differentiate between adverse actions to be remedied at the clinical site and those to be reported to TBON 	<p>Translating Research into Practice</p> <p>TBON Rule re: Minor incidents and reporting requirements</p> <p>ATI Nursing Leadership & Management Ch. 5</p>	<p>Review criteria for quality improvement presentation</p> <p>Examine challenges to reporting decisions</p>
8	<p>Nurse Practice Act Relating to Standards of Nursing Practice</p> <ol style="list-style-type: none"> 1.Compare standards of practice for all nurses, LVNs, RNs, and Advance Practice Nurses. 2.Apply regulations on delegation to nursing situations. 3.Apply decision making process to nursing care situations. 4.Describe sources of conflict in nursing settings. 5.State use of Nurse Peer Review and Safe Harbor to promote patient safety and nurse satisfaction. 	<p>Making Decisions and Solving Problems</p> <p>Delegating: Authority, Accountability and Responsibility.</p> <p>BON Delegation Dos and Don'ts, Rules 224 and 225.</p> <p>Delegation Five Rights</p> <p>NPA Nurse Standards of Practice and Unprofessional Conduct</p> <p>NPA and TBON Rules re: Nurse Peer Review</p> <p>ATI Nursing Leadership & Management Ch. 1</p>	<p>Quiz #1</p> <p>Analyze Case Studies related to delegation and peer review</p>
9	<p>Nurse Practice Act relating to Staffing</p> <ol style="list-style-type: none"> 1.State basic principles of staffing. 2.Describe the positive and negative impact of staffing on patient outcomes. 3.State use of Safe Harbor Peer 4.Review related to staffing ratios, nurse skills, and patient safety. 5.Describe provisions for Hospital Nurse Staffing Committee and how it serves nursing 	<p>Staffing and Scheduling.</p> <p>TX BON Rules re: use of Safe Harbor</p> <p>NPA re Staffing and Peer Review</p> <p>ANA Annotated Safe Staffing (2013)</p> <p>ANA Principles of Safe Staffing (2012)</p> <p>ANA Nurse Fatigue (2014)</p> <p>ANA Nurse Staffing White Paper ((2015)</p> <p>DSHS State law on Hospital Staffing Committees</p>	<p>Quality Improvement Presentation to class</p> <p>Analyze potential risks for safe staffing and impact on patient safety</p>

		ATI Nursing Leadership & Management Ch. 1	
10	Building and Managing Nursing Staff 1. Identify process for building, sustaining and evaluating nursing staff. 2. Compare supervision to "coaching". 3. Consider leadership and the novice nurse 4. Evaluating and documenting staff performance	Selecting, developing and Evaluating Staff Managing Personal and Personnel Problems Workforce Diversity PPT (LL) ATI Conflict Negotiation in class activity	Case Studies Take ATI Leadership Practice A
11	Impact of Technology on Nursing 1. Review types of technology in health care settings: biomed, information, and knowledge source. 2. Assess technology in regard to positive and negative potential for patient safety 3. Analyze the impact of technology on information security and patient privacy. 4. Describe "meaningful use" of technology related to the Electronic health and medical records.	Impact of Technology Nurse Informatics PPT Meaningful Use PPT Tietze, McBride et al. (2017) report of survey of Texas Nurses use of clinical information systems ATI Nursing Informatics and Technology Review Module ATI Nursing Leadership & Management Ch. 3	Problems solve examples re: Confidentiality violations and documentation problems in relation to electronic medical records Submit Practice A Focused Review
12	Being an Effective Member of the Profession 1. Compare effectiveness of individual versus collective actions 2. State resources available through various nursing organizations 3. Describe value of professional relationships for mentoring and career satisfaction and advancement.	ANA and TNA materials List of nursing organization (NLAC) ATI Evidence-based modules	Take ATI Leadership Practice B
13	ANA Code for Nurses Principles 4,5 and 6 relating to the nursing profession 1. Apply the Code to situation concerning the nursing profession and collective nursing accountability 2. Share observations relating to the responsibility to maintain community and patient trust in nurses and nursing.	ANA Code Principles 4, 5, and 6 PPT (LL)	Submit Practice B Focused Review
14	ANA Code for Nurses Principles 4, 5, and 6 1. Apply the Code to situation concerning the nursing profession and collective nursing accountability 2. Share observations relating to the responsibility to maintain community and patient trust in nurses and nursing.	ANA Code Principles 4, 5, and 6 PPT (LL)	Case Studies Take ATI Leadership Proctored Assessment

15	<p>Summary of course highlights.</p> <p>1.Describe how you see nursing differently than when you started the program</p> <p>2.Summarize challenges to nursing in various patient care settings</p> <p>3.What ethical values do you believe are most important for nurses to adhere</p>		Submit Focused Review
16			Take Final

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

Objectives	TBON DEC's	AACN Essentials
MEMBER OF THE PROFESSION		
1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
2. Incorporate standards of practice for the professional nursing role when providing holistic, culturally sensitive, evidence-based care for individuals and families who are critically ill or in life-threatening situations, such as disasters.	I-B 2; C 3; II-E 8, 9	II
3. Demonstrate responsibility for continued competence in nursing practice.	I B 4	III
4. Develop insight through reflection, self-analysis, self-care and life-long learning	I -B 5	VIII, IX
PROVIDER OF PATIENT-CENTERED CARE		
5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.	II-A 1.a; C.1.a; F 1	II, III
6. Describe and evaluate nursing management for selected, advanced, health-care concepts.	II-A 3.a, 4.a, b; C 4 a; E 5;	III, VII
7. Apply learned concepts to exemplars that reflect advanced health-care conditions (status).	II-B 1.b, 4; 3.a, b; E.2; F 2	I, III, IX
8. Analyze the interrelatedness of health-care concepts which support clinical judgments for optimum patient-care outcomes in patients across the life span.	II-B 6; C 6; G 1 a	I, III
9. Incorporate acquired knowledge and skills in addressing critical and life-threatening situations for individuals and communities.	II-B 5; C 1a., 2b;	I, III, VIII
10. Discuss desired actions, side effects, rationale, and nursing implications of pharmacological agents used in the care of patients with advanced health needs involving multiple body systems.	II-B 9; C 3; E 4a, 6a, 7, 12; G 3	I, II, III, VII
11. Create teaching, discharge, and referral plans for patients to facilitate adaptation to health needs involving multiple body systems.	I-A 1-4; B 1, 2; D 1; G 2a, b, 3 a; IV G 3a-c	I, II, III, VII
12. Discuss economic, cultural, and political issues influencing care of patients with advanced health needs.	IV-F 4	VI
PATIENT SAFETY ADVOCATE		
13. Use safety alerts and decision supports to prevent harmful occurrences to patients, families, and/or staff during the care of patients.	II-B 10; III-B 1, 2, 4; C	VII, IV, V
14. Recognize clinical conditions that require notification of EMS or Rapid Response Teams.	III-A1, 2, 3; B 4; C 2; D1; E 1, 2; F 1, 2	II, III,
15. Demonstrates safe use of monitoring devices, including the crash cart, AED, and/or LifePak.	IV-F 2 d, e;	V, VII, IX
16. Describe elements of disaster planning and preparedness activities in the community.	IV A 3, b; C 2; D 1	V, VII, IX
MEMBER OF THE HEALTH CARE TEAM		
17. Communicate issues related to exemplars for each concept to health-team members.	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
18. Identify a variety of community resources that assist patients with advanced health problems.	IV A 5; B 2c; D 3; E2; F 1	V, VI, VII, IX
19. Employ collaborative communication principles when working with community groups and organizations to address disaster preparedness and prevention.	IV A 2, C 3; D 1, 3 a; E 1a, b, 3; F 4 a	V, VI, VII, IX