

DEPARTMENT OF NURSING
NUR 4321
Professional Nursing II
Fall 2026

SEMESTER HOURS: 3 Credit Hours

CONTACT HOURS: 3 Contact Hours/Week

CLINICAL HOURS: N/A

Level: Senior

PREREQUISITES: Successful completion of Previously Assigned Courses

FACULTY INFORMATION:

Name: Alyssa Stewart

Contact Information:

Office Hours: 0700 — 1900

Hours available via e-mail: Any

Hours available on campus: Thursday's 0800 — 1200

Hours available via phone office/home/cell: Any

Phone number(s): (432)-294-2161

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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:

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, Principles 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:

Recommended References:

Text Books:

Yoder-Wise, P. (2019). *Leading and managing in nursing* (8th ed). St. Louis: Elsevier. ISBN 9780323792066

Web Articles:

- Benner, P., Hughes, R. G., & Sutphen, M. (2008). Clinical reasoning, decision making, and action: Thinking critically and clinically. In R. G. Hughes *Patient Safety and Quality: An Evidence Based Handbook for Nurses*, 2-111-2135. Rockville MD: Agency for Healthcare Research and Quality. Retrieved 1/05/18 from <https://www.ncbi.nlm.nih.gov/books/NBK2643/>
- Dobrich, C. (2001). Determination of RN obligation to a patient. *RN Update: Board of Nurse Examiners for the State of Texas*, 32(2), 9. TBON Website
- IOM (ed.). (2004). *Keeping patients safe: The work environment of nurses*. Washington D.C.: The National Academies Press. (full .pdf)* retrieved 1/05/18 from: <https://www.ncbi.nlm.nih.gov/books/NBK216190/?term=Keeping%20Patients%20Safe>
- IOM (2011). The future of nursing: Leading change, advancing health. The Institute of Medicine. Retrieved April 9, 2019 from <http://thefutureofnursing.org/IOM-Report> .
- Lockhart, L. (2019) Summary of Lunsford V Texas Board of Nursing. Unpublished
- Moser, J. (2009). Texas nurses under fire for whistleblowing. *AJN, American Journal of Nursing*, 109(10), 19. Retrieved 1/15/15 from http://journals.lww.com/ajnonline/fulltext/2009/10000/texas_nurses_under_fire_for_whistleblow

[ng.8.aspx](#)

National Academy of Medicine (2019). *Future of Nursing 2020-2030: A consensus study from the National Academy of Medicine*. Retrieved 6-17-2019 from <https://nam.edu/publications/the-future-of-nursing-2020-2030>

NCSBN (ND). Delegating Effectively Video. Video, NCSBN. Available at:

<https://www.ncsbn.org/378.htm>

NCSBN (ND). Professional Boundaries in Nursing. Video, NCSBN. Available at:

<https://www.ncsbn.org/464.htm>

NCSBN (2011). Social Media Guidelines for Nurses. Video, NCSBN. Available at:

<https://www.ncsbn.org/347.htm>

NCSBN (2011). White paper: A nurse's guide to the use of social media. Chicago: NCSBN. Available at:

<https://www.ncsbn.org/3739.htm>

Quill, T. E. (2005). Terri Schiavo – A tragedy compounded. *The New England Journal of Medicine*, 352, 1620-1633. Retrieved July 9, 2013 from <http://www.nejm.org/doi/full/10.1056/NEJMp058062>

Texas Board of Nursing (2019). *Texas Board of Nursing Rules and Regulations relating to Nurse Education, Licensure and Practice Table of Contents*. Austin: Texas Gov.

PDF Available at: https://www.bon.texas.gov/laws_and_rules_rules_and_regulations.asp Texas Board of Nursing (ND). Frequently asked questions. Retrieved 4-15-2019 from

https://www.bon.texas.gov/faq_nursing_practice.asp

Texas Board of Nursing (2013 – last reviewed January 2019). Position Statements.

Available at: https://www.bon.texas.gov/practice_bon_position_statements.asp

Texas Occupations Code and Statutes Regulating the Practice Of Nursing As Amended (2017). *Nursing Practice Act, Nursing Peer Review, & Nurse Licensure Compact (NPA) as amended September 2017*. Chapters 4301; 303, 304, & 305. Austin: Texas Gov. PDF Available at:

https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp

Resource Links:

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

ATI Modules (TBD)

Online Journal of Issues in Nursing: <http://www.nursingworld.org/ojin/>

IOM and National Academy of Medicine reports in .pdf are available free on the web at www.nap.gov.

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING AND EXPECTATIONS:

LEARNING ACTIVITIES:

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>
Capstone Assignments	40%
RN Comprehensive Predictor	10%
Professional Paper Health Literacy	25%
Professional Paper Quality Improvement	25%
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 = 80-90

D = 79 or below

Students must earn a final course grade of 80% or higher to successfully complete the course.

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.

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 8/27	Leading and Managing Client Care - Leadership and Management - Assigning, Delegating, and Supervising - Staff Development - Quality Improvement - Performance appraisal, peer review, and disciplinary action - Conflict resolution - Resource Management	ATI CMS Nursing Leadership and Management chapter 1	Summary ATI Nurse's Touch Case 1
2 9/3	Coordinating Client Care - Patient centered care - Client rights - Advocacy - Informed Consent - Advance directives - Confidentiality and information security - Information technology	ATI CMS Nursing Leadership and Management chapter 2	Summary ATI Nurse's Touch Case 2
3 9/10	Professional Practice - Legal practice and professional liability - Disruptive behavior - Ethical practice	ATI CMS Nursing Leadership and Management chapter 3	Summary ATI Nurse's Touch Case 3 Health Literacy Paper due 9/13
4 9/17	Inclusive and Evidence-Based Care Environment Promoting equity in education	ATI CMS Nursing Leadership and Management chapter 4	Summary ATI Nurse's Touch Case 4
5 9/24	Culture of Safety in Delivering Care - Culture of safety - QSEN competencies in nursing programs - Handling infectious and hazardous materials - Safe use of equipment - Specific risk areas - Environmental safety - Ergonomic principles - Reporting incidents - Disaster planning and emergency response - Security plans	ATI CMS Nursing Leadership and Management chapter 5	Summary ATI Nurse's Touch Case 5 Quality Improvement Paper due 9/27
6 10/1	ATI Capstone Fundamentals	ATI Capstone Fundamentals	Content Modules open 10/1 Assessment due 10/9 Post Assignment due 10/11
7 10/8	ATI Capstone Pharmacology	ATI Capstone Pharmacology	Content Modules open 10/8 Assessment due 10/16 Post Assignment due 10/18
8 10/15	ATI Capstone Medical-Surgical	ATI Capstone Medical-Surgical	Content Modules open 10/15 Assessment due 10/23 Post Assignment due 10/25
9 10/22	ATI Capstone Maternal Newborn/Women's Health	ATI Capstone Maternal Newborn/Women's Health	Content Modules open 10/22 Assessment due 10/30 Post Assignment due 11/1

10 10/29	ATI Capstone Pediatrics	ATI Capstone Pediatrics	Content Modules open 10/29 Assessment due 11/6 Post Assignment due 11/8
11 11/5	ATI Capstone Mental Health	ATI Capstone Mental Health	Content Modules open 11/5 Assessment due 11/13 Post Assignment due 11/15
12 11/12	ATI Capstone Leadership/Community Health	ATI Capstone Leadership/Community Health	Content Modules open 11/12 Assessment due 11/20 Post Assignment due 11/22
13 11/19	Finish Capstone Modules/Assessments/Post Assignments	Finish Capstone Modules/Assessments/Post Assignments	Finish Capstone Modules/Assessments/Post Assignments
14 11/26	THANKSGIVING HOLIDAY		
15 12/3	RN Comprehensive Predictor Proctored	RN Comprehensive Predictor Proctored	RN Comprehensive Predictor Proctored
16 12/10	No class	No class	No class

COURSE EXPECTATIONS:

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.

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 e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be courteous and respectful to students and faculty in the course.
 - There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view.
 - Be careful with the tone of what you are communicating, i. e., sarcasm and subtle humor; one person’s joke may be another person’s insult.
 - Do not use all caps in the message box (it is considered shouting).
 - 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 an online class or 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.
 - 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).
 - Close the posting by writing your full name at the end of the message.

5. 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.
 - Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
 - Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
 - When posting a response, make sure you identify the post to which you are responding.
 - If the topic you plan to address is covered in an existing thread, do not start a new thread.
 - When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
 - Try not to lurk, meaning you are just reading and not participating.
6. Quality of online communications/postings is important.
 - It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source—use quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source—using your own words to explain your understanding of another's ideas or work—provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.
 - If the posting is going to be long, use paragraphs.
 - Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms.
 - Just as you would proofread a formal paper, before posting:
 - i. Read what you have written for content;
 - ii. Rethink what you have written for tone;
 - iii. Reread what you have written for organization and coherence; and
 - iv. Revise what you have written for grammar, punctuation and mechanics.
 - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
7. Don't send large files, since someone may have a relatively slow internet connection.
8. Be sure to check for viruses when sending files.
9. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students or faculty by email, phone, or text.

MANDATORY UNIVERSITY STATEMENTS:

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: 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.

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.

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:

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with 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. Alpine Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC, SRSU's Accessibility Services Coordinator at 432-837-8203, or email mschwartz@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.

LIBRARY INFORMATION

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offers 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 phone (432-837-8123).

Additional information for students at Rio Grande College:

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may additionally use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) from the Alpine campus.

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.

DIVERSITY STATEMENT

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could 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 an inclusive 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

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 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.

Requirements—a measure generally calculated at 3 hours outside work for each hours in class.)

Students **MUST** have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m.-5 p.m. University computer labs are not open on weekends and holidays.

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.

PARTICIPATION/DISCUSSION RUBRIC

CRITERIA	Performance Indicators			
	Proficient	Competent	Substantive Area for Improvement	Unsatisfactory Work
<u>Content</u> Information in the posting is relevant to the assigned questions and demonstrates student learning.	Provides a thorough and accurate summary of the assigned case study. Clearly identifies the major concepts, issues, and learning points and demonstrates a strong understanding of the focus of study in the module. Addresses all requirements of the assignment.	Provides an accurate summary of the assigned case study with minor gaps or confusion. Identifies most major concepts and learning points and demonstrates an adequate understanding of the focus of study in the module. Meets most requirements of the assignment.	Provides a limited or incomplete summary of the assigned case study. Demonstrates some understanding of the major concepts but shows confusion or lacks sufficient explanation of what was learned. Meets only some requirements of the assignment.	Does not adequately summarize the assigned case study or demonstrate understanding of the major concepts. Does not identify meaningful learning from the case study and/or fails to meet the requirements of the assignment.
	25 Points	20 Points	10 Points	0 Points
<u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).	Thoughts are logically organized at the paragraph level without errors in SGP.	Thoughts are logically organized at the paragraph level with no more than 3 errors in SG	Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP. &/Or Thoughts show limited logical organization between ideas.	Thoughts show no logical organization in the paragraph. &/ Or Postings contain in excess of 4 errors in SGP.
	25 Points	10 Points	5 Points	0 Points
<u>Engagement</u> Student engagement in discussion occurs through use of thoughtful replies to the postings of other students.	Actively participates in the classroom discussion by contributing thoughtful, relevant, and reflective comments regarding the case study. Demonstrates preparation and respectfully engages with the instructor and peers.	Participates in the classroom discussion by contributing at least one relevant comment regarding the case study. Demonstrates general understanding and interacts respectfully with the instructor and peers.	Demonstrates limited participation in the classroom discussion. Contributions are minimal, lack depth, or demonstrate limited preparation or understanding of the case study.	Does not participate in the classroom discussion of the assigned case study or is disruptive or disrespectful during the discussion.
	20 Points	10 Points	5 Points	0 Points
<u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.	Postings incorporate citations and references following APA format with only 1 error.	Postings incorporate citations and references following APA format with no more than 2 errors.	Postings incorporate citations and references following APA format with no more than 3 errors.	Postings include three or more errors in APA format.
	20 Points	15 Points	10 Points	5 Points

<u>Literature/Evidence</u> Ideas are supported by student-conducted research from sources outside the required course material.	Postings and replies are supported by more than <u>two</u> outside references in addition to required readings. 20 Points	Postings and replies are supported by <u>one</u> outside reference in addition to required readings. 10 Points	Postings and/or replies are <u>only</u> supported by required readings. 5 Points	Postings and replies are not supported by any evidence. 0 Points
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Professional Paper Grading Rubric

Student: _____ Date _____

Section			
Introduction Hey!! 15=____	Describes subject and goal of paper Points 10-15	Describes topic Points 1-9	Topic not defined Points 0
Body See!! 50=____	Addresses the following: 1. Building and maintaining clinical competence. 2. Building and maintaining professional leadership. Points 40-50	Partially responds to questions. Points 1-39	Fails to address questions Points 0
Summary So!! 15=____	Succinct summary of topic Points 10-15	General comments about the subject Points 1-9	Does not fully address topic and issues Points 0
Format 20=____	Adheres to APA* format with cover page, body not to exceed two (2) pages, double-spaced in 12-point font. References formatted by APA. Points 15-20	Partially adheres to APA format Points 1-14	Fails to adhere to APA format Points 0
Total 100			

*Use OWL or comparable reference for APA format.

PRESENTATION RUBRIC

Evaluating Student Presentations					
	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence the audience can follow.	Student presents information in logical, interesting sequence the audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only basic questions.	Student is at ease with information, answers questions briefly and does not elaborate.	Student demonstrates extensive knowledge, answers all questions thoroughly with elaboration.	
Graphics	Student uses excessive graphics or no graphics	Student's use of graphics limited, rarely supports text and presentation.	Student's appropriate use of graphics relates to text and presentation.	Student's graphics illustrate and reinforce screen text and presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Student's presentation has three misspellings and/or grammatical errors.	Student's presentation has no more than two misspellings and/or grammatical errors.	Student's presentation has no misspellings or grammatical errors.	
Eye Contact	Student reads all of script; makes no eye contact with audience.	Student mostly reads script and makes occasional eye contact.	Student frequently refers to script and makes frequent eye contact.	Student seldom refers to script and maintains eye contact with audience.	
Speech	Student mumbles, speaks too quietly for students in class to hear; student pronounces words incorrectly.	Student's voice is low; some students in class have difficulty hearing; student pronounces several words incorrectly.	Student's voice is clear. Most audience members can hear presentation; student pronounces most words correctly.	Student uses a clear voice; all students can hear presentation; student pronounces words precisely and correctly.	
				Total Points:	

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

Objectives	TBON DEC's	AACN Essentials
MEMBER OF THE PROFESSION	I-A 1-4; B 1, 2; D 1; II-D 1 a-c	VIII
1. Discuss the value of current literature related to designated biophysical and pathophysiological, advanced, health-care concepts.		
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	II-A 1.a; C.1.a; F 1	II, III
5. Utilize a systematic process to analyze selected, advanced, health-care concepts across the life span.		
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	IV C 4 a, D 1, 3; E 1 a.; F 4 a	III & VI
17. Communicate issues related to exemplars for each concept to health-team members.		
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