TEXAS A&M UNIVERSITY-CORPUS CHRISTI
COLLEGE OF NURSING AND HEALTH SCIENCES

NURS 4470 E01 and 701 Professional Transitions
Syllabus
Fall 2017

FACULTY: Heather DeGrande, MSN, RN

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CREDITS: 4 semester hours (2:2) (90 hour clinical)

COURSE DESCRIPTION: This capstone course focuses on the role of the developing professional nurse’s ability to use evidenced-based practice and quality standards to deliver safe holistic care to culturally diverse and complex clients and families. Emphasis is on the transition of the student nurse into the professional role which includes the ability to apply concepts related to leadership, inter-professional teamwork, informatics, and patient-centered care. Strategies for successful completion of the graduate licensure exam will be included. Prerequisites: All courses except for co-requisites. Co-requisites: NURS 4660, NURS 4370

High Impact Practice (HIP): NURS 4470 has been designated a HIP Senior Capstone Course by the CONHS. Students are exposed to culminating multi-patient simulation experiences and/or directed precepted clinical experiences that are designed to challenge students to integrate, apply and perform at a mastery level while reflecting upon multiple variables that may impact performance. When feasible an interdisciplinary component will be included in the experience.

COURSE and CLINICAL OBJECTIVES:
** The objectives for this course are based on the American Association of Colleges of Nursing (AACN), Essentials and the Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs. See Appendix for details and associated references.

1. Apply advanced clinical concepts within various patient care settings to promote optimal patient-centered care outcomes (AACN Essential I, II, III, V, VI, VII, VIII, IX).
2. Formulate comprehensive, interdisciplinary plans of care for patients and families experiencing symptom distress to provide safe, compassionate and comprehensive care (AACN Essential I, II, III, V, VI, VII, VIII, IX).
3. Apply evidenced-based practice knowledge from nursing and the sciences when managing complications of disease progression or acute exacerbations of disease processes (AACN Essential I, III, V, VI, VII, VIII, IX).
4. Synthesize nursing knowledge related to culturally and socially diverse patients, families and populations in collaboration with interdisciplinary health care teams (AACN Essential I, VII, VII, VIII).

**Required**


Elsevier Adaptive Quizzing for the NCLEX-RN Exam.

1st Edition COURSE ID: tba

*Preferred 2nd Edition COURSE ID: tba*

Electronic Health Record Tutor (EHR Tutor). Online Purchase Cost: 1 year: $65, 18 months $97.50 or 2 years $130. Use the EHRTutor Direct Online Payment and Account Activation Instructions to purchase. Go to: https://my.ehrtutor.com/signup

Go to your course Blackboard shell for step-by-step Online Payment and Account Activation Information.


St. Louis, MO: Elsevier Saunders.
Additional Required Online Resources (other resources available via bookstore):

Online Purchase of EHR Tutor: Cost: 1 year -$65, 18 months -$97.50 or 2 years -$130.

Use the EHRTutor Direct Online Payment and Account Activation Instructions to purchase. Go to: https://myehrtutor.com/signup Go to your course Blackboard shell for step-by-step Online Payment and Account Activation Information.

Examity proctoring: Courses may require the use of exam-proctoring involving third party charges. Exam-proctoring charges may range from $1 - $50.00 per exam. Students may be required to schedule exams at least 24 hours in advance or incur late scheduling charges. All costs for exams are the responsibility of the student. Students may also be responsible for providing webcams to be used in test proctoring.

Students will be required to purchase all HESI exams for this course. This does not include any test center proctor fees. Distance students are also responsible for proctor site fees.

Estimated costs for the HESI exams range from $35 – $65.00 depending on the exam type as follows:

Management of Care ~ $36; CAT ~ $42; Comprehensive exams ~ $68 per exam.

Instructions for purchasing the exams will be provided in class.

Recommended


LEARNING EXPERIENCES AND TEACHING METHODS:

Emphasis will be placed on synthesis of knowledge. Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives. In this course, you are encouraged to assume the lead in managing your practice through thoughtful evaluation of your professional performance and consistent search for evidence-based knowledge essential to competent care delivery. Critical thinking will be required including student self-reflection and self-assessment. The student is expected to be self-directed, self-disciplined, and self-motivated. Students are expected to act in a professional manner and are accountable for their behaviors and learning.

- WebEx will be used for formal and informal exchange of ideas.
- Discussion assignments are provided to enhance student learning and engagement. Grading Rubrics for expectations are provided.
- Wikis are an online collaborative effort in the eLine learning environment. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the ‘comments’ section will not count as participation in the Wiki. You must actually edit the Wiki page.
itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. The student is encouraged to leave comments as a courtesy if information is deleted, but this will not be graded.

- Evolve Elsevier Health Education System Inc. (HESI) case studies are utilized to enhance student learning by applying content from the modules to an actual patient scenario. You should receive your access code and information during eLine orientation. Instructions for submission are included in the assignment details in the Learning Management System (LMS).

As eLine is an online learning environment students are expected to log-in to the LMS at least daily. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. **No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media.** Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations. Students are expected to act in a professional manner and are accountable for their behaviors and learning.

**STUDENT RESPONSIBILITITES:**

- eLine is an on-line learning environment. Students are expected to log into the LMS at least daily. Web course and lecture/learning materials are located on the course website.
- Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.
- Cell phones and pagers are to be turned off or put on vibrate during campus labs, exams, and clinical.
- No children are allowed in campus labs or clinical at any time.
- Students are expected to complete all required reading. As a 4-credit course, it is expected that students will spend **at least 5-8 hours** of independent study and preparation each week in addition to assignment and assessment time. Preparation includes assigned reading, review of appropriate anatomy, physiology, and pathophysiology, and review of assessment of appropriate body systems. **Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or examinations.**
- While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text and is for personal use only. **No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media.** Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.
- The student is responsible to have the correct system requirements as outlined on the eLine homepage. Please plan accordingly before attempting quizzes.
• Quizzes in blackboard will be administered using Respondus Lockdown Browser. Instructions and the link for download are available in the course in blackboard.

• Students are expected to follow instructions associated with the assignments for this course. Students who have questions about an assignment should contact the appropriate faculty member (lecture assignments – classroom instructor; clinical assignments- clinical faculty) in a timely manner to ensure satisfactory completion of the assignment by the date it is due. Unless otherwise instructed, students should use the APA Publication Manual (6th edition) as a reference for formatting and organizing written assignments. **Written work will be graded for completeness, accuracy, depth of response and proper formatting. Points will be deducted for poorly written work.*** All assignments, unless explicitly stated otherwise are to be completed individually and submitted with strict adherence to the Academic Misconduct policies and regulations of the University. **

• Students are expected to demonstrate professional behavior in the classroom and clinical setting. Professional behavior is consistent with TAMU-CC and College of Nursing and Health Sciences rules for student behavior in the classroom. This behavior will provide supporting evidence that the student has satisfactorily completed course requirements. Students should review the TAMU-CC catalog and student handbook if they are unsure of the attributes of acceptable behavior. Faculty will take actions to eliminate any behavior that interferes with class activities. Students who are asked to leave the classroom because of disruptive behaviors will be responsible for the material covered over the lecture period. The Honesty and Professional Integrity Policy available on the College of Nursing and Health Sciences web site outlines additional actions that faculty may take when students violate the Academic Integrity Standards of the College/University.

**CLINICAL INFORMATION:** Students in a professional nursing program must function within the legal, moral, and ethical standards of the profession. These standards guide practice. The following is a guide for your clinical preparation and performance. It alerts you to the major areas for which you will be held accountable. Please see the clinical evaluation tool, located on the College of Nursing & Health Sciences website, [http://conhs.tamucc.edu/nursingstuhandbook/index.htm](http://conhs.tamucc.edu/nursingstuhandbook/index.htm) under Nursing Undergraduate Curriculum for clinical objectives. The professor will provide guidance, supervision and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course and clinical objectives.

It is the responsibility of the student to be sure that all health records, immunizations, CPR certification and Hospital Orientation are current and on file. These are required by the University, the college, and the clinical facilities to insure the health of students and patients. Students who do not have Hospital Orientation, current immunizations, CPR certification, liability insurance, background checks, and urine drug screening on file will not be permitted to attend clinical until their file is up to date. The student will receive a clinical warning for every
day clinical is missed related to the above, thus putting themselves at risk for failing clinical related to absences.

*** The clinical instructor reserves the right to require additional material and / or hours to ascertain student accomplishment of learning objectives.***

A comprehensive exam will be administered during this course. Successful completion of the clinical component of this course requires students to complete the comprehensive exam with a passing score. Students will have 3 attempts to achieve the passing score.

The passing score is set by the CONHS.

COURSE OUTLINE:
Role Transition
   Clinical reasoning, decision-making, and problem solving
   NCLEX Test plan
Delegation and Priority Setting
Nursing Care Delivery
   Delivery Models
   Staffing
   System Complexity & Change
Teamwork and Collaboration
Conflict Management
   SBAR/STEPPS
   Civility
   Lateral Violence
Ethics
Health Care Quality
   Patient Safety
   Risk management
   National Patient Safety Goals
   Core Measures
   Evidence-based practice
   Advocacy & Caring
Information Technology
Diversity Issues
   Managing emotion
   Culture
Roles: Stress, Ambiguity, & Conflict
Caring
Role Transition

GRADING CRITERIA: Completion of NURS 4470 requires the successful completion of both the theoretical and clinical components of the course. Students must pass clinical to pass the
class. If a student fails clinical, he/she will receive an F in the course, regardless of their theory course grade.

In order to pass NURS 4470, the student must achieve the following:

1. Assignments 25% Average of all course assignments
   Computer Adaptive Testing (CAT) Exam 20% Conversion score (see table below)
   Management of Care Exam 20% HESI Conversion score

   **Students must achieve a minimum 75% combined average on the Management of Care Exam AND the CAT Exam to pass the didactic portion of the course.**

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Weight</th>
<th>Grade Criteria</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>Average of all assignments</td>
</tr>
<tr>
<td>NCLEX Questions</td>
<td>10%</td>
<td>Both sets must be &gt; 85% to receive credit</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Comprehensive Clinical Exam</td>
<td>Pass/Fail</td>
<td>Current pass score set by CONHS: 900 Allowed 3 attempts</td>
</tr>
<tr>
<td>Content &amp; Exam Study Portfolio</td>
<td>Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>Evolve Review of all End of Course Exams</td>
<td></td>
<td></td>
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<tr>
<td>Top Ten List Related Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Assignments</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>Clinical Evaluation</td>
<td>Pass</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
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**Conversion Score Grading Criteria for the CAT Exam**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>19.1 – 30</td>
<td>Exemplary Performance</td>
</tr>
<tr>
<td>16.61 – 19</td>
<td>Acceptable Performance</td>
</tr>
<tr>
<td>11.51 – 16.60</td>
<td>Minimally Acceptable Performance</td>
</tr>
<tr>
<td>5.76 – 11.50</td>
<td>Needs Further Preparation</td>
</tr>
<tr>
<td>0.00 – 5.75</td>
<td>Needs Further Preparation</td>
</tr>
</tbody>
</table>

2. **Students must achieve a minimum 75% combined average on the Management of Care Exam AND the CAT Exam to pass the didactic portion of the course.** Students who do not achieve a >75% average on the Management of Care Exam and the CAT exam will receive a D or F for the course based on this average. That is, the average of the Management of Care Exam and the CAT must be >75% for all other coursework to count into the final grade. In calculating the final grade, only the final overall course grade will be rounded.
3. Content and Exam Study Portfolio Completion: During the course of the semester, you will be required to review the materials in Evolve for the all program final exams and submit evidence of further study in the top two weakest areas.

4. Clinical Evaluation: A grade of “pass” on the Clinical Evaluation Tool and on any assignments or required paperwork related to clinical required by clinical faculty must be submitted in order to receive a grade.

5. **IN ADDITION, students must pass a comprehensive end-of-program clinical exam with a Score of 900 or greater. Students will have three attempts as scheduled in the course calendar to achieve this goal during the course. Students are expected to plan accordingly to take exams as scheduled.**

Exam Information:
The Management of Care Exam is a course specific exam on the content delivered in the course. The Computerized Adaptive Testing or CAT is an individualized computerized exam to determine your competence level based on the difficulty level of the questions. Each examination is designed to test major concepts in the NCLEX Test Plan with a certain percentage of questions covering content in each Test Plan area. The Test Plan for the RN NCLEX Exam developed by the National Council of State Boards of Nursing (NCSBN), can be accessed and downloaded from:  [https://www.ncsbn.org/4701.htm](https://www.ncsbn.org/4701.htm)

**ALL students will be required to purchase all exams and proctor site fees.**

Grading scale for TAMUCC CONHS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>65-74</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
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**LATE WORK:** Course assignments, module quizzes, and clinical assignments submitted late will be subject to point deductions as follows:

- **10 points will be deducted for submissions up to 1 week after the due date.**
- **20 points will be deducted for submissions 1-2 weeks late.**
- **A grade of zero will be awarded for any submissions greater than 2 weeks late.**

In the event that a student is aware they may need to submit an assignment late due to illness or other circumstances, it is the student’s responsibility to inform the professor prior to the due date. Deductions for late assignments with special circumstances and notification before the due date may be waived at the professor’s discretion.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with the professor before you decide to drop to be sure it is the best thing to do. Should dropping the
course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Faculty cannot drop you from a course.

**Mary Jeff Bell Library**

There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

**Center for Academic Achievement (CASA)**

The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

**POLICIES:**

**Evaluation Input from Students**

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

**Academic Integrity and Honesty**

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of
academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own).

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! (Wilson, 1985, p. 523)


Please see the following sites for additional information:

- University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
- University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)
- University Rules and Procedures: [University Procedure 13.02.99.C3.01 Academic Misconduct Cases](#)

**Students with Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

**Title IX**
As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Active Military Duty**
Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

**Grade Appeals Process**
The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services
Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. It is the STUDENT’S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.

The Texas A&M University Corpus Christi: TAMUCC College of Nursing and Health Sciences Student Handbook is available online: http://conhs.tamucc.edu/shb
## Appendix

<table>
<thead>
<tr>
<th>Course and Clinical Objectives</th>
<th>Examples of Expected Student Outcomes</th>
<th>Differential Essential Competencies (DECs) of Graduates of Texas Nursing Programs</th>
<th>AACN: The Essentials for Baccalaureate Education for Profession Nursing Practice</th>
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<tbody>
<tr>
<td>1. Apply advanced clinical concepts within various patient care settings to promote optimal patient-centered care outcomes.</td>
<td>Apply advanced clinical concepts and theories such as delegation, priority setting, advocacy, risk management, leadership, decision making, and quality improvement as a bases for problem solving, decision making and clinical reasoning. Apply current standards of professional nursing practice in providing care to individuals, families groups, communities and populations. Demonstrate ethical accountability and legal responsibility for professional practice. Integrate professional nursing values such as altruism, autonomy, human dignity and social justice into professional nursing practice.</td>
<td>II c. Synthesize comprehensive assessment data to identify problems, formulate goals/outcomes and develop plans of care for patients, families, populations and communities using information from evidenced-based practice and published research in collaboration with above groups and the interdisciplinary care team. I a. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting. I c. Promote the practice of professional nursing through leadership activities and advocacy. II a. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards. III f. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy. IV f. Assign and/or delegate nursing care to other members of the health care team based upon an analysis of patient or organizational need. IV g. Supervise nursing care provided by others for whom the nurse is responsible by using best practices of management, leadership and evaluation. Also: I b Id.IIa, IIg. Ile, III b, III c, IIIe, IVb, IVd, IVf</td>
<td>I.2 Synthesize theories and concepts from liberal education to build an understanding of the human experience. I.9 Values the ideal of lifelong learning to support excellence in nursing practice. II.1 Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care of delivery in a variety of settings. III.1 Explain the interrelationships among theory, practice and research. III.2 Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. VIII.1 Demonstrate the professional standards of moral, ethical and legal conduct. VIII.13 Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development. VIII.2 Assume accountability for personal and professional behaviors. V.10 Articulate, through a nursing perspective, issues, concerning health care delivery to decision makers within health care organizations and other policy arenas. V.11 Participate as a nursing professional in political processes and...</td>
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<tr>
<td>2. Formulate comprehensive, interdisciplinary plans of care for patients and families experiencing symptom distress to provide safe, compassionate and comprehensive care.</td>
<td>Utilize the nursing process in the formulation of holistic comprehensive plans of care for patients, families groups, communities and populations in various health care settings. Apply current standards of professional nursing practice in providing care. Utilize leadership and management skills while implementing safety principles to create a safe, caring environment for the delivery of care. Use information management and patient care technologies in the delivery of health care. Collaborate with other inter-professional health care team members to provide health promotion and disease and injury prevention across the lifespan. Demonstrate ethical and legal responsibility for professional practice.</td>
<td>Ib. Assumes responsibility and accountability for the quality of nursing care provided to patients, families, populations and communities. II e. Implement the plan of care for patients, family’s populations and communities within legal, ethical and regulatory parameters and in consideration of disease prevention, wellness and promotion of healthy lifestyles. II d. Provide safe, compassionate, comprehensive care to patients, families, populations and communities through a broad array of health services. II g. Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health promotion, maintenance, restoration, and population risk reduction. III b. Implement measures to promote quality and a safe environment for patients, self and others. III c. Formulate goals and outcomes using and evidenced-based and theoretical analysis of available data to reduce patient and community risk. III d. Obtain instruction, supervision or training, as needed when implementing nursing procedures or practices. IV a. Coordinate, collaborate, and communicate with patients, families, population, communities and the interdisciplinary health care team to plan, deliver and evaluate care. IV c. Use multiple referral resources for patients, families, populations, and communities considering cost, confidentiality, effectiveness and efficiency of care, continuity and continuum of care, and health promotion, maintenance and restoration. IV b. Serves as a health care advocate in monitoring and promoting quality and access to health care for patients, families, populations and communities. I.2 Synthesize theories and concepts from liberal education to build an understanding of the human experience. I.3 Use skills of inquiry, analysis, and information literacy to address practice issues. VI.2. Use inter and intra-professional communication and collaborative skills to deliver evidence-based patient-centered care. VI.3 Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships. II.2 Demonstrate leadership and communication skills to effectively implement safety and quality improvement initiatives within the context of the interprofessional team. III.5 Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes. VII.5 Use evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral and follow-up throughout the life span. Also: I.1, I.3, VI.3, IX.5, IX.6, III.7, VII.5</td>
<td></td>
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grassroots legislative efforts to influence healthcare policy. Also: I.1, I.3, VI.3, IX.5, IX.6, III.7, VII.5 |
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<th></th>
<th>Apply evidenced-based practice knowledge from nursing and the sciences when managing complications of disease progression or acute exacerbations of disease processes.</th>
<th>Apply concepts, models, theories and evidence from nursing and the sciences (humanities, psychological and sociological sciences) as the foundation for professional nursing practice. Modify care and advocate for patients in reflecting current and changing healthcare systems, health policies and global health care factors.</th>
<th>II 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 decision making and comprehensive patient care. IV a. Coordinate, collaborate and communicate with patients, families, communities, and the interdisciplinary health care team to plan, deliver and evaluate care. II b. Coordinate human information, and material management resources in providing care for patients, families, populations and communities. IV c. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote optimal health status of patients, families, populations and communities. Also: IId, Ilc, Ilg, IIIa, IIIb, IIIId, IVa, IVb, IVg</th>
<th>I.1 Integrate theories and concepts from liberal education into nursing practice. I.2 Synthesize theories and concepts from liberal education to build an understanding of the human experience. I.3 Uses skills of inquiry, analysis and information literacy to address practice issues. III.7 Collaborate in the collection, documentation, and dissemination of evidence. VI.1.2 Use inter and intra-professional communication and collaborative skills to deliver evidence-based patient-centered care. VII.4 Use behavioral change techniques to promote health and manage illness. Also: I.3, VI.3, IX.5, IX.6, II.1, II.2, III.2, III.5, VII.5, VIII.1, VIII.2, V.1</th>
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<td>3.</td>
<td>Synthesize nursing knowledge related to culturally and socially diverse patients, families and populations in collaboration with interdisciplinary health care teams.</td>
<td>Synthesize nursing knowledge related to culturally and socially diverse patients, families and populations in collaboration with interdisciplinary health care teams.</td>
<td>II b. Determine the physical and mental health status, needs and preferences of culturally, ethically and socially diverse patients, families, populations and communities based upon interpretation of comprehensive health assessment findings compared with evidenced-based health data and a synthesis of knowledge derived from a baccalaureate degree nursing program of study. 3a. Provide culturally sensitive health care to patients, families, populations, and communities. 3c. Provide holistic care that addresses the needs of diverse individuals and populations across the life span. 3d. Advocate for policy development to support care of vulnerable populations and communities. Also: IId, Ilg</td>
<td>I.5 Apply knowledge of social and cultural factors to care for diverse populations. 7.3 Assess health/illness beliefs, values, attitudes, and practices of individuals, families, groups, communities and populations. 9.5 Deliver compassionate, patient-centered care, evidenced-based care that respects patient and family preferences. 9.6 Implement patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences. Also: 6.2, 8.1</td>
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<td>4.</td>
<td>Demonstrate accountability for lifelong learning and professional growth.</td>
<td>Demonstrate accountability for lifelong learning and professional growth.</td>
<td>I d. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-</td>
<td>I.9 Value the ideal of lifelong learning to support excellence in nursing practice.</td>
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</table>
|   | analysis, self-care and lifelong learning.  
III e. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.  
4 a. Use performance and self-evaluation processes to improve individual nursing practice and professional growth.  
Also: III | I, II, III, IV, V, VI, VII, VIII, IX, X |}

Differentiated Essential Competencies of Graduates of (DECs) of Graduates of Texas Nursing Programs  
http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf  
The Essentials of Baccalaureate Education for Professional Nursing Practice:  
http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf