**Entry Level Learning Activity #1**

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| **Domain 9: Professionalism**  **Level 1** | **9.1 Demonstrate an ethical comportment in one’s practice reflective of nursing’s mission to society.**  **Sub-competencies a through g** |
| Integrative Learning Strategies | **Ethical Comportment Written Assignment**  In advance of a time when you are given a patient assignment, determine when you will complete your Ethical Comportment Assignment and submit to your clinical faculty by a mutually determined deadline.  **Learning Outcomes**  1. Discuss the importance of ethical comportment in nursing practice.  2. Explain ethics in relation to nursing’s social contract.  **Preparation**  1. Engage a patient and/or family with the idea in mind that this will be the day you complete this assignment. You should seek to have a verbally responsive patient and/or family.  2. Have a copy of the ANA Code of Ethics for Nurses available in the practice setting and when completing the written assignment.  **In the Practice Setting**  1. Become aware of the provisions and themes of the ANA Code of Ethics for Nurses.  2. Actively demonstrate ethical behaviors.  3. Change ethical behaviors as needed based on situational awareness  4. Note any unethical behaviors.  5. Be aware of instances when you can safeguard privacy, confidentiality, and support autonomy.  6. Be aware of instances when you advocate for the patient’s right to self-determination.  **To Complete the Ethical Comportment Written Assignment**  In a 600-word, double-spaced, 12-point Times New Roman essay format, complete the following:  1. Share and explain three examples in which you applied components of the ANA Code of Ethics for Nurses in your care today (15 pts)  2. Reflection: Answer the question, how did my actions today reflect the ANA Code of Ethics for Nurses, and what were the consequences of my implementation of the ANA Code of Ethics for Nurses? (15 pts)  3. List/specifically identify ethical behaviors you demonstrated in your work with the patient and/or family today. (15 pts)  4. Describe your own self and situational awareness in the practice setting today.  a. What does “self and situational awareness” mean?  b. What are examples that demonstrate my own self and situational awareness?  c. Imagine a time when a nurse’s lack of self and situational awareness could lead to unethical behavior or harm. Describe how you think the consequences might manifest themselves? (15 pts)  5. Describe an actual or hypothetical time when you would report unethical behaviors seen in the practice setting. (15 pts)  6. Discuss how schools of nursing and health care organizations safeguard patient privacy, confidentiality, and autonomy. Share three examples. (15 pts.)  7. Describe one way that you advocated for your patient’s/family’s right to self-determination today. If you did not do anything directly, what mechanisms are in place in the health care organization to affirm the patient’s right to self-determination? (10 pts)  Total points = 100 |
| Resources | ANA Code of Ethics for Nurses (2015) |
| Recommended Content | Explain that this is a performance (competency)-based exercise that draws from a selected patient/family contact opportunity during the course of the nursing program. |
| Recommended Assessment Strategies | |  |  |  |  | | --- | --- | --- | --- | | **Grading Rubric** | **25 points per category** | **16 points per category** | **4 points per category** | | **Originality** | The writer demonstrates the ability to **insightfully** create and convey new ideas. Ambitious and mature, reflecting the freshness of the writer’s ideas; strategies and/or perspectives imply excellence in thinking. | The writer demonstrates the ability to clearly create new ideas.  Represents ideas clearly and effectively. | The writer’s work fails to demonstrate the ability to create new ideas. | | **Expression of Ideas** | Moves the reader effortlessly through logical and concise presentation of ideas and issues. | Moves the reader competently but mechanically through a straightforward presentation of ideas and issues. | Often requires the reader to search for connections between ideas and guess at the writer’s intent. | | **Strength of Argument** | The text demonstrates the writer’s ability to state ideas clearly and effectively, provide substantial support for them, and discuss them in a manner that addresses their complexity. | The text demonstrates the writer’s ability to generally state ideas, provide support for them and discussing them in a manner that suggests their complexity. | The text fails to demonstrate the writer’s ability to state ideas clearly and effectively, provide support for them, and/or discuss them in a manner that suggests their complexity. | | **Clarity** | Mature sentences or various types and lengths; apt word choices; effective use of metaphor and analogy; an appropriate tone and a distinctive voice. | Includes sentences of a fairly uniform type and length; standard word choice; infrequent use of metaphor and analogy; generally appropriate tone; and a generically competent voice. | Displays errors that compromise rhetorical effectiveness; incomprehensible sentences; incorrect or inappropriate word choice; no use of metaphor or analogy inappropriate tone and/or voice. | |
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**Entry Level Learning Activity #2**

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| **Domain 9: Professionalism**  **Level 1** | **9.5a and b Describe nursing’s professional identity and contributions to the healthcare team.** |
| Integrative Learning Strategies | 1. Find an image online (OR take a picture yourself) that you believe depicts the professional image or nursing. Note: if you take the picture yourself it cannot have any facial images or identifiers such as organizational names, street names, etc. The image can be historical, or current depictions of nursing. If you use an online image, be sure to include the attribution (URL, copyright information). 2. Post the image in this week’s discussion board. Be prepared to answer the following questions 3. Why you selected this picture/why does it speak to you 4. What core values of nursing do you see in this image (integrity, altruism, inclusivity, compassion, courage, humility, advocacy, caring, autonomy, humanity, or social justice) 5. How does the historical context of this image reflect on the image you selected? 6. Discuss the following with your classmates after you make your initial post.    1. What are your thoughts and feelings as you see this image depicting nursing?    2. How does the media influence the image of nursing?    3. What role can YOU play to positively influence the image of nursing? |
| Resources |  |
| Recommended Content | Kearney-Nunnery, R. (2020). *Advancing your career: Concepts of professional nursing* (6th ed.). Philadelphia: F.A. Davis. Chapter 1, 2    Gyrmpa, N. (2009). Nursing in need of transformation: What are we searching for? *Journal of Christian Nursing, 26* (3), *167-169 only.*    Kalisch, BJ. (1975). Slaves, servants, or saints? An analysis of the system of nurse training in the United States, 1873-1948. *Nursing Forum (Hillsdale), 14* (3), 222-263.    TenHoeve, G., Jansen, G., & Roodbol, P. (2013). The nursing profession: public image, self- concept and professional identity. A discussion paper. *Journal of Advanced Nursing, 70*, 295-309. |
| Recommended Assessment Strategies | **Discussion Forum Rubric**    **DF post quality, timing and frequency**  To earn the full points 10 points for each discussion forum, the following criteria are required:     * The first post to Discussion Forum question is by Wednesday at 23:59 of the week it is due. * The post must be insightful, answered thoroughly, original with high quality, and use examples from content discussed in course notes, text material, or other scholarly (peer reviewed) sources. * Students must then respond to posts by other students at least twice by Sunday at 23:59 of the same week. (This includes responding to questions/comments others posted to the student’s original post). * The responses are expected to consistently demonstrate reflection on the topic and initial post and contribute to the discussion. * Each post (initial post and each response) must be on **three different days, 12 hours apart** to receive full points**.** * Please site your sources appropriately with in-body citations (author, year) and full APA citation list in the reference list.     **Deductions from the 10 points for each DF include deductions for**   * Grammar and spelling that detract from reading (-1 to -2 points) * Initial post is lacking in insight, originality, or quality (-1) * Initial post does not connect to course material or scholarly sources to answer the discussion question (-2) * Sources are not cited at all (-1) * Sources are not cited appropriately (-0.5) * Responses do not contribute to the discussion (more of a monologue) (-1) * No first post before Wednesday at 23:59 (-1) * No first post before Thursday at 23:59 (-2) * No responses by Sunday at 23:59 (-3) * Only posted one response by Sunday at 23:59 (-2) * All posts (initial + responses) are on the same day within 24 hours (-3) * Responses are on the same day within 24 hours (-2) |
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**Entry Level Learning Activity #3**

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| **Domain 9: Professionalism**  **Level 1** | **9.5 Demonstrate the professional identity of nursing.**  **9.5.a Describe nursing’s professional identity and contributions to the healthcare team.** |
| Integrative Learning Strategies | **Settings and Skills of Nurses and their Contribution to the Team**  Students will research the settings that nurses at their entry level work, who they work with, and what the scope and skills of their jobs are.  **Assignment**  Students will choose two from a list of healthcare settings in which nurses work (hospitals, clinics, schools, home, industry, etc.) or brainstorm other settings not listed. They will research what the role of the nurse is, who the other members of the healthcare team are, and how they all work together. In addition, they will seek out skills that the nurse is expected to perform in the various settings. Students will bring this information to class. They may use internet sources, call local agencies, speak with nurses in the community, etc. |
| Resources | <https://nursejournal.org/articles/things-you-can-do-with-a-nursing-degree/>  <https://www.allnursingschools.com/bsn/career-paths/>  <https://www.indeed.com/career-advice/finding-a-job/types-of-nurses> |
| Recommended Content | **Think, pair, share activity (in class/lab)**  1. First, students will take a 3x5 card and write down two places where nurses work, who they work with, and what the scope and skills of their job would be.  2. Next, students pair up and compare their cards, noting differences and similarities. Depending upon class size, pairs can both pair up with one other group to again discuss and compare their lists. If small class size, move on to final step.  3. Finally, each group will take turns approaching the poster board/ white board and list the settings and skills discovered. No group will repeat, but rather find unique settings, responsibilities, and skills. Once all the groups have gone, and all the settings/ skills are listed, the class will have a discussion led by the faculty on additional information on the settings and the skills. The discussion questions will be more organic based on what the students bring forward.  4. Students will then choose their top two settings and write a one-page paper on the ways in which nurses contribute to the healthcare team in that particular setting. |
| Recommended Assessment Strategies | Group participation grade  Paper inclusive of specific contributions from the nurse to the team based on the scope and standards of the nurse. See below for optional participation rubric.     |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Category** | **4** | **3** | **2** | **1** | | **Contributions** | Consistently provides useful ideas when participating in the group and in classroom discussions. | Usually provides useful ideas when participating in the group and in classroom discussions. | Sometimes provides useful ideas when participating in the group and in classroom discussions. | Rarely provides useful ideas when participating in the group and in classroom discussions. | | **Attitude** | Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s). | | **Focus on the task** | Consistently stays focused on the task and what needs to be done. Very self-directed. | Focuses on the task and what needs to be done most of the time. Other group members can count on this person. | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task. | Rarely focuses on the task and what needs to be done. Lets others do the work. | | **Working with Others** | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause" waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. | |
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**Entry Level Learning Activity #4**

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| **Domain 9: Professionalism**  **Level 1** | **9.3 Sub-competencies, 9.3, a, d, e, g**  **9.4 Sub-competencies, 9.4 a, b, c** |
| Integrative Learning Strategies | **Learning Objectives**  1. Students will demonstrate the ability to advocate for a state bill that impacts nursing profession, public health, or public safety.  2. Students will create a quick (elevator) speech to defend the profession of nursing by advocating for legislation at the state level.  **Preparation**  Post ANA resources for reading prior to class; also, identify any legislation before your state house/senate that impacts nursing profession, public health, or public safety (L2: have students find state bill). This learning activity simulates interaction with a state legislator.  **Assignment**  1. Students develop a five-minute elevator speech that addresses either supporting or not supporting the identified piece of legislation. Have data from reputable sources ready to support your claim.  2. Arrange for graduate level students to serve as state legislatures to meet with students as they advocate for or against a bill. (Online: have “state legislator” in a breakout room and move students into or out of rooms per a pre-determined schedule). Graduate students should act like they do not have any nursing knowledge when interacting with students.  3. As students return or wait for their turn to give their elevator speech, have alternative assignment, such as a journal article to read on advocating for the profession, following a journal club format.  4. When all students complete their rotations, do a debrief with the entire class.   * 1. “State legislators”: did students introduce themselves as a nurse (RN to BSN) or nursing student? As one of their constituents?   2. How strong of an argument did the students provide? Were you convinced on how to vote based on their advocacy?   3. For students: how did you feel prior to the simulation? After? What went right? What could you do better the next time?   5. Students write a reflective journal on the topic of advocating for the profession, including differences and similarities to advocacy skill used when interacting with patients 1:1. Also, address how advocating for the profession addresses health promotion, social justice/equity, and any vulnerable populations. Closing paragraph on how this advocacy simulation impacts their professional identity of nursing, as it relates to legal issues and accountability to public.  6. Students are graded on the reflective journal using a rubric. |
| Resources | ANA and AACN Advocacy:  <http://www.aacnnursing.org/Portals/42/Policy/PDF/AACNPolicyHandbook_2010.pdf>  <https://www.nursingworld.org/practice-policy/advocacy/ana-advocacy-toolbox/> |
| Recommended Content | L1: state bill to address  ANA advocacy sources |
| Recommended Assessment Strategies | Adapt to points allotted for reflective journal, or pass/fail (see below) |
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**Elevator Speech Assignment Rubric**

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| **Student Score** | **10 points** | **9 points** | **8 points** | **7 points** |
|  | Each question answered completely with examples, evidence of reflection and application of knowledge. Journal entry demonstrates high level of thought, student insight and clarity in expression and language, relevance to course learning, depth of reflection and analysis, interconnections with course materials, and self-criticism. | Two questions answered completely with examples, evidence of reflection and application of knowledge, *or* one answer lacking in examples, depth of reflection or application of knowledge. Journal entry demonstrates above average level of thought, student insight and appropriate writing. | One question answered completely with evidence of reflection and application of knowledge, *or two* answers lacking in examples, depth of reflection or application of knowledge. Journal entry demonstrates moderate level of thought, student insight and appropriate writing. | None of the questions are answered completely or demonstrate evidence of reflection and application of knowledge. All answers lack examples, depth of reflection or application of knowledge. Journal entry lacking adequate level of thought, student insight and appropriate writing. |

**Entry Level Learning Activity #5**

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| **Domain 9: Professionalism**  **Level 1** | **9.5 Demonstrate the professional identity of nursing.**  **9.5a Describe nursing’s professional identity and contributions to the healthcare team.** |
| Integrative Learning Strategies | **Settings and Skills of Nurses and Their Contribution to the Team**  Students will research the settings that nurses at their entry-level work: who they work with, and what the scope and skills of their jobs are.  **Preparation**  Students will choose two from a list of healthcare settings in which nurses work (hospitals, clinics, schools, home, industry, etc.) or brainstorm other settings not listed.  **Activity**  Students will research what the role of the nurse is, who the other members of the healthcare team are, and how they all work together. In addition, they will seek out skills that the nurse is expected to perform in the various settings. Students will bring this information to class. They may use internet sources, call local agencies, speak with nurses in the community, etc. |
| Resources | <https://nursejournal.org/articles/things-you-can-do-with-a-nursing-degree/>  <https://www.allnursingschools.com/bsn/career-paths/>  <https://www.indeed.com/career-advice/finding-a-job/types-of-nurses> |
| Recommended Content | **Think, pair, share activity (in class/lab)**  1. First, students will take a 3x5 card and write down two places where nurses work, who they work with, and what the scope and skills of their job would be.  2. Next, students pair up and compare their cards, noting differences and similarities. Depending upon class size, pairs can both pair up with one other group to again discuss and compare their lists. If small class size, move on to final step.  3. Finally, each group will take turns approaching the poster board/ white board and list the settings and skills discovered. No group will repeat, but rather find unique settings, responsibilities, and skills.  Once all the groups have gone, and all the settings/skills are listed, the class will have a discussion led by the faculty on additional information on the settings and the skills. Students will then choose their top two settings and write a one-page paper on the ways in which nurses contribute to the healthcare team in that particular setting. |
| Recommended Assessment Strategies | Group participation grade  Paper inclusive of specific contributions from the nurse to the team based on the scope and standards of the nurse. |
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**Entry Level Learning Activity #6**

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| **Domain 9: Professionalism**  **Level 1** | **9.2 Employ a participatory approach to nursing care.**  **9.2c Demonstrate empathy to the individual’s life experience.**  **9.2d Advocate for practices that advance diversity, equity and inclusion.**  **9.2e Demonstrate cultural sensitivity and humility in practice.** |
| Integrative Learning Strategies | **Activity**  This is a clinical activity using Caputi’s Focused Learning Activity (FLA) model.  **Learning Outcomes**  1.Knowledge   1. Define empathy in a patient care context 2. Recognize that nurses and health professionals are important influences in conveying and expressing empathy to patients and families 3. Articulate the tenets of diversity, equity and inclusion as expressed in today’s health care environment 4. Describe the differences between cultural sensitivity and cultural humility in a patient care context   2. Skills   1. Practice describing the difference between cultural sensitivity and cultural humility with a peer student 2. Practice active listening skills to use when expressing empathy with the patient and family 3. Practice communication with peers as you convey a value of diversity, equity and inclusion 4. Communicate with assigned patient and document your expression of empathy on the documentation form 5. Communicate with assigned patient and document how you advocated for practices that advance diversity, equity and inclusion on the documentation form 6. Interact with a patient and document how you demonstrated cultural sensitivity and cultural humility in a practice situation on the documentation form   3. Attitudes   1. Acknowledge the innate value of each human being in patient and family encounters 2. Value the therapeutic use of self that comes from communicating a well-understood participatory approach to nursing   **Resources needed for this assignment:**  1. A patient assignment  2. Computer or electronic device to use as a guide for conversation  3. Computer or electronic device to record experience/evidence of demonstrating/meeting the three sub-competencies  4. Documentation form (see below)  Total time on task: 1 hour  **Student Instruction for Assignment**  1. Review definitions of empathy, diversity, equity and inclusion, and cultural sensitivity and cultural humility  2. Schedule a practice session with a peer student to review/practice communicating empathy, diversity, equity and inclusion, and cultural sensitivity and cultural humility to patients and/or family  3. Schedule a practice session with peer student to review/practice how the student will advocate for diversity, equity and inclusion practices in patient care.  4. Interact with patient and/or family  5. Document your actions and assessment of your own abilities in approaching patients/families/organizations re: empathy, diversity, equity and inclusion, and cultural sensitivity and cultural humility.    **Grading Rubric**   |  |  |  | | --- | --- | --- | | **Behavior** | **Satisfactory** | **Unsatisfactory** | | 9.2c: Demonstrate empathy to the individual’s life experience | Comprehensively communicates how the student conveyed empathy to the patient; reflects with depth on the experience | Unable to identify or fails to recognize key elements of empathy and provide examples of conveying empathy to the patient. | | 9.2d: Advocate for practices that advance diversity, equity and inclusion; | Selects an avenue in which to advocate for diversity, equity and inclusion in the clinical health care environment, and advocates. Reflects on the experience of advocacy. | Unable to identify or fails to recognize key elements of diversity, equity and inclusion and provide examples of advocating for practices that advance diversity, equity and inclusion in the practice setting. | | 9.2e: Demonstrate cultural sensitivity and humility in practice | Comprehensively communicates how the student conveyed both cultural sensitivity and cultural humility in the practice setting. Reflects with depth on the experience. | Unable to identify or fails to recognize key elements of cultural sensitivity and cultural humility provide examples in practice. |     **Documentation Form**     |  |  |  | | --- | --- | --- | | **Documentation Form** | **Patient initials** | **Date/Student Name** | |  |  |  | | **Behavior** | **Documentation** | **Reflection** | | 9.2c: Demonstrate empathy to the individual’s life experience |  |  | | 9.2d: Advocate for practices that advance diversity, equity and inclusion |  |  | | 9.2e: Demonstrate cultural sensitivity and humility in practice |  |  | |
| Resources | Crigger, N. & Godfrey, N. (2010). The importance of being humble. *Advances in Nursing Science, 33.* (4), 310-319.  ANA Code of Ethics for Nurses (2015). American Nurses Association |
| Recommended Content | See above |
| Recommended Assessment Strategies | See above |
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**Entry Level Learning Activity #7**

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| **Domain 9: Professionalism**  **Level 1** | **9.3 Demonstrate an accountability to the individual, society and profession.**  **9.3d: Take responsibility for one’s roles, decisions, obligations, actions and care outcomes.**  **9.3f: Demonstrate adherence to a culture of civility.**  **9.3h: Engage in peer evaluation.** |
| Integrative Learning Strategies | **Learning Outcomes**  1. Knowledge   1. Review school of nursing documents that reflect the educational standard that as a nursing student, one understands that one is charged with taking responsibilities for one’s roles, decisions, actions and care outcomes. 2. Participate in small group discussions with new students to discuss how this standard is enacted in the nursing program. 3. Articulate why civility is important in the health care setting in view of patient safety concerns 4. Describe the value of peer understanding and evaluation   2. Skills   1. Discuss how taking responsibility for one’s roles, decisions, and actions might play out in clinical practice situations 2. Practice interacting in civil ways in role-playing activities in small groups with fellow students using cues from Rischer, K. (2022) *Laying the Foundation for Professional Practice’s* chapter on civility. 3. Demonstrate peer review in evaluating a mini essay by fellow student, explaining your responses   3. Attitudes   1. Value accountability and responsibility in the educational setting. 2. Value accountability and responsibility in the clinical setting. 3. Acknowledge that accountability, responsibility, civility and peer support are part of being a nurse professional   **Resources needed for this assignment:**  1. 1-2 student partners  2. Access to school’s documents on student accountability and responsibility.  3. Access to Rischer, K. (2022). Civility chapter, *Laying the Foundation for Professional Practice.*  4. Computer to complete one’s own mini-essay and the ability to see a peer’s essay to evaluate.  Total time on task: 1 hour  **Student Instruction for Assignment**  1. Determine which 1-2 students will be together in a work group.  2. Review the assignment:   1. Review SON documents that address accountability and responsibility; discuss within the group. 2. Questions to raise in the group: 1) are you surprised that these details are spelled out in this way? Why or why not? 2) why is it important to be sure we are aware of these expectations? 3. Review the civility chapter in the Rischer text. Students will role-play 1-3 scenarios. Reflection questions after role-playing:    1. Why is attention to civility so important?    2. What impact does incivility have on patient care and safety?    3. What impact does it have on the work environment? 4. Complete the following mini essay: Write a five-minute essay on the importance of having a sense of belonging in nursing, with an established set of standards? Give two examples of what this sense of belonging might look like. 5. After completing the essay, trade essays with another student. Give written feedback to the student about the essay, noting the details of the assignment. Trade essays and repeat. After performing the peer evaluation, discuss why it is important to have peer review activities as a member of a profession.   **Grading Rubric**   |  |  |  | | --- | --- | --- | | **Behavior** | **Satisfactory** | **Unsatisfactory** | | 9.3d: Take responsibility for one’s roles, decisions, obligations, actions and care outcomes. | Actively engages in efforts to examine SON documents for references to accountability and responsibility. Engages in conversation about the assignment with peers. | Does not engage or discuss accountability and responsibility considerations in the SON and in nursing. | | 9.3f: Demonstrate adherence to a culture of civility. | Actively engages in role-playing activity, treating peer colleagues with respect and interest. Demonstrates civility behaviors in small group activities. | Does not engage in role-playing activities or small group discussion about civility. Does not display civil behaviors to peers and class leaders. | | 9.3h: Engage in peer evaluation | Comprehensively communicates how the peer student followed the essay prompt and affirmed areas of success. If needed, notes areas of omission. Treats peer colleagues with respect. | Unable to identify areas meeting or not meeting the essay assignment. Does not respectfully provide feedback for peer student(s). | |
| Resources | ANA Code of Ethics for Nurses (2015); <https://www.sreb.org/sites/main/files/file-attachments/clarksreb_ccen_final_postable.pdf>  Rischer, K. (2022). *Laying the Foundation for Professional Practice.* Bethany Press. |
| Recommended Content | See above |
| Recommended Assessment Strategies | See above |
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**Entry Level Learning Activity #8**

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| **Domain 9: Professionalism**  **Level 1** | **9.6 Integrate diversity, equity, and inclusion as core to one’s professional identity.**  **9.6a: Demonstrate respect for diverse individual difference and diverse communities and populations.**  **9.6b: Demonstrate awareness of personal and professional values and conscious and unconscious biases.**  **9.6c: Integrate core principles of social justice and human rights into practice.** |
| Integrative Learning Strategies | **Diversity, Equity and Inclusion Written Assignment**  **Learning Outcomes**  1. Discuss the contemporary definitions of diversity, equity and inclusion.  2. Apply diversity, equity and inclusion values in an encounter with patient/family using written assignment guidelines.  3. Reflect on diversity, equity and inclusion as foundational concepts to one’s professional identity as a nurse.  **Preparation**  In advance of a time when you are given a patient assignment, determine when you will complete the Diversity, Equity and Inclusion Written Assignment. Request that your clinical faculty member select a patient from an underrepresented group. Submit the written assignment to your clinical faculty by a mutually determined deadline.  1. Engage a patient and/or family with the idea in mind that this will be the day you complete this assignment. You should seek to have a verbally responsive patient and/or family.  2. Have a copy of the ANA Code of Ethics for Nurses available in the practice setting and when completing the written assignment.  3. Read the Morrison, et al., 2021 article (in references).    **In the Practice Setting**  1. Actively demonstrate respect for diversity, equity and inclusion.  2. Interact authentically with the patient and/or family.  3. Be mindful of your interactions and the assignment rubric so you can construct the reflection paper assigned.    **To Complete the Diversity, Equity and Inclusion Written Assignment**  In a 600-word, double-spaced, 12-point Times New Roman essay format, complete the following:    1. Share and explain three examples in which you applied components of the ANA Code of Ethics for Nurses and diversity, equity and inclusion in your care today (15 pts)  2. Reflection: Answer the question—How did my actions today reflect the values of diversity, equity and inclusion, and what were the consequences of my implementation of these values? (15 pts)  3. List/specifically identify ethical behaviors reflective of valuing diversity, equity and inclusion in your work with the patient and/or family today. (15 pts)  4. Describe your own self and situational awareness in the practice setting today.   1. What does “self and situational awareness” mean? 2. What are examples that demonstrate my own self and situational awareness? 3. Imagine a time when a nurse’s lack of self and situational awareness could lead to unethical behavior or harm. Describe how you think the consequences might manifest themselves? (15 pts)   5. Describe an actual or hypothetical time when you would report unethical or disrespectful behaviors regarding diversity, equity and inclusion seen in the practice setting. (15 pts)  6. Describe one way that you advocated for your patient’s/family’s diversity, equity and/or inclusion today. If you did not do anything directly, what mechanisms are in place in the health care organization to affirm the patient’s diversity, equity and inclusion? (10 pts)  7. Describe how valuing diversity, equity and inclusion can be core to how a nurse envisions oneself as a nurse. Also, explain how behaviors that demonstrate valuing diversity, equity and inclusion can reflect and/or form a nurse’s professional identity? (15 pts.)  Total points = 100 |
| Resources | ANA Code of Ethics for Nurses (2015)    Morrison, V., Hauch, R. R., Perez, E., Bates, M., Sepe, P., & Dans, M. (2021). Diversity, equity, and inclusion in nursing: The pathway to excellence framework alignment. Nursing Administration Quarterly, 45(4), 311-323. <https://doi.org/10.1097/NAQ.0000000000000494> |
| Recommended Content | See above |
| Recommended Assessment Strategies | |  |  |  |  | | --- | --- | --- | --- | | **Grading Rubric** | **25 points per category** | **16 points per category** | **4 points per category** | | **Originality** | The writer demonstrates the ability to **insightfully** create and convey new ideas. Ambitious and mature, reflecting the freshness of the writer’s ideas; strategies and/or perspectives imply excellence in thinking. | The writer demonstrates the ability to clearly create new ideas.  Represents ideas clearly and effectively. | The writer’s work fails to demonstrate the ability to create new ideas. | | **Expression of Ideas** | Moves the reader effortlessly through logical and concise presentation of ideas and issues. | Moves the reader competently but mechanically through a straightforward presentation of ideas and issues. | Often requires the reader to search for connections between ideas and guess at the writer’s intent. | | **Strength of Argument** | The text demonstrates the writer’s ability to state ideas clearly and effectively, provide substantial support for them, and discuss them in a manner that addresses their complexity. | The text demonstrates the writer’s ability to generally state ideas, provide support for them and discussing them in a manner that suggests their complexity. | The text fails to demonstrate the writer’s ability to state ideas clearly and effectively, provide support for them, and/or discuss them in a manner that suggests their complexity. | | **Clarity** | Mature sentences or various types and lengths; apt word choices; effective use of metaphor and analogy; an appropriate tone and a distinctive voice. | Includes sentences of a fairly uniform type and length; standard word choice; infrequent use of metaphor and analogy; generally appropriate tone; and a generically competent voice. | Displays errors that compromise rhetorical effectiveness; incomprehensible sentences; incorrect or inappropriate word choice; no use of metaphor or analogy inappropriate tone and/or voice. | |
| Author, Credentials, Affiliation/Employer, Email | Nelda Godfrey, PhD, ACNS-BC, FAAN; University of Kansas School of Nursing, Kansas City, KS, [ngodfrey@kumc.edu](mailto:ngodfrey@kumc.edu). |
| Peer Reviewer | Amy Hite, EdD(c), DNP, APRN, FNP-C, [ahite@pittstate.edu](mailto:ahite@pittstate.edu) |

**Advanced Level Learning Activity #1**

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| **Domain 9: Professionalism** | **9.1 Demonstrate an ethical comportment in one’s practice reflective of nursing’s mission to society.**  **9.5 Demonstrate the professional identity of nursing.**  **Sub-competencies addressed by this activity: 9.1h, 9.1i, 9.1j, 9.1k, 9.5h.** |
| Integrative Learning Strategies | **Ethical dilemma experienced in clinical practice and APRN role**  This activity requires the student to apply ethics principles and policy content to an ethical dilemma experienced in clinical practice. The student will present the case study in which the APRN will fill a leadership role in solving the ethical dilemma. The case study should focus on a situation in which unethical behavior was displayed by one or more interprofessional team members. In addition, the example must involve the APRN collaborating with interprofessional team members in solving the dilemma. The activity requires the student to complete a literature search for sources to use to support the discussion.  **Discussion Board Assignment**  Nurses in most areas of clinical practice regularly encounter ethical dilemmas. Take time to reflect on your past and present clinical practice as a registered nurse and on your future APRN role. Think about a patient care experience and situation in which you experienced an ethical dilemma. The example should include unethical behavior by one or more interprofessional team members. Many times, APRNS assume a leadership role and collaborate with interprofessional team members in resolving these types of ethical dilemmas. As an APRN in a leadership role, how would you resolve the ethical dilemma? Answer the following questions in your initial discussion board post this week:  1. In your initial post, describe the ethical dilemma and situation. To protect confidentiality and privacy of participants, please do not include any identifying information. Use pseudonyms for names, locations, etc. in your discussion.  2. Based on the American Nurses Association Code of Ethics for Nurses, which provision(s) can you use to guide and resolve the ethical dilemma? In addition, include use of other ethical principles (e.g., beneficence, autonomy, social justice, integrity, etc.) that you could also use to guide your actions.  3. Discuss legal ramifications or laws that can help guide solving the ethical dilemma.  4. How would you involve other interprofessional team members in solving the ethical dilemma? How would you work with the team member(s) who displayed unethical behavior?  5. What healthcare facility policies need to be in place or reviewed to assist the APRN and team in solving or preventing this ethical dilemma? Who would you involve in reviewing, revising, and developing policies? How would you communicate the policies to the team? |
| Resources | American Nurses Association (2015). Code of ethics for nurses with interpretive statements.  <https://www.nursingworld.org/coe-view-only>  American Association of Nurse Practitioners (2019). Standards of practice for nurse practitioners.  <https://storage.aanp.org/www/documents/advocacy/position-papers/StandardsOfPractice.pdf>  International Council of Nurses. (2012). The ICN code of ethics for nurses  <https://www.icn.ch/sites/default/files/inline-files/2012_ICN_Codeofethicsfornurses_%20eng.pdf>  Dolan, C. (2017). Moral, ethical, and legal decision-making in controversial NP practice situations. *The Journal for Nurse Practitioners, 13*(2), 57-65.  Farmer, L., & Lunday, A. (2017). Informed consent: Ethical and legal considerations for advanced practice nurses. *The Journal for Nurse Practitioners, 13*(2), 124-130.  Grace, P. J. (2018). Nursing ethics and professional responsibility in advanced practice (3rd ed.). Jones & Bartlett Learning.  Nickitas, D. M., Middaugh, D. J., & Feeg, V. D. (2020). Policy and politics for nurses and other health professionals: Advocacy and action. Jones & Bartlett Learning.  Buettner-Schmidt, K., & Lobo, M. L. (2011). [Social justice: A concept analysis](https://doi-org.ezproxylr.med.und.edu/10.1111/j.1365-2648.2011.05856.x). Journal of Advanced Nursing, 68(4), 948–958.  Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. *Concepts of Nursing Practice,* 3rd ed. St. Louis: Elsevier.  Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? Kansas Nurse, 94, (3), 14-16. |
| Recommended Content | Ethics Principles, ANA Code of Ethics and Interpretive Statements, Professional Identity in Nursing – Ethics and Values Domain |
| Recommended Assessment Strategies | See below |
| Author | Rhoda A. Owens PhD, RN; University of North Dakota College of Nursing and Professional Disciplines, [rhoda.owens@und.edu](mailto:rhoda.owens@und.edu) |
| Peer Reviewer | Advanced Level Professional Identity in Nursing Work Group and  Amy Hite, EdD(c), DNP, APRN, FNP-C, [ahite@pittstate.edu](mailto:ahite@pittstate.edu) |

**Discussion Board Rubric**

Use to assess the student for achievement of sub-competencies.

1. One initial post is due by Wednesday at 11:59pmCT
2. Two additional posts to peer’s initial posts are due by Sunday at 11:59pmCT

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| **Criteria** | **Does Not Meet Criteria** | **Competent** | **Proficient** |
| **Quality of Initial Post** | **5 to 13 points**  The initial post is limited and provides superficial information that does not demonstrate integration of course materials and outside sources. Little discussion on concepts. The initial post is fewer than 250 words in length. Minimal sources are cited to support the initial post. References and/or citations are not consistent with APA format and have moderate errors. | **14 to 24 points**  The initial post provides some evidence of preparation and integration of course materials and outside sources into the discussion, but critical reflection and analysis of weekly concepts are not evident. The initial post is 251 – 349 words in length. One to two sources are used to support the response. Minimal APA format errors with citations and references. | **25 points**  The initial post demonstrates analysis of the weekly topic and synthesis of concepts from course materials, textbooks, and outside sources. The initial post is between 350 – 400 words in length. A minimum of three scholarly sources are used to support the initial response. At least two outsides scholarly sources are used in addition to the posted course materials. Consistent APA format with citations and references is used. |
| **Quality of Responses to Peers** | **5 to 11 points**  Response to peer’s initial posts do not advance the discussion. Follow-up postings are fewer than 100 words in length. Responses are not supported by course materials or outside sources. | **12 to 19 points**  One response to a peer’s initial post that is thoughtful, demonstrates moderate understanding of the topic and advances the discussion. Supports at least one response with outside sources or posted course materials. Postings are 101 – 150 words in length. Minimal APA format errors with citations and references. | **20 points**  Two or more thoughtful responses to peer’s initial posts demonstrate understanding of the weekly topic and advance the discussion. At least two responses are supported with outside or posted course materials. Follow-up postings are 151 – 200 words in length. Consistent APA format for citations and references. |
| **Scholarly Work** | **0 to 2.4 points**  The posted discussion provides little or no evidence of student’s preparation for the discussion topic. | **2.5 to 4.9 points**  The posted discussion provides evidence of limited knowledge of the discussion topic. | **5 points**  The posted discussion provides clear evidence of the student’s preparation and knowledge of the discussion topic. |

**Advanced Level learning Activity #2**

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| **Domain 9: Professionalism** | **9.3 Demonstrate accountability to the individual, society, and the profession**  **9.4 Comply with relevant laws, policies, and regulations.**  **Sub-competencies addressed by this activity: 9.3i, 9.3m, 9.4e, 9.4f, 9.4g, 9.4h** |
| Integrative Learning Strategies | **Health Policy Brief**  This activity requires the student to demonstrate advocacy by developing a health policy brief for use in providing policy makers a clear, succinct overview of an issue. In addition, the brief will include a recommended policy change to improve health outcomes using evidence, research, and clinical practice experiences for support. Students are encouraged to develop a health policy brief on an issue applicable to vulnerable populations. Instructors can assign this activity as an individual or group assignment.    **Health Policy Brief Assignment**  The purpose of a health policy brief is to provide policy makers with a clear, succinct overview of an issue. In addition, the brief includes a focused discussion on a recommended action and/or policy change to improve healthcare outcomes using evidence, research, and clinical practice experiences for support. APRNs have a professional responsibility to be leaders and advocates for changes in health policy at the local, state, and/or international levels. These issues many times involve vulnerable populations, health disparities, and social determinants of health. Include the following headings in your health policy brief:  1. Statement of the Issue: What is the problem or issue? Who is impacted? Be specific to your audience. Is this policy brief being presented to legislators at local, state, or national level? How about nurses or other interprofessional team members?  2. Proposed Policy Change: Identify 1-3 specific policy actions and/or interventions that will address the problem/issue.  3. Context and/or Background of an Issue/Problem: This section you make your case. Include information such as graphs, tables, statistics, recent trends, demographics, etc. Also, include applicable ethical principles or laws that could support your recommendations. Cite and reference information from reliable sources such as research, evidence-based practice, white papers, professional nursing organization position statements, etc.  4. Impact of the Policy Change: Consider intended and unintended impact. How will patient outcomes, safety, access to care, etc. be impacted? Restate how your recommended policy change would specifically address the problem.  5. References: Use at a minimum of 5 resources outside the course posted resources; APA format). |
| Resources | Health Policy Brief Examples: <https://www.healthaffairs.org/briefs>    Wong, S. L., Green, L. A., Bazemore, A. W., & Miller, B. F. (2017). [How to write a health policy brief](http://ezproxylr.med.und.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=125711637&site=ehost-live&custid=s9002706). *Families, Systems, and Health, 35*(1), 21–24.    Rural Health Research Gateway: <https://www.ruralhealthresearch.org/>    Let’s Learn About Public Health. (2012, June 25). *Social determinates of health-An introduction.* [Video}. YouTube. <https://www.youtube.com/watch?v=8PH4JYfF4Ns>  Nickitas, D. M., Middaugh, D. J., & Feeg, V. D. (2020). *Policy and politics for nurses and other health professionals: Advocacy and action*. Jones & Bartlett Learning.  Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. *Concepts of Nursing Practice,* 3rd ed. St. Louis: Elsevier.    Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? Kansas Nurse, 94, (3), 14-16.    Joseph, M. L., Phillips, B.C., Edmonson, C., Godfrey, N., Liebig, D., Luparell, S., & Weybrew, K. (2020). The nurse leader’s role: A conduit for professional identity formation and sustainability. *Nurse Leader*, 2020, ISSN 1541-4612, <https://doi.org/10.1016/j.mnl.2020.10.001>. (<http://www.sciencedirect.com/science/article/pii/S1541461220302664>    Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. *Concepts of Nursing Practice,* 3rd ed. St. Louis: Elsevier. |
| Recommended Content | Health policy, APRNs as advocates and leaders of health policy at all levels, vulnerable populations, health disparities, and social determinants of health, collaboration with interprofessional team members |
| Recommended Assessment Strategies | See below |
| Author | Rhoda A. Owens PhD, RN; University of North Dakota College of Nursing and Professional Disciplines, [rhoda.owens@und.edu](mailto:rhoda.owens@und.edu) |
| Peer Reviewer | Advanced Level Professional Identity in Nursing Work Group and  Amy Hite, EdD(c), DNP, APRN, FNP-C, [ahite@pittstate.edu](mailto:ahite@pittstate.edu) |

**Health Policy Brief Guidelines and Rubric**

Use to assess student achievement of sub-competencies.

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| **Criteria** | **Does Not Meet Criteria** | **Partially Meets Criteria** | **Meets Criteria** |
| **Breadth** | 0 - 10 Points  Writing fails to address much of the required material and guidelines for the assignment. | 11 - 19 Points  Writing covers some of the required material and guidelines for the assignment. This includes using some required outside sources. | 20 - 25 Points  Writing covers most to all required material and guidelines for the assignment. This includes using the required number of outside sources. |
| **Depth** | 0 - 10 Points  Analysis, logic, and critical thinking are ineffective, not objective, incomplete, and lacking persuasion. | 11 -19 Points  Analysis, logic, and critical thinking are mostly objective, effective, complete, and persuasive. | 20 - 25 Points  Analysis, logic, and critical thinking are effective and complete, demonstrating objectivity, depth, clarity, understanding, and persuasion. |
| **Organization** | 0 - 10 Points  Structure and formatting are not appropriate for this assignment. | 11 - 19 Points  Structure is visible, but components may not be complete. Ideas are introduced, developed, and concluded. Use of page length and width is not maximized and/or may exceed or not meet length limits; color and graphics can be improved to attract the reader. | 20 - 25 Points  Structure is clear. Ideas are effectively introduced, developed, and concluded. Brief effectively uses full 2 – 4 pages in length and width and is enhance with professional, yet attractive color and graphics, such as figures and tables. |
| **Mechanics** | 0 – 5 Points  Spelling sentence structure, grammar, and punctuation are poor. | 6 - 8 Points  Spelling, sentence structure, grammar, and punctuation are inconsistent. Some additional editing would have been helpful. | 9 - 10 Points  Spelling, sentence structure, grammar, and punctuation are near perfect to perfect. |
| **Citations and APA Format** | 0 - 7 Points  Sources are not properly cited in-text or referenced on the reference page with APA format. | 8 - 11 Points  Some sources are properly cited in-text and included on the reference page. Few errors with APA format. | 12 - 15 Points  All sources are properly cited in-text and included on the reference page. Uses APA format. |

**Advanced Level Learning Activity #3**

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| **Domain 9: Professionalism** | **9.5 Demonstrate the professional identity of nursing.**  **Sub-competencies addressed in this assignment: 9.5i** |
| Integrative Learning Strategies | **Nursing Professional Organizations Web Search and Discussion**  This activity requires the student to conduct a web search for a APRN professional organization of interest to them. If students are not enrolled in a APRN program, they can select one applicable to their future nursing career and graduate nursing program they are enrolled. The student will explore the organization’s website to determine the mission, purpose, objectives, etc. and discuss whether or not the organization reflects nursing’s values and professional identity.  **Professional Organization Web Search and Discussion Assignment**  The purpose of this assignment is to conduct a web search for a professional nursing organization and to determine if the organization’s mission, purpose, objectives, etc. reflect on nursing’s values and professional identity. Maybe you have identified a APRN professional organization you would like to become a member of as an APRN student and/or future APRN? For students not in a APRN program and enrolled in another type of MS or DNP program, maybe you have identified a professional nursing organization you would like to join as you advance in your nursing career? If not, conduct an internet search to discover one that relates to your future APRN role and/or clinical practice or future nursing career. Answer the following questions in your initial discussion board post this week:  1. Name the professional organization and include the website address.  2. Discuss membership criteria.  3. Describe the purpose, mission, values, objectives, etc. of the professional organization.  4. Discuss some of the organization’s activities that reflect nursing’s values and professional identity (include discussion on all four domains). |
| Resources | **Examples of Nursing Professional Organizations (this list has some suggestions for faculty and/or students):**  American Association of Nurse Practitioners (AANP) <https://www.aanp.org/>  Sigma Theta Tau International Honor Society of Nursing (Sigma) <https://www.sigmanursing.org/>  American Organization for Nursing Leadership (AONL) <https://www.aonl.org/>  American Association of Nurse Anesthetists (AANA) <https://www.aana.com/>  Doctor of Nursing Practice <https://www.doctorsofnursingpractice.org/>  Gerontological Advanced Practice Nurses Association (GAPNA) <https://www.gapna.org/>  National Organization of Nurse Practitioner Faculties (NONPF) <https://www.nonpf.org/default.aspx>  Nurse Practitioners in Women’s Health (NPWH) <https://www.npwh.org/>  National Association of Pediatric Nurse Practitioners (NAPNAP) <https://www.napnap.org/>  National Academy of Dermatology Nurse Practitioners (NADNP) <http://www.nadnp.net/>  American Academy of Emergency Nurse Practitioners (AAENP) <https://www.aaenp-natl.org/>  International Council of Nurse Practitioner/Advanced Practice Nurse Network  <https://international.aanp.org/Home/Index>  National Association of Clinical Nurse Specialists (NACNS) <https://nacns.org/>  American Association of Certified Nurse Midwives (ACNM) <https://www.midwife.org/>  American Psychiatric Nurses Association (APNA) <https://www.apna.org>  Association of Public Health Nurses (APHN) [www.phnurse.org](http://www.phnurse.org)  National Association of Neonatal Nurse Practitioners (NANN) <http://nann.org/membership/nannp>  Nurse Practitioners in Women's Health (NPWH) <https://www.npwh.org>  American Nurses Association (ANA) <https://www.nursingworld.org/ancc/>  American Association of Critical-Care Nurses (AACN) https://www.aacn.org/  Godfrey, N. (2020). How to Think/Act/Feel Like a Nurse: Forming Professional Identity in Nursing. Deans’ Notes. New York: National Student Nurses Association.  Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? Kansas Nurse, 94, (3), 14-16.  Joseph, M. L., Phillips, B.C., Edmonson, C., Godfrey, N., Liebig, D., Luparell, S., & Weybrew, K. (2020). The nurse leader’s role: A conduit for professional identity formation and sustainability. *Nurse Leader*, 2020, ISSN 1541-4612, <https://doi.org/10.1016/j.mnl.2020.10.001>. (<http://www.sciencedirect.com/science/article/pii/S1541461220302664>)  Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. *Concepts of Nursing Practice,* 3rd ed. St. Louis: Elsevier. |
| Recommended Content | Professional Identity in Nursing’s definition, Four Domains (leadership, values/ethics, professional comportment, knowledge), examples of professional nurse organizations |
| Recommended Assessment Strategies | See below |
| Author | Rhoda A. Owens PhD, RN; University of North Dakota College of Nursing and Professional Disciplines, [rhoda.owens@und.edu](mailto:rhoda.owens@und.edu) |
| Peer Reviewer | D. M. Del Prato, PhD, RN, [delprad@sunypoly.edu](mailto:delprad@sunypoly.edu) |

**Discussion Board Rubric**

Use to assess the student for achievement of sub-competencies.

1. One initial post is due by Wednesday at 11:59pmCT
2. Two additional posts to peer’s initial posts are due by Sunday at 11:59pmCT

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| **Criteria** | **Does Not Meet Criteria** | **Competent** | **Proficient** |
| **Quality of Initial Post** | **5 to 13 points**  The initial post is limited and provides superficial information that does not demonstrate integration of course materials and outside sources. Little discussion on concepts. The initial post is fewer than 250 words in length. Minimal sources are cited to support the initial post. References and/or citations are not consistent with APA format and have moderate errors. | **14 to 24 points**  The initial post provides some evidence of preparation and integration of course materials and outside sources into the discussion, but critical reflection and analysis of weekly concepts are not evident. The initial post is 251 – 349 words in length. One to two sources are used to support the response. Minimal APA format errors with citations and references. | **25 points**  The initial post demonstrates analysis of the weekly topic and synthesis of concepts from course materials, textbooks, and outside sources. The initial post is between 350 – 400 words in length. A minimum of three scholarly sources are used to support the initial response. AT least two outsides scholarly sources are used in addition to the posted course materials. Consistent APA format with citations and references is used. |
| **Quality of Responses to Peers** | **5 to 11 points**  Response to peer’s initial posts do not advance the discussion. Follow-up postings are fewer than 100 words in length. Responses are not supported by course materials or outside sources. | **12 to 19 points**  One response to a peer’s initial post that is thoughtful, demonstrates moderate understanding of the topic and advances the discussion. Supports at least one response with outside sources or posted course materials. Postings are 101 – 150 words in length. Minimal APA format errors with citations and references. | **20 points**  Two or more thoughtful responses to peer’s initial posts demonstrate understanding of the weekly topic and advance the discussion. At least two responses are supported with outside or posted course materials. Follow-up postings are 151 – 200 words in length. Consistent APA format for citations and references. |
| **Scholarly Work** | **0 to 2.4 points**  The posted discussion provides little or no evidence of student’s preparation for the discussion topic. | **2.5 to 4.9 points**  The posted discussion provides evidence of limited knowledge of the discussion topic. | **5 points**  The posted discussion provides clear evidence of the student’s preparation and knowledge of the discussion topic. |

**Advanced Level Learning Activity #4**

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| **Domain 9: Professionalism** | **9.3 Demonstrate accountability to the individual, society, and the profession.**  **Sub-competencies: 9.3i, 9.3j, 9.3k, 9.3l, 9.3m, 9** |
| Integrative Learning Strategies | **Leadership, Policy, Quality Improvement Experience**  **Purpose**  To develop a Leadership/Policy/Quality Improvement project during clinical experience and to document what you have arranged to be your Leadership/Policy/Quality Improvement experience for the semester. This proposal will assist you in determining whether your experience will meet expectations and will provide an opportunity for faculty to provide feedback before you move forward with implementation of your project.  **Leadership/Policy/Quality Improvement Project**  1. Title: Include a clear, concise, and meaningful project title.  2. Describe the purpose of the project (why was this project is needed).  3. Describe the project, including a description of your leadership role, activities, and leadership principles applied. For example, how leadership might be provided, including trust building, vision creation, negotiating change, motivating others, ensuring resources are available for followers, providing recognition, and guiding the way around barriers.  4. Describe leadership/policy/quality improvement (LPQ) project. Please include the following:   1. Include who will be involved or assist 2. What will be done and how it will be done/conducted 3. When or period of time the project will be conducted 4. The setting/site for the LPQ project 5. The community or target population that will be impacted by the LPQ project   5. List the objectives of the LPQ project.  6. Discuss the anticipated outcome or impact for the project.  7. Identify at least two potential challenges or anticipated barriers.  8. List the DNP domain/competency/sub-competency essential(s) the LPQ project will address. |
| Resources | AACN. (2021). The essentials: Core competencies for professional nursing education.  <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>  Brewington, J. & Godfrey, N. (2020). Headlines from the NLN. The professional identity in nursing initiative, *Nursing Education Perspectives*, 41(3).  <https://www.nursingcenter.com/journalarticle?Article_ID=5523215&Journal_ID=3332683&Issue_ID=5522452>  Gardenier, D., Szanton, S, & McBride, A. (2020). Can leader be taught? *The* *Journal for Nurse Practitioners,* 16, 414-415.  Gaylord, N. & Grace, P.J. (2018). Ethical leadership by advanced practice nurses. In P. Grace (Ed.)*. Nursing ethics and professional responsibility in advanced practice* (4th.ed.). Jones & Bartlett.  Godfrey, N. (2020). How to think/act/feel like a nurse: Forming professional identity in nursing. *Deans’ Notes*. New York: National Student Nurses Association.  <https://www.ajj.com/sites/default/deansnotes/2020/spring2020.pdf>  Patel, D. (March 22, 2017). 11 powerful traits of successful leaders. <https://www.forbes.com/sites/deeppatel/2017/03/22/11-powerful-traits-of-successful-leaders/?sh=2a3193c3469f> |
| Recommended Content | Steps in developing a Leadership, Policy or Quality Improvement project. Creating a leadership role for the project. Working with people and/or professions in the clinical setting. |
| Recommended Assessment Strategies | See below |
| Author | Gillian Tufts, DNP, FNP; University of Utah, College of Nursing, [gillian.tufts@nurs.utah.edu](mailto:gillian.tufts@nurs.utah.edu) |
| Peer Reviewer | D. M. Del Prato, PhD, RN, [delprad@sunypoly.edu](mailto:delprad@sunypoly.edu) |

**LPQ Rubric**

Used to assess student achievement of sub-competencies.

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| **Criteria** | **Does Not Meet Criteria** | **Partially Meets Criteria** | **Meets Criteria** |
| **Title** | 0 Points  Not included or not relevant. | 0.5 Points  Less clear or relevant title for the project purpose. | 1 Point  Clear and concise title for the project purpose. |
| **Purpose of the project** | 0 Points  Description of project purpose not clear. Gap or why project is needed not included. | 5 points  Description of project purpose less clear. Requires clarification. The gap or the why the project is needed included but is cursory. | 10 points  Description the project purpose is clear. The gap or the why the project is needed is included and is well demonstrated. |
| **Description of the LPQ project includes the student’s leadership role or activities, and leadership principles applied.** | 0 Points  Not included or unclear. The application of leadership principles not included. | 5 Points  The student’s leadership role or activities less clear. The application of leadership principles included but clear understanding is not demonstrated. | 10 Points  The student’s leadership role or activities clearly described. Also included in the description is the application the learned leadership principles. |
| **Description of the LPQ project includes who is involved or will assist.** | 0 Points  Not included. | 2.5 Points  Included who is involved or assisting the project but isn’t clear. | 5 Points  Included who is involved or assisting the project and is clear. |
| **Description of the LPQ project includes what will done and how it will be carried out.** | 0 Points  Not included. | 2.5 Points  Includes what will done and how it will be carried out. The steps are less clear or not reasonable for the setting/site. Not well thought out. | 5 Points  Includes what will done and how it will be carried out. The steps are clear and are reasonable for the setting/site. |
| **Description of the LPQ project includes the timeframe of the project, when will be conducted.** | 0 Points  Not included or unclear. | 2.5 Points  Includes the timeframe. The timeframe it is less clear or not reasonable for the project. | 5 Points  Includes the timeframe and it is clear and reasonable for the project. |
| **Setting/Site for LPQ project and community or target population that the project will impact.** | 0 Points  Not appropriate for project and objectives. | 2.5 Points  The setting/site and/or the targeted population/community is less appropriate for project. The project cannot reasonably be carried out at the setting/site. | 5 Points  The setting/site and the targeted population/community are appropriate for the proposed project and objectives. The proposed project can be carried out at the setting/site. |
| **The objectives of the LPQ project are relevant to the purpose, setting and population. The objectives are measurable.** | 0 points  Objectives of the LPQ project are not relevant or not measurable. | 2.5  The objectives of the LPQ project are relevant to the purpose, setting and population or they are measurable. | 5 points  The objectives of the LPQ project are relevant to the purpose, setting and population and are measurable. |
| **The anticipated outcome or impact for the project.** | 0 Points  The anticipated outcome or impact is not appropriate for project and objectives. | 2.5 Points  The anticipated outcome or impact is less appropriate or relevant for the project or objectives. | 5 Points  The anticipated outcome or impact appropriate or relevant for the project and objectives. |
| **Potential challenges or anticipated barriers.** | 0 Points  Not included or do not match the proposed project. | 2.5 Points  1 or 2 potential challenges or anticipated barriers are identified but match with the proposed project. | 5 Points  2 or more potential challenges or anticipated barriers are identified and match with the proposed project. |
| **DNP domain/competency/sub-competency essential(s) the LPQ project will address** | 0 Points  Not included or are not relevant. | 2.5 Points  1 or 2 potentially relevant domain/competency/sub-competency are included. | 5 Points  2 or more relevant domain/competency/sub-competency are included. |
| **Mechanics** | 0 Points  Spelling sentence structure, grammar, and punctuation are poor. | 2.5 Points  Spelling, sentence structure, grammar, and punctuation are inconsistent. Some additional editing would have been helpful. | 5 Points  Spelling, sentence structure, grammar, and punctuation are near perfect to perfect. |
| **Citations and APA Format** | 0 Points  Sources are not properly cited in-text or referenced. | 2.5 Points  Some sources are properly cited in-text and included on the reference page. Few errors with APA format. | 5 Points  All sources are properly cited in-text and included on the reference page. Uses APA format. |

**Advanced Level Learning Activity #5**

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| **Domain 9: Professionalism** | **9.3 Demonstrate accountability to the individual, society, and the profession. Sub-competencies: 9.3i, 9.3j, 9.3k, 9.3l, 9.3m, 9.3o** |
| Integrative Learning Strategies | **Leadership, Policy and Quality Improvement Clinical Experience**  **Summary and Reflection**  **Purpose**  Written scholarly report summarizing the student’s leadership/policy/quality improvement (LPQ) experience. The assignment is to assess what was done during the leadership/policy/quality improvement project and to provide a report of the project outcomes. Summary assignment, submitted at end of semester to explain, evaluate, and share recommendations clinical project that you participated in this semester.  **Summary and Reflection Assignment**  Write a scholarly summary addressing each of the 8 points below. The report is not to exceed 1500 words.  1. Project description, include description from project proposal   1. Introduction: Evidence/background, purpose of the project (why this project was needed; rationale), project objectives 2. Methods: Description of who was involved or assisted, what was done, how it was done/conducted, when or period of time it was conducted, and where the project was conducted. Include specific number of hours spent on each activity. Describe the setting/site for the LPQ project 3. Include information regarding any changes that were necessary to complete the project. Such as changes to your role, who was involved, how the project was carried out, where it carried out, the targeted population.   2. Explain the outcome or impact the LPQ skills had on an organization level  3. DNP NP leadership role: Explain and discuss your DNP NP leadership role in the project, including leadership principles applied (see list of leadership principles under LPQ Proposal)  4. Explain the outcome or impact your LPQ skill had on a personal level.  5. Target Population: Describe the community or target population impacted by the project (e.g., staff, patient population, etc.). Be specific, including number of people involved, etc.  6. Regarding the DNP domains and competencies (the essentials)   * + Include the DNP domains and competencies (essentials) you thought the project would address   7. Discuss the domains/competencies addressed, and the components of your project that met each Use of APA mechanics of writing and formatting in written assignment; sources are properly cited in-text and included on the reference page.   * + Connect to professional identity in nursing domains   8. Reflection: Discuss lessons learned and what you would do differently and/or future recommendations    Could also consider as other or separate learning strategies:   * Include peer review in this assignment - two-part assignment * Could be a written report or oral presentation or poster - could be a separate learning strategy |
| Resources | AACN. (2021). The essentials: Core competencies for professional nursing education.  <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>  Brewington, J. & Godfrey, N. (2020). Headlines from the NLN. The professional identity in nursing initiative. *Nursing Education Perspectives*, 41(3).  [<https://www.nursingcenter.com/journalarticle?Article_ID=5523215&Journal_ID=3332683&Issue_ID=5522452>](https://www.nursingcenter.com/journalarticle?Article_ID=5523215&Journal_ID=3332683&Issue_ID=5522452)  Gardenier, D., Szanton, S, & McBride, A. (2020). Can leader be taught? *The* *Journal for Nurse Practitioners,* 16, 414-415.  Gaylord, N. & Grace, P.J. (2018). Ethical leadership by advanced practice nurses. In P. Grace (Ed.)*. Nursing ethics and professional responsibility in advanced practice.* (4th.ed.). Jones & Bartlett.  Godfrey, N. (2020). How to think/act/feel like a nurse: Forming professional identity in nursing. *Deans’ Notes*. New York: National Student Nurses Association.  [<https://www.ajj.com/sites/default/deansnotes/2020/spring2020.pdf>](https://www.ajj.com/sites/default/deansnotes/2020/spring2020.pdf)  Patel, D. (March 22, 2017). 11 powerful traits of successful leaders. [<https://www.forbes.com/sites/deeppatel/2017/03/22/11-powerful-traits-of-successful-leaders/?sh=2a3193c3469f>](https://www.forbes.com/sites/deeppatel/2017/03/22/11-powerful-traits-of-successful-leaders/?sh=2a3193c3469f) |
| Recommended Content | Leadership in solving identified clinical problems. Responsibility for applying basic knowledge/tools to problem-solving in a similar but unfamiliar context, creating/inventing a new approach to problems addressed, selecting best solutions. analyzing a project’s effectiveness and value. |
| Recommended Assessment Strategies | See below |
| Author | Gillian Tufts, DNP, FNP; University of Utah, College of Nursing, [gillian.tufts@nurs.utah.edu](mailto:gillian.tufts@nurs.utah.edu) |
| Peer Reviewer | D. M. Del Prato, PhD, RN, [delprad@sunypoly.edu](mailto:delprad@sunypoly.edu) |

**LPQ Rubric**

Used to assess student achievement of sub-competencies.

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| --- | --- | --- | --- |
| **Criteria** | **Does Not Meet Criteria** | **Partially Meets Criteria** | **Meets Criteria** |
| **Project Description: Introduction and Methods** | 0 Points  Not included | 5 Points  Missing portions of Intro or Methods | 10 Points  Includes Introduction (evidence/background, purpose, objectives). Includes methods (what done, who assisted, how, and when, where). Includes specific number of hours spent on each activity. |
| **Project Description: Changes made to project proposal** | 0 Points  Not included. | 2.5 Points  Changes made during carrying out the project not clear. | 5 Points  Include information regarding any changes that were necessary to complete the project. Such as changes to your role, who was involved, how the project was carried out, where it carried out, the targeted population. |
| **Organizational Outcome/Impact** | 0 Points  Not included. | 2.5 Points  Discusses but scant detail included. The organizational impact isn’t clear. | 5 Points  Discusses outcome/impact of project on an organizational level. Includes numerical data when possible. |
| **DNP APRN leadership role.**  **(Application, see list of leadership principles under LPQ Proposal)** | 0 Points  Not included. | 2.5 Points  Discusses but scant detail included, How the DNP APRN role was applied (through inclusion of leadership principles) isn’t clear. | 5 Points  Discussed DNP APRN leadership role in the project, including leadership principles applied. |
| **Personal Outcome/Impact** | 0 Points  Not included. | 2.5 Points  Discusses but with scant detail the outcome or impact your LPQ project had on a personal level. | 5 Points  Discusses the outcome or impact the LPQ project had on a personal level. |
| **Target Population** | 0 points Not included | 2.5 points  Describes the community or target population impacted by the project but provide scant details. | 5 points  Describes the community or target population impacted by the project (e.g., staff, patient population, etc.). Is specific, including number of people involved, etc. |
| **DNP Domains & Competencies** | 0 Points  Not included. | 5 points  Discusses domains and competencies, but components missing. | 10 points  Discusses domains and competencies, describing components of project that met each. Address professional identity. |
| **Reflection: Discuss lessons learned and what you would do differently and/or future recommendations** | 0 Points  No include | 5 Points  Discusses lessons learned and what would do differently/future recommendations, but scant detail included. | 10 Points  Discusses lessons learned and what would do differently/future recommendations. Some detail and thoughts included. |
| **Mechanics** | 0 Points  Poor spelling sentence structure, grammar, and punctuation. | 2.5 Points  Spelling, sentence structure, grammar, and punctuation are inconsistent. Some additional editing would have been helpful. | 5 Points  Spelling, sentence structure, grammar, and punctuation are near perfect to perfect. |
| **Citations & APA Format** | 0 Points  Sources are not properly cited in-text or referenced on the reference page with APA format. | 2.5 Points  Some sources are properly cited in-text and included on the reference page. Few errors with APA format. | 5 Points  All sources are properly cited in-text and included on the reference page. Uses APA format. |

**Advanced Level Learning Activity #6**

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| **Domain 9: Professionalism** | **9.5 Demonstrate the Professional Identity of Nursing.**  **Sub-competencies: 9.5f, 9.5g** |
| Integrative Learning Strategies | **Discussion Board in an Introductory Graduate Course: *Forming and Fostering a Professional Identity in Nursing***  **Purpose**  To give graduate students the opportunity to evaluate their current Professional Identity in Nursing and to anticipate further growth in the professional identity.  **Learning Objectives**  1. Discuss the four domains of Professional Identity in Nursing with associated key competencies.  2. Analyze their own practice in relationship to the Professional Identity framework.  3. Describe ways to foster the development of Professional Identity in others  **Assignment**  After watching the Professional Identity in Nursing presentation and reading the assigned documents, please respond to the following prompts:   * Describe your assessment of your Professional Identity in Nursing formation in each of the four domains to date, discussing your incorporation of key elements for each domain. * How might you use this framework to further develop and refine your own Professional Identity in Nursing as you attain a graduate degree? * How might you use this framework to develop the Professional Identity in Nursing of colleagues, peers and/or students? |
| Resources | Presentation on Professional Identity; readings on Professional Identity in Nursing  Godfrey, N. (2020). How to Think/Act/Feel Like a Nurse: Forming Professional Identity in Nursing. Deans’ Notes. New York: National Student Nurses Association.  Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? Kansas Nurse, 94, (3), 14-16.  University of Kansas School of Nursing. (2018). Proceedings of the Professional Identity in Nursing: Science, Strategy and Call to Action. Think Tank, September 17 and 18, 2018. University of Kansas School of Nursing. |
| Recommended Content | Presentation on Professional Identity and assigned readings on Professional Identity in Nursing |
| Recommended Assessment Strategies | See below |
| Author | Kristi Frisbee DNP, RN; Pittsburg State University, Pittsburg, KS, [kfrisbee@pittstate.edu](mailto:kfrisbee@pittstate.edu) |
| Peer Reviewer | Nelda Godfrey, PhD, ACNS-BC, FAAN, [ngodfrey@kumc.edu](mailto:ngodfrey@kumc.edu) |

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| **Criteria for Your Post and**  **Peer Replies** | **Comments** |
| Substantive Thoughts Expressed with Depth | The posting reflects an understanding of the content included in the module readings and other assigned activities. Information is clearly expressed with proper grammar, punctuation, minimum of 15 sentences, Rules of Netiquette are followed, and proper citation of references (APA). |
| Complete Post | Addresses all aspects of the assignment, instructions are followed. |

**Advanced Level Learning Activity #7**

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| **Domain 9: Professionalism** | **9.2 Employ participatory approach to nursing care.**  **9.5 Demonstrate the Professional Identity of Nursing.**  **Sub-competencies: 9.2l, 9.5f** |
| Integrative Learning Strategies | **Group Role Matrix Assignment**  Students explore advanced provider roles APRNs will collaborate with in practice (MD/DO, CNM, CNS, RN, NP, PA, CRNA, CNL), including practice model, competencies, licensure, education. Include the role as researcher, advocate, provider, and change agent. This project is foundational to APRN practice and can be done as a slide deck presentation shared in the class. This is a two-part assignment.  **Part I**  Students can work in groups to explore the same elements for all advanced level providers (including nurses) that they will collaborate with. Very good learning activity for students even in exploring their own specialty role. Slide deck voice over presentation is done over 2 weeks then posted in a discussion forum.  **Part II**  Video or audio debriefing at the end of the assignment period. Share your key takeaways from the role matrix activity in 2-3 minutes. The following questions may be used to spark your imagination, but don’t feel confined by them—I’m looking for authentic reflection here, so if your thoughts take you in a different direction, that works too.   * What information was confirmed/debunked about your chosen APRN role? * What did you find surprising about a different APRN role? * How do you envision the role you play as a nurse expanding as your knowledge, skill, and authority grow? * What gaps in knowledge do you hope to address further in this course?   Please share your thoughts to the discussion by the posted due date and be sure to check out and comment on at least three of your classmates’ posts to advance the conversation. |
| Resources | DeNisco, S.M. (2021). Advanced practice nursing: essential knowledge for the profession. (4th.ed.). Jones & Bartlett Learning.  Professional organization and certification websites. |
| Recommended Content | It is essential for future APRNs to have foundational knowledge about their future APRN role as well other APRNs and advanced care providers they will be collaborating with. |
| Recommended Assessment Strategies | |  |  |  |  | | --- | --- | --- | --- | | **Content: Accurate description of provider role Includes professional factors/requirements: Education, licensure, certification, and practice model.** | |  |  | | --- | --- | | 30 pts  Full Marks | 0 pts  No Marks | | | **Content: Identifies role competencies**  **Required or relevant role competencies addressed: Researcher, educator, practitioner/clinical expert, leader, change agent, and collaborator/consultant.** | |  |  | | --- | --- | | 30 pts  Full Marks | 0 pts  No Marks | | | **Presentation visually appealing, grammar correct, free of typos, correct use of APA. Slide deck limited to 20 slides.** | |  |  | | --- | --- | | 20 pts  Full Marks | 0 pts  No Marks | | | **Assignment debrief is concise and informative. Uses prompts to reflect on takeaways and further learning.** | |  |  | | --- | --- | | 20 pts  Full Marks | 0 pts  No Marks | | | Total Points: 100 | | |
| Author | Kathy Shaw, DNP, RN/Rosario Medina, PhD, APRN; University of Colorado, Anschutz Medical Campus, [kathy.shaw@cuanschutz.edu](mailto:kathy.shaw@cuanschutz.edu) |
| Peer Reviewer | Nelda Godfrey, PhD, ACNS-BC, FAAN, [ngodfrey@kumc.edu](mailto:ngodfrey@kumc.edu) |

**Advanced Level Learning Activity #8**

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| **Domain 9: Professionalism** | **9.4 Comply with relevant laws, policies, and regulations.**  **Sub-competencies: 9.4d, 9.4f, 9.4g** |
| Integrative Learning Strategies | **Practicum or Clinical Experience**  1-2 hours; two-part assignment.  **Part I**  Attend legislative session or interview a policy maker or legislator (state or national), attend local or county policy meeting (Board of Health, County Board meetings, etc.), attend state or national nursing organization policy meeting. Meeting requires pre-approval for appropriateness.  **Part II**  Record a video reflection with takeaways from the meeting/interview:  1. Briefly describe the forum or interview.  2. What were the key policy issues discussed?  3. What were your takeaways from the meeting?  4. Broad policy implications for nursing and/or student’s specialty.  5. Connects policy issues to course readings, discussion, or other content.  Could also be a brief written summary. |
| Resources | Mason, D., Dickson, E., McLemore, M., & Perez, G. (2021). Policy and Politics in Nursing and Health Care (8thed). Elsevier. ISBN: 9780323554985  <https://www.nursingworld.org/practice-policy/advocacy/>  <https://ana.aristotle.com/SitePages/toolkit.aspx> |
| Recommended Content | This assignment allows students the opportunity to see the policy-making process in action. Students will research a health policy topic or issue of interest. The legislative interview requires arranging to meet with a Federal, State, or community legislator/city council member whose scope of authority includes the health policy topic selected. Conduct an interview of the person seeking opinion or stance on the policy topic. Need to familiarize with a specific current issue that you would like to seek the legislator's opinions or view. May also choose to attend a policy meeting where your topic will be discussed. |
| Recommended Assessment Strategies | |  |  | | --- | --- | | **Criteria** | **Ratings** | | **Choice of appropriate policy experience (Y/N)** | |  |  | | --- | --- | | **0 pts**  **Full Marks** | **0 pts**  **No Marks**  0 pts; if inappropriate student will receive an incomplete until the assignment is resubmitted | | | **Brief description of policy forum or interviewee** | |  |  | | --- | --- | | **5 pts**  **Full Marks**  Concise description of policy forum or interviewee. Includes descriptors relevant to policy implications (i.e., name, role, responsibility). | **0 pts**  **No Marks**  Does not clearly identify policy forum or interviewee. It is unclear how the chosen experience may be related to policy. | | | **Identification of policy issues discussed** | |  |  | | --- | --- | | **20 pts**  **Full Marks**  Clearly identifies one or more policy issues discussed during the forum or interview. Context/relevance of policy issue to policy forum or interviewee is provided (i.e., state forum discussing a statewide health issue; what relationship does the issue have to the policy experience?) | **0 pts**  **No Marks**  Does not clearly identify policy issues discussed. Does not relate policy issues to policy forum or interviewee (i.e., does not relate the work of a local policy forum to the policy issues identified). | | | **Discussion of policy issues** | |  |  | | --- | --- | | **25 pts**  **Full Marks**  Displays basic understanding of policy issue(s). Provides key facts, concerns, or implications of policy issue(s). Connects policy issues to course readings, discussion, or other content. | **0 pts**  **No Marks**  Superficial discussion of policy issues. Discussion limited. | | | **Broad policy implications for nursing and/or student’s program of study** | |  |  | | --- | --- | | **20 pts**  **Full Marks**  1.0 pts Full Marks Connects policy experience and/or issue(s) discussed to nursing practice. Discusses how nurses can have impact on this or similar policy issues. | **0 pts**  **No Marks**  Does not relate policy experience or issue(s) to nursing practice or discuss how nurses can impact policy. | | | **Takeaways (personal)** | |  |  | | --- | --- | | **15 pts**  **Full Marks**  States 1-2 meaningful personal “takeaways” from the policy experience that will inform future practice or policy efforts. Takeaways are relevant to nursing, professional practice, self-growth/knowledge, and/or policy. | **0 pts**  **No Marks**  Does not state personal “takeaways.” Statements are irrelevant. | | | **Professional presentation** | |  |  | | --- | --- | | **5 pts**  **Full Marks**  Effective use of media upload, clear/concise speech, strong communication skills. Demonstrates thoughtful reflection and preparation for discussion. | **0 pts**  **No Marks**  Student does not upload video as required. Ineffective communication displaying a lack of preparation. | | | **Response to peers** | |  |  | | --- | --- | | **10 pts**  **Full Marks**  Responds directly to two other students, substantively reflects on responses (i.e., using own policy experience or course materials), and promotes collaboration. | **0 pts**  **No Marks**  Contributed only his/her assignment without interacting with others. Comments are non-substantive or irrelevant to the discussion. | | | Total Points: 100 | | | |
| Author | Kathy Shaw, DNP, RN; University of Colorado, Anschutz Medical Campus, [kathy.shaw@cuanschutz.edu](mailto:kathy.shaw@cuanschutz.edu) |
| Peer Reviewer | Nelda Godfrey, PhD, ACNS-BC, FAAN, [ngodfrey@kumc.edu](mailto:ngodfrey@kumc.edu) |

**Advanced Level Learning Activity #9**

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| **Domain 9: Professionalism** | **9.5 Demonstrate the professional identity of nursing.**  **Sub-competencies: 9.5f, 9.5g, 9.5h** |
| Integrative Learning Strategies | **Professional Identity in Nursing: An Inventory Reflection Essay**  Purpose: This assignment embraces an opportunity for students to reflect on the completion of their capstone project, consider the application of public health and nursing science in varied roles of practice at the populations level, and develop a mission or vision statement for their career as an advanced-level nurse in population health.  **Learner Outcomes**  By the end of this activity, the student will explore the role of the advanced-level public health nurse with incorporating ethical standards into practice, leading change, improving processes, collaborating on evidence-based strategies, and advocating for innovative responses to identified population health care needs. The student will reflect on the core values of the nursing profession and the development of a professional identity as an evolving process that includes knowledge, skills, attitudes, and values.  **Assignment**  For this assignment in the MSN Public Health Nursing Program as an advanced-level public health nurse, the student is to compose a 2–3-page essay reflecting on the following three topics:  1. Explore their professional identity in nursing  2. Discuss the varied leadership roles, challenges, and opportunities for the MSN-graduate in population health; and  3. Craft a mission and vision statement that gives insight to what the student aims to accomplish through their nursing service.  Include a title page and reference page with a minimum of two credible/current reference sources. Content length is a two-page (minimum) and not to exceed three pages of content (excludes title/reference page). Submit the assignment in Blackboard Learn. Refer to the grading rubric. |
| Resources | Brewington, J. & Godfrey, N. (2020). Headlines from the NLN. The Professional Identity in Nursing Initiative, *Nursing Education Perspectives*, (41)3.  <https://www.nursingcenter.com/journalarticle?Article_ID=5523215&Journal_ID=3332683&Issue_ID=5522452>  Godfrey, N. (2020). How to think/act/feel like a nurse: Forming professional identity in nursing. *Deans’ Notes*. New York: National Student Nurses Association. <https://www.ajj.com/sites/default/deansnotes/2020/spring2020.pdf>  Goodolf, D. & Godfrey, N. (2021). A think tank in action: Building new knowledge about professional identity in nursing. Journal of Professional Nursing, (37)2. <https://www.sciencedirect.com/science/article/pii/S8755722320302040>  Nurse.com by Relias. (2020). *Create your Personal Nursing Mission and Vision.*  <https://www.nurse.com/blog/2016/05/16/create-your-personal-nursing-mission-and-vision/>  van der Cingel, M., & Brouwer, J. (2021). What makes a nurse today? A debate on the nursing professional identity and its need for change. Nursing philosophy: an international journal for healthcare professionals, 22(2). https://doi.org/10.1111/nup.12343  <https://onlinelibrary.wiley.com/doi/full/10.1111/nup.12343> |
| Recommended Content | Horton-Deutsch, S. & Rosa, W. (2017). The role of reflective practice in creating the world we want.  In Rosa, W. (2017). A new era in global health. Nursing and the United Nations: 2030 agenda for sustainable development. Springer Publish  https://connect.springerpub.com/content/book/978-0-8261-9012-3/part/part03/chapter/ch30  Quad Council Coalition. (2018). *Community/Public Health Nursing [C/PHN] Competencies*.  <https://www.cphno.org/wp-content/uploads/2020/08/QCC-C-PHN-COMPETENCIES-Approved_2018.05.04_Final-002.pdf> |
| Recommended Assessment Strategies | See below |
| Author | Susan Solecki, DrPH, FNP-BC, PPCNP-BC; Drexel University, College of Nursing and Health Professions, [sms46@drexel.edu](mailto:sms46@drexel.edu) |
| Peer Reviewer | Reviewed by the Advanced Level Professional Identity in Nursing Work Group and by Susan M. Strouse, PhD, RN, [strouses@gvsu.edu](mailto:strouses@gvsu.edu) |

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| **RUBRIC ITEMS: PROFESSIONAL IDENTITY IN NURSING:**  **INVENTORY REFLECTION ESSAY** | **Points Available** | **Points Earned** |
| 1. The student elaborates on the development of a personal philosophy of nursing as a foundation for their practice. Identifies how they perceive and employ the characteristics that define their professional self. Considers questions: How do you describe your beliefs about nursing, personhood, health, and environment from a population health perspective? | 40 |  |
| 2. Provides a reflective summarization on what were some of the most powerful learning moments during the student’s MSN education and capstone project that resonated with them. Includes any insightful revelations or takeaways. Discusses how their MSN education and capstone project influenced their perspectives and self-awareness of population health as a nursing leader. Consider the question: In what ways am I, as a population health nurse, integral to the sustainable  advancement of People? Planet? Prosperity? Peace? Partnership? | 25 |  |
| 3. Articulates a mission or vision statement in 1-2 sentences that provides direction and focus on the student’s professional path. Considers questions like: What are my motivations for being a nurse? What are my professional endeavors in nursing? What is my personal focus, belief, goals, and values? | 25 |  |
| 4. Submits an essay constructed of narrative. Responses are well developed, clear, organized, succinct, and coherent. Professional writing demonstrated without grammar, punctuation, or typographical errors. Content length remains within 2-pages (minimum) and does not exceed 3-pages of content (excludes title/reference page). Title and reference page included with a minimum of (2) credible/current supporting sources. Paper formatting is consistent with APA 7th edition | 10 |  |
| **TOTAL** | 100 |  |

**Advanced Level Learning Activity #10**

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| **Domain 9: Professionalism** | **9.2 Employ participatory approach to nursing care.**  **9.6 Integrate diversity, equity, and inclusion as core to one’s professional identity.**  **Sub-competencies: 9.2 j; 9.6 d, 9.6e, 9.6f, 9.6g, 9.6h, 9.6i** |
| Integrative Learning Strategies | **Diversity, Equity, and Inclusion in Graduate Nursing: Reflection paper or presentation**  **Purpose**  This activity is designed for a capstone course in a graduate nursing course. It serves as an amalgamation of professional identity. Graduate nursing students should have a baseline understanding and application of professional identity through their education. This assignment requires the student to the paper or presentation should make a clear, succinct overview of these concepts, as they relate to professional identity.  **Learner Outcomes**  1. Demonstrate implementation of professional identity by developing a paper or presentation on diversity, equity, and inclusion  2. Analyze accreditation guidelines from AACN Domain 9 Professionalism, 9.6 (d-i)  3. Explore how diversity, equity, and inclusion as core to one’s professional identity are integrated in graduate nursing education.  4. Evaluate the current trends with an introspective review of personal and professional values.  5. Recommend change to improve health outcomes, as related to Social Determinants of Health (SODH) that is cultural appropriate, while sharing evidence from research and clinical practice experiences for support.  **Sub-competencies**  9.6d Model respect for diversity, equity, and inclusion for all team members.  9.6e Critique one’s personal and professional practices in the context of nursing’s core values.  9.6f Analyze the impact of structural and cultural influences on nursing’s professional identity.  9.6g Ensure that care provided by self and others is reflective of nursing’s core values.  9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate.  9.6i Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health. |
| Resources | Brewington, Janice & Godfrey, Nelda. (2020). The Professional Identity in Nursing Initiative. *Nursing Education Perspectives*, 41, 201. <https://doi.org/10.1097/01.NEP.0000000000000667>  Godfrey, N. (2019). Ethics, relatively speaking. From the Ethics Mailbox. *American Nurse Today*, 14 (12), 38.  Landis T, Godfrey N, Barbosa-Leiker C, et al. (2021). National study of nursing faculty and administrators' perceptions of professional identity in nursing. *Journal of Nursing* *Nurse Educator*. doi: 10.1097/NNE.0000000000001063  National Academy of Medicine.  The Future of Nursing 2002-2030. (author) https://nam.edu/publications/the-future-of-nursing-2020-2030/  O’Connor, R., Barrington, W., Taibi Buchanan, D., Bustillos, D., Eagen-Torkko, M., Kalkbrenner, A., Laing, S., Reding, K., de Castro, A. (2019). Short-Term Outcomes of a Diversity, Equity, and Inclusion Institute for Nursing Faculty. *Journal of Nursing Education*, 58(11), 633-640. <https://www.researchgate.net/profile/Sharon-Laing/publication/336958988_Short-Term_Outcomes_of_a_Diversity_Equity_and_Inclusion_Institute_for_Nursing_Faculty/links/5e1e912545851536bfe64833/Short-Term-Outcomes-of-a-Diversity-Equity-and-Inclusion-Institute-for-Nursing-Faculty.pdf>  Sigma Podcasts: Professional Identity in Nursing: Conceptual model, development of new knowledge  <http://hdl.handle.net/10755/21298> Professional Identity in Nursing: Bridging the gap between nursing's professional identity and the profession's brand image <http://hdl.handle.net/10755/21430> |
| Recommended Content | Review Professional Identity in Nursing, the 4 domains and application in education and practice. Review the new AACN Essentials and how the advanced level education competencies and sub-competencies for 9.6 are impacted by Professional Identity in Nursing. |
| Recommended Assessment Strategies | See below |
| Author | Amy Hite, DNP, EdS, FNP-C; Pittsburg State University, Pittsburg, KS, [ahite@pittstate.edu](mailto:ahite@pittstate.edu) |
| Peer Reviewer | Advanced Level Professional Identity in Nursing Work Group and by Susan M. Strouse, PhD, RN, [strouses@gvsu.edu](mailto:strouses@gvsu.edu) |

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| **Criteria for Your Presentation/Paper** | **10 points** | **5 points** | **0 points** |
| Discusses how graduate nurses model respect for diversity, equity, and inclusion for all team members. | Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA. | Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA. | Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references. |
| Self-reflection: Critique one’s personal and professional practices in the context of nursing’s core values. | Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA. | Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA. | Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references. |
| Explain the impact: Analyze the impact of structural and cultural influences on nursing’s professional identity. | Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA. | Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA. | Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references. |
| Share examples and opportunities for improvement in healthcare: Ensure that care provided by self and others is reflective of nursing’s core values. | Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA. | Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA. | Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references. |
| Discuss how graduate nurses can facilitate: Structure the practice environment to facilitate care that is culturally and linguistically appropriate. | Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA. | Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA. | Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references. |
| Stress the importance: Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health. | Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA. | Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA. | Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references. |

**Advanced Level Learning Activity #11**

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| **Domain 9: Professionalism** | **9.3 Demonstrate accountability to the individual, society, and the profession.**  **Sub-competency 9.3n** |
| Integrative Learning Strategies | **Self-Reflection: Incivility in Nursing**  **Learning Objective**  The completion of this assignment will enable the course participant to demonstrate their ability to foster strategies that promote a culture of civility across a variety of settings.  **Assignment**  After watching the recorded presentation by faculty or assigned readings on Incivility in Nursing Practice and reading assigned course readings:  1. Complete a self-reflection related to civility in your nursing practice and nursing unit.  2. Write a brief paper describing:   * 1. A self-analysis of personal adherence to civility in practice   2. Analysis of level of civility on the unit in which you currently or most currently practiced.   3. Strategies you might employ to manage personal incivility.   4. Strategies you might employ if you were the unit leaders to improve the level of civility within the unit.   3. The short writing should be formatted according to APA with a title page and reference page. No abstract is necessary for a paper of this length. The body of the paper is expected to be 2-3 pages in length.  Voice: First or third person is acceptable for this activity. You choose the one you prefer.  Emphasis: Reflection on civility in their own practice, how to enhance and how to enhance in others.  Support: A minimum of two sources outside course sources must be used to support your writing. |
| Resources | Martinez, O.G. (2021). Incivility: A persistent problem in nursing. *Tennessee Nurse, Fall 2021,* *84(3)*, p. 11.  Meires, J. (2018). Workplace incivility: The essentials: Here’s what you need to know about bullying in nursing. *Urologic Nursing, Mar/Apr. 2018; 9(2)*, 95-98. |
| Recommended Content | Presentation on Incivility in Nursing - Causes, Effects and Strategies to Manage  Linked articles for further reading (see resources list above) |
| Recommended Assessment Strategies | See below |
| Author (provide name, institution, and email) | Kristi Frisbee, DNP, RN; Pittsburg State University, Pittsburg, KS, [kfrisbee@pittstate.edu](mailto:kfrisbee@pittstate.edu) |
| Peer Reviewer | Advanced Level Professional Identity in Nursing Work Group and Susan M. Strouse, PhD, RN, [strouses@gvsu.edu](mailto:strouses@gvsu.edu) |

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| **Criteria for Your Presentation/Paper** | **Exceeds Expectations** | **Meets Expectations** | **Falls Below Expectations** |
| **Content:**  Self-analysis of personal adherence to civility in practice.  Analysis of level of civility on the unit in which you currently or most currently practiced.  Strategies you might employ to manage personal incivility.  Strategies you might employ if you were the unit leaders to improve the level of civility within the unit. | Writing demonstrates a clear and detailed understanding of the content and concept, from a graduate perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA. 40 points | Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA. 20 points | Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references. 0 points. |
| **Grammar and Mechanics** | Written with minimal departures from proper grammar, punctuation, language and respect for others. 5 points | Written with noticeable but not intrusive departures from proper grammar, punctuation, language and respect for others. 2.5 points | Written with excessive departures from proper grammar, punctuation, language, respect for others. 0 points |
| **Support: Citations/References** | Number of references exceeds expectations; citations/references follow APA 7 formatting guidelines. 5 points | Number of references meets expectations; Some departures from APA 7 formatting guidelines. 2.5 points | Falls below expectation for number of references; citations/references do not follow APA 7 formatting guidelines. 0 points |

**Advanced Level Learning Activity #12**

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| **Domain 9: Professionalism** | **9.5 Demonstrate the professional identity of nursing.**  **9.5f Articulate nursing’s unique professional identity to other interprofessional team members and the public.** |
| Integrative Learning Strategies | Students enjoy this activity and can be very creative in their approach.  **Learning Outcomes**  Develop strategies to advocate the advanced practice nurse role to the public, health care professionals, policy makers, and others.    **Assignment**  Students prepare and record a video elevator speech aimed at a target audience (patients, potential employer, public). It should be approximately 2-5 minutes in length, and they should speak to the value of their APRN role and make a clear and logical case for their APRN specialty role.    1. Develop a concise and clear Elevator Speech that publicizes/promotes your role as an APRN to a professional or lay audience.  2. Choose your audience - for the lay public, speak to the value of your APRN provider; for a potential employer, use statistics about the value of your role, and address what you can contribute to the practice.  3. Deliver your speech as if you have already graduated and passed your certifying exams (e.g., Nancy Nurse MS, RN, CNS).  4. Be creative and persuasive. Use a hook or an opening line that engages your audience.  5. Make a request at your conclusion- what do you want to happen?  6. Make it personal.  7. Explain why you include statistics that support your profession- value-added. |
| Resources | Crafting an Elevator Pitch: <http://mindtools.com/pages/article/elevator-pitch.htm>  How to Give an Elevator Speech: <https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples>    DeNisco, S.M. (2021). Advanced practice nursing: essential knowledge for the profession. (4th.ed.). Jones & Bartlett Learning. |
| Recommended Content | Presentation or webpage in online course that frames the importance of having an elevator speech |
| Recommended Assessment Strategies | See below |
| Author (provide name, institution, and email) | Kathy Shaw, DNP, RN/Rosario Medina, PhD, APRN; University of Colorado, Anschutz Medical Campus, [kathy.shaw@cuanschutz.edu](mailto:kathy.shaw@cuanschutz.edu) |
| Peer Reviewer | Advanced Level Professional Identity in Nursing Work Group and  Amy Hite, EdD(c), DNP, APRN, FNP-C, [ahite@pittstate.edu](mailto:ahite@pittstate.edu) |

**Elevator Speech** **Rubric**

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| **Criteria** | **Ratings** | **Pts** |
| **Introduction** | |  |  |  | | --- | --- | --- | | 20 pts  Full Marks- passion evident in voice, uses hook or introduction for APRN role and self | 10 pts  Monotonous voice, lacks in passion, hook, or intro | 0 pts  No Marks | | 20 pts |
| **Delivery**  Intended audience is clear, uses appropriate language for intended audience. Cites facts and statistics as appropriate to audience. | |  |  |  | | --- | --- | --- | | 30 pts  Language appropriate for intended audience | 10 pts  Some language appropriate to audience but not consistent | 0 pts  Unclear intended audience based on language used. | | 30 pts |
| **Creativity**  May use props, (i.e., lab coat, stethoscope, office or clinic background). | |  |  |  | | --- | --- | --- | | 20 pts  Creative, interesting | 10 pts  Lacks creativity, generalized to APRN role | 0 pts  No Marks | | 20 pts |
| **Participation**  Video posted on discussion by due date. Posts to responds to peer posts and feedback. | |  |  | | --- | --- | | 20 pts  Full Marks  Meets criteria for discussion. | 0 pts  No Marks  Does not meet criteria. | | 20 pts |
| **Supporting Documentation**  Cite current references per APA 7. Free of errors. | |  |  | | --- | --- | | 10 pts  Full Marks  APA citations correct, current references. | 0 pts  No Marks | | 10 pts |
| Total Points: 100 | | |

**Advanced Level Learning Activity #13**

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| **Domain 1: Knowledge for Nursing Practice**    **Domain 9: Professionalism**    **Domain 10: Personal, Professional, and Leadership Development** | **1.2h** Employ ethical decision making to assess, intervene, and evaluate nursing care.  **1.2i** Demonstrate socially responsible leadership.  **1.5i** Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion.  **9.2j** Advocate for practices that advance diversity, equity, and inclusion.  **9.3m** Advocate for policies/practices that promote social justice and health equity.  **9.6d** Model respect for diversity, equity, and inclusion for all team members.  **9.6e** Critique one’s personal and professional practices in the context of nursing’s core values.  **9.6f** Analyze the impact of structural and cultural influences on nursing’s professional identity.  **9.6g** Ensure that care provided by self and others is reflective of nursing’s core values.  **9.6h** Structure the practice environment to facilitate care that is culturally and linguistically appropriate.  **9.6i** Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.  **10.3p**Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.  **10.3o** Demonstrate leadership skills in times of uncertainty and crisis. |
| Integrative Learning Strategies | **Reflective Journal Assignment: Advanced Level Global Perspective**  **Purpose**  1. To reflect, assess, and analyze topics related to societal implications on global health as an advanced-level nursing leader.  2. To gain global perspectives reflecting on learning concepts related to:   * Professional Identity in Nursing (PIN) * Social determinants of health (SDOH) * Diversity, equity, and inclusion (DEI) * Global crisis preparedness and leadership   3. To synthesize evidenced-based information and apply new action strategies for mitigation of global issues, threats, and opportunities as an advanced-level nursing leader.  **Assignment**  During the academic term, prepare module content/learning activities as informed by the course objectives. These experiences are to inform this assignment, which require the student learner to complete journal activities. There are (4) different Journal Logs, each corresponding to the global perspective topic. Refer to details provided in the Recommended Content. Students are to address the *Questions for Journal Logs* (see below).It is an expectation for this assignment that each Journal Log will fully address the Journal Log questions on each log, thus offering a reflective, global perspective on the applicable topic. The assignment may include a minimum of supporting evidence such as credible sources and references.    **Questions for Journal Logs**  1. Reflect - What stood out after exploring the global topic module content/learning activities?  2. Assess - What connections can I make to support promoting and/or participation in responding to global health?  3. Analyze - What are the implications relative to the designated global topic(s)?  4. New Action - What can I apply in contributing to global health as an advanced-level nurse leader? |
| Resources | American Association of Colleges of Nursing (AACN) (2021, Apr 6). The Essentials: Core Competencies for Professional Nursing Education. <https://www.aacnnursing.org/AACN-Essentials>  American Association of Colleges of Nursing (AACN) (2021, Aug). Diversity, Equity, and Inclusion. <https://www.aacnnursing.org/diversity>  American Academy of Nursing. (2021). *A critical conversation on equity and health: Summary report*. <https://www.aannet.org/initiatives/institute-for-nursing-leadership/2020report>  Artiga, S. & Hinton, E. (2018). *Beyond Health Care: The Role of Social Determinants in Promoting Health and Health Equity.* [https://www.kff.org/racial-equity-and-health-policy/issue-brief/beyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity/](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.kff.org%2Fracial-equity-and-health-policy%2Fissue-brief%2Fbeyond-health-care-the-role-of-social-determinants-in-promoting-health-and-health-equity%2F&data=04%7C01%7Cbld46%40drexel.edu%7C9a3d2b98d8a04e507b7108d9d55407ce%7C3664e6fa47bd45a696708c4f080f8ca6%7C0%7C1%7C637775379178914285%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=Ih6Q21lhyXbr7n0I91%2BYl%2BGuc6yIWtyFBn5lOSwnSvs%3D&reserved=0)  Bonini, S. & Matias, C. (2021). The impact of Whiteness on the education of nurses. *Journal of Professional Nursing*, 37(3), 620-625. [https://doi.org/10.1016/j.profnurs.2021.02.009](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1016%2Fj.profnurs.2021.02.009&data=04%7C01%7Cbld46%40drexel.edu%7C9a3d2b98d8a04e507b7108d9d55407ce%7C3664e6fa47bd45a696708c4f080f8ca6%7C0%7C1%7C637775379178914285%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=WuQMehElkPDcLKPHpIMhahb53OO11fBhoToh78XDFDs%3D&reserved=0)  Brewington, J. & Godfrey, N. (2020). The Professional Identity in Nursing Initiative. Nursing Education Perspectives, 41, 201. <https://doi.org/10.1097/01.NEP.0000000000000667>  Centers for Disease Control and Prevention (CDC) (2017). Public Health Ethics. <https://www.cdc.gov/os/integrity/phethics/index.htm>  Centers for Disease Control and Prevention (CDC) (2021). Social Determinants of Health: Know What Affects Health. <https://www.cdc.gov/socialdeterminants/index.htm>  Goodolf, D.M. & Godfrey, N. (2020). A think tank in action: Building new knowledge about professional identity. Journal of Professional Nursing. <https://doi.org/10.1016/j.profnurs.2020.10.007>  Joseph, M.L., et al. (2021). The nurse leader’s role: A conduit for professional identity formation and sustainability, *Nurse Leader*. 19(1). P 27-32. <https://doi.org/10.1016/j.mnl.2020.10.001>.  Johns Hopkins Bloomberg School of Public Health (2022). Center for Health Security. Johns Hopkins University. <https://www.centerforhealthsecurity.org/> [attention to “Focus Areas” - includes a multitude of related peer-reviewed journal publications).  Lathrop, B. (2020). Moving Toward Health Equity by Addressing Social Determinants of Health. *Nursing for Women’s Health*, 24(1), 36-44. [https://doi.org/10.1016/j.nwh.2019.11.003](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdoi.org%2F10.1016%2Fj.nwh.2019.11.003&data=04%7C01%7Cbld46%40drexel.edu%7C9a3d2b98d8a04e507b7108d9d55407ce%7C3664e6fa47bd45a696708c4f080f8ca6%7C0%7C1%7C637775379178914285%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=J6sX%2FuTmruY%2BbpfDBZn%2Fe9h3oFvwMKk21XfrY4DGivw%3D&reserved=0)  Nardi, D., et al. (2020). Achieving health equity through eradicating structural racism in the United Stated: A call to action for nursing leadership. Journal of Nursing Scholarship, 52(6), 696-704. doi:10.1111/jnu.12602  National League of Nursing (NLN) (2017). Diversity, Equity, and Inclusion Toolkit. <http://www.nln.org/docs/default-source/default-document-library/diversity-toolkit.pdf?sfvrsn=2>  O'Rourke, M.W. (2021). Work engagement: Passion–role clarity connection in a lent time. *Nurse Leader*. 19(2), p.204-209. <https://doi.org/10.1016/j.mnl.2020.11.006>  Owens R. A. (2020). Exploring family nurse practitioner professional identity formation at rural health care facilities. *Journal of the American Association of Nurse Practitioners*, *33*(11), 975–982. <https://doi.org/10.1097/JXX.0000000000000450>  Salvage, J., & White, J. (2020). Our future is global: nursing leadership and global health. Revista latino-americana de enfermagem, 28, e3339. <https://doi.org/10.1590/1518-8345.4542.3339>  Goodwin Veenema, T., et al. (2020). Recommendations for Improving National Nurse Preparedness for Pandemic Response: Early Lessons from COVID-19. <https://www.centerforhealthsecurity.org/our-work/pubs_archive/pubs-pdfs/2020/nurse-preparedness-report.pdf>  The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25982>  World Health Organization (WHO) (2021). The Global Health Observatory. <https://www.who.int/data/gho>  Waite, R., & Nardi, D. (2017). Nursing colonialism in America: Implications for nursing leadership. Journal of Professional Nursing, 35(1), 18–25. |
| Recommended Content | **Learning Content & Pedagogical Approach**   * Global topics with learning resources should include content on: (1) Professional Identity in Nursing (PIN); (2) Social Determinants of Health (SDOH); (3) Diversity, Equity, and Inclusion (DEI); and (4) Global Crisis Preparedness and Leadership. * Highly sought out speakers, (i.e., faculty, recorded webinars, nationally/internationally recognized experts in their field who will inspire students as global nurse leaders). * Prepare engaging experiences to include authentic learning opportunities and interactive, participatory sessions. These may be asynchronous and/or synchronous sessions which may include breakout sessions. * For online learning, utilize interactive technology platforms where a sharing of perspectives, and experiences can take place (i.e., online bulletin board, discussion forum, infographics). |
| Recommended Assessment Strategies | **Log 1: PIN/Professionalism**  **9.6e**Critique one’s personal and professional practices in the context of nursing’s core values.  **9.6g** Ensure that care provided by self and others is reflective of nursing’s core values.  **9.6i** Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.  **1.2h** Employ ethical decision-making to assess, intervene, and evaluate nursing care.  **Log 2: SDOH**  **9.6f** Analyze the impact of structural and cultural influences on nursing’s professional identity.  **9.6h** Structure the practice environment to facilitate care that is culturally and linguistically appropriate.  **10.3p** Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.  **Log 3: Global Crisis Preparedness and Leadership**  **1.2i** Demonstrate socially responsible leadership.  **10.3o** Demonstrate leadership skills in times of uncertainty and crisis.  **3.5i** Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion.  **Log 4: DEI**  **9.6d** Model respect for diversity, equity, and inclusion for all team members.  **9.2j** Advocate for practices that advance diversity, equity, and inclusion.  **9.3m** Advocate for policies/practices that promote social justice and health equity. |
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