



SCHOOL OF
**Nursing and
Health Sciences**

EAST TEXAS A&M

NURS 4324 Nursing Research for the RN
COURSE SYLLABUS

Instructor: Natalie Ortiz, MSN, RN

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Preferred Form of Communication: Email

Communication Response Time: 24 hours

Course Description

Designed for senior-level nursing students to develop the essential knowledge, skills, and attitudes required for effective interprofessional collaboration. Examines the core competencies for interprofessional collaborative practice as outlined by the Interprofessional Education Collaborative (IPEC). Emphasizes the nurse's role as a leader and a vital contributor to a well-functioning healthcare team, focusing on effective communication, mutual respect, shared decision-making, and teamwork to enhance patient safety and improve health outcomes. Navigates the complexities of collaborative practice in a dynamic healthcare environment.

Student Learning Outcomes

By the end of the course, the student will be able to:

1. Analyze the foundational principles, theoretical frameworks, and core competencies of interprofessional collaboration.
(PLO 1; AACN Essentials 1, 6, 7, 9)
2. Apply effective communication and conflict resolution strategies within an interprofessional team.
(PLO 1, 2; AACN Essentials 1, 5, 6, 7, 9)
3. Appraise the roles, responsibilities, and professional values/ethics of diverse healthcare team members.
(PLO 5; AACN Essentials 1, 5, 6, 7, 9)
4. Evaluate the impact of interprofessional teamwork on patient safety, quality improvement initiatives, and health equity.
(PLO 1, 2; AACN Essentials 1, 2, 5, 6, 7, 9)

Required Textbook:

Interprofessional Education Collaborative. (2023). *IPEC Core Competencies for Interprofessional Collaborative Practice: Version 3*. Washington, DC: Interprofessional Education Collaborative. [available online]

Optional Resources:

- Purdue Owl Online Writing Lab website:
https://owl.purdue.edu/owl/purdue_owl.html
- Other online resources and articles as directed.

COURSE REQUIREMENTS

Assessments and Grading

Each module focuses on a course competency that includes one or more of the AACN Essentials domains. Formative and summative assessments embedded in each module are designed to help you master content knowledge and measure your competency.

Each module begins with an ungraded, pre-test to gauge your current level of knowledge of the targeted competency. Submission of the pretest unlocks the module content and post-test. The module post-test is graded and contributes to the final course grade.

The culminating project integrates the module competencies into a final assessment that carries more weight in the final course grade than a module post-test. The graded course assessments and weights are shown below.

Assessments	Weight	SLO
Module Post-Tests	50%	1,2,3,4
Culminating Project		
<ul style="list-style-type: none"> • Interprofessional Team Case Study & Reflective Analysis 	50%	1,2,3,4
Total	100%	

To pass the course, you must submit all course work and earn a satisfactory score by the end of course. Assignments submitted in the last week of the course may not allow sufficient time to remediate an unsatisfactory assignment and may result in a failing course grade.

Final grades in this course are based on the following scale:

A = 90-100 (Exceeds Expectations)

B = 80-89 (Meets Expectations)

F = Below 80 (Needs Improvement and will retake the course)

The syllabus/schedule are subject to change.

ASSESSMENT DESCRIPTIONS

- **Module Pre-Tests**

- The purpose of module pre-tests is to assess your current understanding, application, analysis, and evaluation of Interprofessional Collaboration concepts related to the module competency.
- Students will take pre-tests in D2L. Pre-tests are marked as complete or incomplete.

- **Module Post-Tests**

- The purpose of module post-tests is to assess your final understanding, application, analysis, and evaluation of Interprofessional Collaboration concepts related to the module competency.
- Post-tests can include, but not be limited to one or more of the following examples: traditional assessments (tests), projects, written assignments, or a combination of activities.
- You will have 3 attempts to demonstrate competency as defined as a score of at least 75% on the post-test.
- Students will submit post-tests in the LMS in the format directed by the course faculty.

- **Culminating Project: Interprofessional Observational Analysis**

- The purpose of the culminating project is to demonstrate mastery of all course competencies in a significant, self-directed assignment that requires you to synthesize and apply the knowledge and skills you have acquired during the course.
- The project is a real-world, hands-on demonstration of mastery of the knowledge, skills, and attitudes related to Interprofessional Collaboration.
- In the project, you act as the **Clinical Quality Auditor** observing an interprofessional team interaction. Your task is to critique the team’s performance using the IPEC 2023 domains. This assignment requires formal, scholarly writing using APA formatting.
- The grading rubric is below:

Grading Rubric

Criteria	Exceeds (90-100%)	Meets (80-89%)	Developing (60-79%)
IPEC Accuracy	Identifies 3 breakdowns; links to 2023 sub-competencies with deep rationale.	Identifies 3 breakdowns; links to domains but lacks depth.	Identifies 1-2 breakdowns; links to general domains.
The "Rewrite"	Demonstrates high-level collaboration (Two-Challenge Rule, Check-back).	Demonstrates basic polite communication and addresses core conflict.	Lacks specific evidence-based communication tools.

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Reflective Analysis	Deep analysis of psychological safety and system-level failures.	Explains links between communication and safety; lacks systems focus.	Primarily summarizes the plot without reflecting on dynamics.
Technical Accuracy	Correctly identifies technical errors (BVM seal, O2 connection, DNR status).	Identifies major errors but misses physiological consequences.	Mentions "mistakes" but misses BVM/O2 specifics.
Professional Tone	Tone is consistently that of an objective Clinical Quality Auditor. Accurately uses APA format.	Tone is professional but occasionally subjective. Uses APA format with several errors.	Tone is overly casual or relies on individual blame. Uses APA format with multiple errors or does not follow APA guidelines.

Student Preparation Guide: The Script Critique

Since you are acting as a **Clinical Quality Auditor** for the case of Mr. Varga, your preparation should focus on observation and the "Safety Catch."

1. Mandatory Review (IPEC 2023 Version 3)

- **Values & Ethics (pp. 14-15):** Pay special attention to **VE9** (respecting the diversity of patients) and **VE10** (promoting health equity).
- **Communication (pp. 18-19):** Focus on **C2** (jargon-free language) and **C5** (cultural responsiveness). You will need these to critique the team's failure to use an interpreter.
- **Teams & Teamwork (pp. 20-21):** Review **TT9** (shared framework for safety).

2. Case-Specific Preparation

- **Language & Culture:** Research the impact of language barriers on patient safety. How does using a "translation app" (used by Sarah in Scene 1) differ from a certified medical interpreter in terms of accuracy?
- **Clinical Knowledge:** * Review the symptoms of **Acute Pulmonary Edema**.
 - Understand the relationship between **Stage 4 CKD** and high-dose diuretics.
 - Review **PEA (Pulseless Electrical Activity)**: Why is "bagging the patient" useless if the oxygen isn't turned on at the wall?
- **The "Audit" Mindset:** Approach the script like a detective. Every line of dialogue is a potential data point. Ask yourself: *Who is holding the power? Who is being ignored? What piece of equipment is being forgotten?*

3. Submission Checklist

- [] **Critique Table:** Have I linked at least 3 moments to specific 2023 IPEC codes?
- [] **The Rewrite:** Did I use the "Check-back" method in my new dialogue?
- [] **The Reflection:** Have I discussed how "Psychological Safety" (or the lack thereof) directly led to the Nitro error?

Academic Tips

1. Create a Study Schedule
 - Allocate specific times each week for coursework.

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- Stick to a consistent routine to build momentum.
 - 2. Stay Organized
 - Use digital tools like calendars, to-do lists, and course management apps.
 - Keep all course materials and notes well-organized by module or topic.
 - 3. Understand Course Requirements
 - Read the syllabus thoroughly.
 - Know deadlines, grading rubrics, and expectations for assignments and discussions.
 - 4. Engage with the Content
 - Take notes actively while reading or watching lectures.
 - Summarize key points in your own words to reinforce learning.
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Communication & Networking Tips

- 6. Participate in Discussions
 - Engage in online forums and group discussions.
 - Share insights and ask thoughtful questions.
 - 7. Connect with Instructors
 - Don't hesitate to reach out for clarification or feedback.
 - Build rapport with faculty for support and future recommendations.
 - 8. Form Study Groups
 - Collaborate with peers for accountability and shared learning.
 - Use video calls or group chats to stay connected.
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Time Management & Self-Care Tips

- 9. Avoid Procrastination
 - Break tasks into smaller steps and start early.
 - Use techniques like Pomodoro or time-blocking to stay focused.
 - 10. Balance Work, School, and Life
 - Communicate with family and employers about your schedule.
 - Prioritize tasks and learn to say no when necessary.
 - 11. Practice Self-Care
 - Get enough sleep, eat well, and take breaks.
 - Manage stress through exercise, mindfulness, or hobbies.
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Tech & Resource Tips

- 12. Familiarize Yourself with the LMS
 - Learn how to navigate your school's learning management system (e.g., Canvas, Blackboard).
 - Bookmark important links and resources.
- 13. Use Academic Resources
 - Take advantage of writing centers, tutoring, and library services.
 - Use citation tools and grammar checkers for polished assignments.
- 14. Back Up Your Work

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- Save assignments in multiple locations (cloud, USB, etc.).
- Use version control to track changes in major projects.

Course Specific Procedures/Policies

Class Attendance

Class attendance for online courses is defined as completing module activities and is expected. As an adult learner and responsible professional, the student is responsible for reading and completing assignments. It should not be expected that all material will be covered by the instructor.

Minimal Technical Skills Needed

Using the learning management system, and using Microsoft Word, Microsoft Excel and PowerPoint.

RN-BSN Student Guide

Specific information about the RN-BSN track is posted in the LMS course site. You are expected to adhere to standards of good professional character and academic conduct.

Academic misconduct involves any activity that tends to compromise the academic integrity of the University, or subvert the educational process, including, but not limited to, cheating, plagiarism, falsifying academic records, misrepresenting facts and any act designed to give unfair academic advantage to the student or the attempt to commit such an act. Students are responsible for their own academic honesty and for reporting violations of academic honesty by others.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

UNIVERSITY SPECIFIC POLICIES & PROCEDURES

AI Use in ETAMU Courses

East Texas A&M University faculty and administrators acknowledge that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty
13.99.99.R0.10 Graduate Student Academic Dishonesty

Interaction with Instructor Statement:

Communication between faculty and students is important and taken seriously. Preferred communication methods are through email through the East Texas A&M University email system, accessible within the D2L course. All students will be treated with collegial respect and are expected to communicate professionally. Students should check their university email accounts daily for course updates and communication with the instructor. It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

Class Involvement:

As an adult learner and responsible professional, you are responsible for reading and completing assignments prior to due dates and applying the assigned material to demonstrate competency.

If you have difficulty accessing formats or other content in the course, please contact the course faculty for assistance. If accommodation is required, you will work with the Students with Disabilities Services (SDS) staff to identify your learning needs.

TECHNOLOGY REQUIREMENTS

Learning Management System (LMS)

All course sections offered by East Texas A&M University have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

The syllabus/schedule are subject to change.

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool:

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@etamu.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a ETAMU campus open computer lab, etc.

COMMUNICATION AND SUPPORT**Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

ETAMU Attendance

The syllabus/schedule are subject to change.

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

If students have difficulty accessing formats or other content in the course, please contact course faculty who will work with students individually address their needs.

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran

status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit <https://www.etamu.edu/counseling-center>



Course Pacing Guide:

Module 1: Foundations of Interprofessional Practice

- Recommended completion in 1 week

Module 2: Interprofessional Communication & Team Dynamics

- Recommended completion in 1 week

Module 3: Roles, Responsibilities, and Ethical Practice

- Recommended completion in 1 week

Module 4: Quality Improvement & Patient Safety

- Recommended completion in 1 week

Culminating Project

- Recommended completion in 1-2 weeks