RGP1 — RGP TASK 1: PROFESSIONAL ACCOUNTABILITY

PROFESSIONAL ROLES AND VALUES — C304

PRFA — RGP1

TASK OVERVIEW   SUBMISSIONS   EVALUATION REPORT

COMPETENCIES

740.1.4 : **Professional Accountability**
The graduate analyzes the responsibilities and accountability of the professional nurse.

740.1.5 : **Self Advocacy of the Nurse**
The graduate integrates strategies of self-awareness and self-care into professional practice to ensure personal health and well¬being.

740.1.7 : **Roles of the Nurse**
The graduate analyzes the roles of the nurse as a scientist, a detective, and a manager of the healing environment.

740.1.10 : **The Nursing Profession**
The graduate applies historical and contemporary nursing theories and models to define their professional nursing practice.

740.1.13 : **The Professional Nurse**
The graduate integrates knowledge, skills, and attitudes of the nursing profession into personal and professional interactions and ethical decision making.

740.1.15 : **Healthcare Work Environment**
The graduate evaluates how the vision, values, mission, and philosophy of an organization align with an individual's professional values, beliefs, and approaches to inter-professional collegiality.

INTRODUCTION

The purpose of this task is to develop a working knowledge of nursing theory, nursing ethics, and professional accountability and apply these concepts to your professional clinical practice. You will be required to think about real-life scenarios and how they relate to nursing codes in your professional practice.

REQUIREMENTS

Your submission must be your original work. No more than a combined total of 30% of the submission and no more than a 10% match to any one individual source can be directly quoted or closely paraphrased from sources, even if cited correctly. An originality report is provided when you submit your task that can be used as a guide.

You must use the rubric to direct the creation of your submission because it provides detailed criteria that will be used to evaluate your work. Each requirement below may be evaluated by more than one rubric

aspect. The rubric aspect titles may contain hyperlinks to relevant portions of the course.

A. Identify a nursing theory that has influenced your values and goals.
    1. Explain how nurses apply the identified theory from part A to implement excellent nursing practices.
    2. Discuss how the identified theory from part A fits your professional practice.

B. Identify the contributions of **two** historical nursing figures in the nineteenth or twentieth century.
    1. Compare the differences in contributions of the **two** historical figures identified in part B.
    2. Describe how the contributions of the **two** historical figures influence your professional nursing practice.

C. Explain the functional differences between the State Board of Nursing and the American Nurses Association (ANA).
    1. Define the roles of these **two** organizations.
    2. Explain how these **two** organizations influence your nursing practice.
    3. Explain the requirements for professional license renewal in your state.
        a. Discuss the consequences of failure to maintain license requirements in your state.
    4. Compare the differences between registered nursing license requirements in a compact state versus a non-compact state.

D. Discuss the functional differences between the Food and Drug Administration and the Center for Medicare and Medicaid Services (see the web links below).
    1. Discuss how the **two** regulatory agencies influence your professional nursing practice.
        a. Describe your role as a patient advocate in promoting safety when a patient has requested to use an alternative therapy.

E. Discuss the purposes of the Nurse Practice Act in your state and its impact on your professional practice.
    1. Discuss the scope of practice for a RN in your state.
    2. Discuss how your state defines delegation for the RN.

F. Apply *each* of the following roles to your professional practice:
- a scientist
- a detective
- a manager of the healing environment

G. Identify **two** provisions from the American Nurses Association (ANA) Code of Ethics (see web link below).
    1. Analyze how the **two** provisions identified in part G influence your professional nursing practice.
    2. Describe a nursing error that may occur in a clinical practice (e.g., clinical setting, skills lab, or simulation).
        a. Explain how the ANA provisions identified in part G can be applied to the error discussed in part G2.

H. Identify **four** leadership qualities or traits that represent excellence in nursing.
    1. Discuss the significance of the **four** leadership qualities identified in part H in the nurse's role as *each* of the following:
- a leader at the bedside
- within a nursing team or interdisciplinary team

    2. Identify how your work environment impacts the following:
- nursing leadership
- decision making
- professional development

I. Acknowledge sources, using APA-formatted in-text citations and references, for content that is quoted, paraphrased, or summarized.

J. Demonstrate professional communication in the content and presentation of your submission.

File Restrictions

File name may contain only letters, numbers, spaces, and these symbols: ! - _ . * ' ( )
File size limit: 200 MB
File types allowed: doc, docx, rtf, xls, xlsx, ppt, pptx, odt, pdf, txt, qt, mov, mpg, avi, mp3, wav, mp4, wma, flv, asf, mpeg, wmv, m4v, svg, tif, tiff, jpeg, jpg, gif, png, zip, rar, tar, 7z

RUBRIC

A: NURSING THEORY

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A nursing theory that has influenced the candidate's values and goals is not identified.	The nursing theory is identified, but it is not relevant to the candidate's values and goals.	A nursing theory that has influenced the candidate's values and goals is identified.

A1: EXCELLENT NURSING PRACTICES

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
An explanation of how nurses apply the selected theory in part A to plan excellent nursing practices is not provided.	The explanation of how nurses apply the selected theory in part A to plan excellent nursing practices is illogical.	The explanation of how nurses apply the selected theory in part A to plan excellent nursing practices is logical.

A2: PROFESSIONAL PRACTICE NURSING THEORY

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A discussion of how the theory from part A fits the candidate's professional practice is not provided.	The discussion of how the theory from part A fits the candidate's professional practice is irrelevant, or it inaccurately addresses the identified theory.	The discussion of how the theory from part A fits the candidate's professional practice is relevant, and it accurately addresses the identified theory.

B: CONTRIBUTIONS OF 19TH OR 20TH CENTURY HISTORICAL NURSING FIGURES

NOT EVIDENT

An identification of the contributions of 2 historical nursing figures in the nineteenth or twentieth century is not provided.

APPROACHING COMPETENCE

Not applicable.

COMPETENT

The contributions of 2 historical nursing figures in the nineteenth or twentieth century is identified.

B1: DIFFERENCES IN CONTRIBUTIONS

NOT EVIDENT

A comparison of the differences in contributions of the two historical figures discussed in part B is not provided.

APPROACHING COMPETENCE

The comparison inaccurately addresses the differences in the contributions of the 2 historical figures identified in part B, or the comparison is illogical or not supported.

COMPETENT

The comparison accurately addresses the differences in the contributions of the 2 historical figures identified in part B and is logical and well supported.

B2: DESCRIPTION OF HISTORICAL FIGURES

NOT EVIDENT

A description of how the contributions of 2 historical nursing figures have influenced the candidate's nursing practice is not provided.

APPROACHING COMPETENCE

The description of how the contributions of 2 historical nursing figures have influenced the candidate's nursing practice is inaccurate.

COMPETENT

The description of how the contributions of the 2 historical nursing figures have influenced the candidate's nursing practice is accurate.

C: STATE BOARD OF NURSING VERSUS ANA

NOT EVIDENT

An explanation of the functional differences between the State Board of Nursing and the American Nurses Association (ANA) is not provided.

APPROACHING COMPETENCE

The explanation of the functional differences between the State Board of Nursing and the ANA is inaccurate or not supported.

COMPETENT

The explanation of the functional differences between the State Board of Nursing and the ANA is accurate and well supported.

C1: ROLES OF ORGANIZATIONS

NOT EVIDENT

A definition of the roles of the State Board of Nursing and the ANA is not provided.

APPROACHING COMPETENCE

The definition of the role of the State Board of Nursing and the

COMPETENT

The definition of the roles of the State Board of Nursing and the ANA is provided and supported.

role of the ANA is provided, but it contains inaccuracies, or it is not supported by verifiable facts.

C2: INFLUENCE OF THE STATE BOARD OF NURSING AND ANA

NOT EVIDENT

An explanation of how the State Board of Nursing and the ANA influence the candidate's nursing practice is not provided.

APPROACHING COMPETENCE

The explanation of how the State Board of Nursing and the ANA influence the candidate's nursing practice is inaccurate or irrelevant.

COMPETENT

The explanation of how the State Board of Nursing and the ANA influence the candidate's nursing practice is accurate and relevant.

C3: REQUIREMENTS FOR PROFESSIONAL LICENSE RENEWAL

NOT EVIDENT

An explanation of the requirements for professional license renewal in the candidate's state is not provided.

APPROACHING COMPETENCE

The explanation of the requirements for professional license renewal in the candidate's state is inaccurate or not supported.

COMPETENT

The explanation of the requirements for professional license renewal in the candidate's state is accurate and well supported.

C3A: FAILURE TO MAINTAIN LICENSE REQUIREMENTS

NOT EVIDENT

A discussion of the consequences of failure to maintain license requirements in the candidate's state is not provided.

APPROACHING COMPETENCE

The discussion of the consequences of failure to maintain license requirements in the candidate's state is inaccurate.

COMPETENT

The discussion of the consequences of failure to maintain license in the candidate's state is accurate.

C4: COMPACT VERSUS NON-COMPACT STATE

NOT EVIDENT

A comparison of the differences between registered nursing license requirements in a compact state versus a non-compact state is not provided.

APPROACHING COMPETENCE

The comparison inaccurately addresses the differences between registered nursing license requirements in a compact state versus a non-compact state, or it is not supported.

COMPETENT

The comparison accurately addresses the differences between registered nursing license requirements in a compact state versus a non-compact state and is well supported.

D: AGENCIES FUNCTIONAL DIFFERENCES

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A discussion of the functional differences between the given regulatory agencies is not provided.	The discussion of the functional differences between the given agencies is inaccurate or not supported.	The discussion of the functional differences between the given agencies is accurate and well supported.

D1: INFLUENCE ON PROFESSIONAL PRACTICE

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A discussion of how the regulatory agencies influence the candidate's professional nursing practice is not provided.	The discussion of how the regulatory agencies influence the candidate's professional nursing practice is irrelevant.	The discussion of how the regulatory agencies influence the candidate's professional nursing practice is relevant.

D1A: NURSE'S ROLE AS A PATIENT ADVOCATE

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A discussion of the candidate's role as a patient advocate in promoting safety when the patient has selected an alternative treatment is not provided.	The discussion of the candidate's role as a patient advocate in promoting safety when the patient has selected an alternative treatment is not relevant.	The discussion of the candidate's role as a patient advocate in promoting safety when the patient has selected an alternative treatment is relevant.

E: PURPOSES OF THE NURSE PRACTICE ACT

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A discussion of the purposes of the Nurse Practice Act and its influence on the candidate's professional practice is not provided.	The discussion of the purposes of the Nurse Practice Act and its influence on the candidate's professional practice is inaccurate, or it is not supported.	The discussion of the purposes of the Nurse Practice Act and its influence on the candidate's professional practice is accurate and well supported.

E1: SCOPE OF PRACTICE

NOT EVIDENT	APPROACHING COMPETENCE	COMPETENT
A discussion of the scope of practice for an RN in the candi-	The discussion of the scope of practice for an RN in the candi-	The discussion of the scope of practice for an RN in the candi-

date's state is not provided.

date's state is illogical or unsupported.

date's state is logical and well supported.

E2: RULES FOR EFFECTIVE DELEGATION

NOT EVIDENT

A discussion of how the candidate's state defines delegation for the RN is not provided.

APPROACHING COMPETENCE

A discussion of how the candidate's state defines delegation for the RN is illogical or not supported.

COMPETENT

The discussion of how the candidate's state defines delegation for the RN is logical and well supported.

F: APPLICATION OF NURSING ROLES

NOT EVIDENT

A discussion of the application of each nursing role to the candidate's professional practice is not provided.

APPROACHING COMPETENCE

The discussion of the application of each nursing role to the candidate's professional practice is irrelevant.

COMPETENT

The discussion of the application of each nursing role to the candidate's professional practice is relevant.

G: ANA CODE OF ETHICS PROVISIONS

NOT EVIDENT

2 provisions from the ANA Code of Ethics are not identified.

APPROACHING COMPETENCE

2 provisions from the ANA Code of Ethics are identified, but they are inaccurate.

COMPETENT

2 provisions from the American Nurses Association (ANA) Code of Ethics are accurately identified.

G1: ANALYSIS OF PROVISIONS

NOT EVIDENT

An analysis of how the 2 provisions identified in part G influence the candidate's professional nursing practice is not provided.

APPROACHING COMPETENCE

The analysis inaccurately addresses how the 2 provisions identified in part G influence the candidate's professional nursing practice, or the analysis is not reasoned.

COMPETENT

The analysis accurately addresses how the 2 provisions identified in part G influence the candidate's professional nursing practice and the analysis is reasoned.

G2: CLINICAL PRACTICE ERROR

NOT EVIDENT

A description of a nursing error in a clinical practice example is not provided.

APPROACHING COMPETENCE

The description of a nursing error in a clinical practice example is irrelevant.

COMPETENT

The description of a nursing error in a clinical practice example is relevant.

G2A: APPLICATION OF ANA PROVISIONS

NOT EVIDENT

An explanation of how ANA provisions in part G can be applied to the error from part G2 is not provided.

APPROACHING COMPETENCE

The explanation of how the ANA provisions in part G can be applied to the error from part G2 is irrelevant.

COMPETENT

The explanation of how the ANA provisions in part G can be applied to the error from part G2 is relevant.

H: LEADERSHIP QUALITIES OR TRAITS

NOT EVIDENT

4 leadership qualities or traits are not identified.

APPROACHING COMPETENCE

4 leadership qualities or traits are identified, but they do not represent excellence in nursing, or they are otherwise inappropriate for a nursing practice.

COMPETENT

4 leadership qualities or traits that represent excellence in nursing are identified, and are appropriate for a nursing practice.

H1: DEMONSTRATION OF NURSING LEADERSHIP QUALITIES OR TRAITS

NOT EVIDENT

A discussion of how the nurse uses the identified leadership qualities or traits in part H in each of the given roles is not provided.

APPROACHING COMPETENCE

The discussion of how the nurse uses the identified leadership qualities or traits in part H does not include each of the 4 traits, does not include each of the given roles, or it is not relevant.

COMPETENT

The discussion of how the nurse uses the identified leadership qualities or traits in part H includes each of the 4 traits, includes each of the given roles, and it is relevant.

H2: WORK ENVIRONMENT

NOT EVIDENT

An identification of how the work environment impacts each given point is not provided.

APPROACHING COMPETENCE

The submission identifies how the work environment is impacted, but it does not provide rele-

COMPETENT

The submission identifies of how the work environment is impacted, and provides relevant details

vant details or examples of how each given point is impacted.

and examples of how each given point is impacted.

I: APA SOURCES

NOT EVIDENT

The submission does not include in-text citations and references according to APA style for content that is quoted, paraphrased, or summarized.

APPROACHING COMPETENCE

The submission includes in-text citations and references for content that is quoted, paraphrased, or summarized but does not demonstrate a consistent application of APA style.

COMPETENT

The submission includes in-text citations and references for content that is quoted, paraphrased, or summarized and demonstrates a consistent application of APA style.

J: PROFESSIONAL COMMUNICATION

NOT EVIDENT

Content is unstructured, is disjointed, or contains pervasive errors in mechanics, usage, or grammar. Vocabulary or tone is unprofessional or distracts from the topic.

APPROACHING COMPETENCE

Content is poorly organized, is difficult to follow, or contains errors in mechanics, usage, or grammar that cause confusion. Terminology is misused or ineffective.

COMPETENT

Content reflects attention to detail, is organized, and focuses on the main ideas as prescribed in the task or chosen by the candidate. Terminology is pertinent, is used correctly, and effectively conveys the intended meaning. Mechanics, usage, and grammar promote accurate interpretation and understanding.

WEB LINKS

Center for Medicare and Medicaid Services

Code of Ethics

Food and Drug Administration