Introduction

Did you know that in 2005, only 43% of nurses in the United States held baccalaureate degrees in nursing (National Council on Nurse Education and Practice)? At that time, the US Congress was advised to support efforts to raise that number to 67% by 2010. How do you think they are doing? Why is it important to increase the percentage of nurses with baccalaureate degrees in nursing? What do you think your nursing education is going to do for you? Do you think it will help you develop confidence?

Nurse leaders are shaping the future of healthcare and serve as clinician, manager, and mentor. In a few short weeks, you will be more confident, better prepared to assume a leadership role, and able to actively help to direct more positive outcomes for your organization. You already mastered your prerequisites, including the basic principles of nursing theory, nursing process, and nursing models of care. That is a great accomplishment. Now you will build upon those concepts and build a comprehensive body of knowledge that includes quality management, quality improvement, case management, utilization management, risk management in all healthcare settings, and basic healthcare finance.

Some of the reasons why knowledge of professional roles and values are important for nurses include the following:

- Ethics is an integral part of the nursing profession in advocating for and care of patients.
- Nurses delegate care to others in order to provide competent, safe care.
- Nursing competency development continues throughout the nurse’s professional lifetime.

Upon completion of this course of study, you will be able to influence not only your own nursing practice but also the practice of those with whom you work.

Competencies
There are five competencies covered by this course of study; they are listed in the "Competencies for Professional Roles and Values (NVT2)" page.

Nursing Dispositions Statement
Please review the Statement of Nursing Dispositions.

Required Resources:

Preparation for Success

To successfully complete Professional Roles and Values, you will need the appropriate resources. You should also prepare a calendar to schedule time devoted to your studies. Share your calendar with family and friends so they are aware of your obligations.

Obtain Learning Resources

You will need to acquire learning resources to help you gain competency in evidence-based practice and applied nursing research. Arrange to obtain the learning resources listed below so there will be no delay in your studies. These items are essential for you, as this document will guide you in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click on your name in your AAP, you can check your contact information.

Gather Your Materials

Arrange to obtain the resources listed below so there will be no delays in your studies. These items are essential for you, and this document will guide you in the use of these materials.

Purchase the following textbooks:


Note: The WGU Bookstore has these books available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

Other Learning Resources

You will need to enroll in or subscribe to several learning resources as a part of this course of study.

Please access your AAP and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll or subscribe through your AAP, please see the "Acquiring Your in Learning Resources” document.

Nursing Spectrum

Enroll in Nursing Spectrum if you have not previously enrolled in another course. You only need to enroll once. After you are enrolled through your AAP you will receive access information in an email.

Accessing the Companion Website for Roux text

Access the companion website that you will be using in this course of study.

This site provides activities, critical thinking questions, and case studies that will help you apply
the competencies you are developing.

**Additional Preparation**

There are many different learning tools available to you within your course of study in addition to the learning resources discussed above. Some or all of them may be very useful to you as your progress through this course of study. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

The following activities and information will help you as you work through this course of study.

**Message Boards, Learning Communities, Study Notes, FAQs**

Message boards, learning communities, study notes, and FAQs are available in every course of study.

Use the "Additional Learning Tools" document to review these tools.

**Take Study Notes**

As you engage with the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competencies through the assessment.

**Discuss TaskStream Enrollment**

At the end of some of the sections in this course of study, you will need to complete and submit performance tasks in TaskStream to demonstrate your competence. In order to obtain the instructions for each task and to submit your work, you will need to be enrolled in TaskStream.

Additional information on TaskStream can be found in the Student Portal on the "Resources" tab at the bottom of the page. You can use "TaskStream Help" to get more help. Contact your mentor to go over these TaskStream processes and requirements.

**Evaluation**

At certain times during your course work, you will complete performance tasks in TaskStream ([http://www.taskstream.com](http://www.taskstream.com)).

Follow these directions to access your performance assessment.

After writing up your tasks, check that you have covered all the requirements in the rubric before submitting it. If you need help, contact the course instructor.

**Nursing through History**

History has glorified figures like Florence Nightingale, but what effect did she really have on the field of nursing? What effect did she have on the field of public health? When you read stories of nurses such as that of Florence Nightingale and the nurses who survived through crises of war
in the Crimea, the South Pacific, and Vietnam, it helps you to focus on the true role of the nurse, their courage under difficult circumstances, and their dedication to safe quality care. How different are these nurses from the ones who responded to disasters in the United States, such as Hurricane Katrina? Or the nurses who fight every day for care of vulnerable populations? For this section you will look at the history of nursing and how it frames the profession today.

**Nursing History**

In this section you will investigate the history of nursing and apply your findings to understand your place in the field. In the "Notes" feature of this course of study, answer the following questions:

- How can understanding the history of nursing affect your own practice?
- Are these just a few heroes who stand out, or are there many nurses throughout history who have added to the knowledge, skills, and growth of nursing as a profession?
- What can history tell nurses about where they will go as a profession in the future?

**Concept Mapping and Reflection: Nursing History**

Draw a concept map of the key components that you think are important in the history of nursing.

Call this concept map "Nursing History: Initial."

**Nursing’s Place in History**

Read the following in the *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow* text:

- chapter 1

This provides a good overview of the history of nursing, including key nurses in history and their contributions.

When you have completed your reading, answer the reflection questions at the end of the chapter.

Now add the key women in history of nursing to your concept map with their major contribution.

**History of Nursing as a Profession**

Go to the companion website for the Roux text. Select Reflective Case Studies in the left hand column.

Select History of Nursing as a Profession - read and complete the case study.

You may email your responses to your Course Instructor for this course of study. While this is not required, it may be helpful for you if you would like feedback. You might also want to post some insights in the message board for your peers.

**Diversity in Nursing**
Investigate how diversity of nurses has enhanced the field of nursing at "Nursing Notes: History as a domain of study. Choose one of the following topics listed on the website to research:

- men in nursing
- black nurses in history
- women in war

Post a comment in the message board to teach others what you have learned.

Crossword on Nursing Education: Past, Present, and Future

Go to the companion website for the Roux text as instructed in the introduction to this course of study. Select Crossword Puzzles in the left hand column. Complete the puzzle and then check your answers. This is a fun way to check your understanding.

You might want to also complete the chapter review for chapter 1 to test your understanding. DO NOT submit your answers. Look up questions you are unsure of.

Reflection and Concept Map: Nursing History

Reflect on what you have learned about the history of nursing. How can history affect your practice? Go back to your concept map and add to it or modify it.

Ethical Leadership

In national emergencies caused by natural or man-made disasters, a triage nurse may have to make ethical decisions about who will be treated and who will be left without treatment or treated when possible, if at all. These are difficult decisions and are often based on codes, practice acts, and organization or national standards. Ethical leadership in nursing involves using the nursing code of ethics, state practice acts, and organization or institutional standards of patient care. Nursing roles emphasize developing safe and ethical patient care based on standards of care.

For this section, you will review roles and responsibilities of a nurse to provide ethical leadership in all nursing practice.

Ethical Leadership

Think about what ethical leadership means. Every nurse has a story about a defining moment when the need to advocate for a patient in an ethical dilemma has called for inter- and intrapersonal strength. What is the role of the nurse manager in using ethical principles in association with staff, physicians, and patients? How is this role carried out appropriately and optimally?

In this section, you should employ your knowledge of ethical principles in order to analyze cases from a nurse leader's perspective. Determine the course of action you would take and be prepared to leave this course of study ready to follow this course of action.

Concept Mapping and Reflection: Nursing Ethics

Draw a concept map of the key components that you think comprise a code of nursing ethics.
Call of this concept map "A Code of Nursing Ethics: Initial."

Case Study: Sex and Vaccination

Access the "Sex and Vaccination" case study.

1. Read through "Part I-A Texas Tempest" scenario.
2. Answer the questions at the end of Part I.
3. Go to "Part II-The Governors Case" and read the case and answer questions.
4. Go to "Part III-Arguments against the HPV Mandatory Vaccination Policy."
5. Go to Part IV-Now What?"
6. Complete the case study with questions.

How does what you have read help you better understand the "Sex and Vaccination" case study? Or does it? Go to your message board and post your thoughts in the appropriate discussion.

Case Study: Ethical Scenarios

Go to the companion website for the Roux text as directed in the introduction to this course of study.

Select Reflective Case Studies from the left hand column.

Select Ethical Decision Making and Moral Choices.

Complete the case study. If you would like feedback you may submit your answers to the course instructor for this course of study. You might also want to post a message for your peers.

Go to the message board and post your thoughts on the scenarios presented in this activity.

Ethical Codes: Three National and International Nursing Ethical Codes

Use the Internet to investigate the codes of ethics listed below that are important for nurses:

- American Nurses Association (ANA) Code of Ethics
- Bill of Rights for Registered Nurses
- International Council of Nurses (ICN) Code of Ethics

Develop a graphic to show the major points of each of the above and any overlap among them.

Then complete the Ethics Exercises on the companion website for the Roux text. Access this site as directed in the introduction to this course of study. You may submit your answers to the Course Instructor if you need feedback. This is not required.

Ethical Decision Making

Go to the companion website for the Roux text. Select Critical Thinking Questions from the left hand column.
Complete the critical thinking questions. You may email your answers to the course instructor for this course of study if you need feedback.

Post your thoughts on the message board and write pertinent information in your notes.

**Test Your Understanding - Chapter Review on Ethical Decision Making**

Complete the chapter review to test your understanding. Access the chapter review on the companion website for the Roux text as directed in the introduction to this course of study. This should not be submitted but you should use this as a tool to check understanding. Look up any questions you do not know.

**Health Care Ethics**

Think about a health care ethics issue that you have been involved in or read about. Be prepared to discuss on the message board an example you have seen that might have been unjust, incompetent, or illegal in your clinical experience.

Consider the following related to your example:

- What did you observe?
- What did you do about it?
- Might you have done something different?
- What might you do in the future?

**Final Concept Map and Reflection: Nursing Ethics**

Have any of your initial ideas about nursing ethics, safety, or quality of care changed? If so, go back and edit your concepts. If not, why not?

What new insights have you gained about responding to ethical dilemmas in your nursing practice?

Explain.

**TaskStream Task 724.7.1-01,03,05, 7.2-01--05,07 (2008)**

Complete the following in TaskStream:

- the first task, which is on ethics: 724.7.1-01,03,05, 7.2-01--05,07 (2008)

**Continuing Competence in Professional Nursing**

Imagine you are a patient in the hospital; you are a nurse who has just had surgery. You are in a private room on the floor reserved for the VIPs; in other words, you probably have health insurance and you know the rooms are all private in that unit—that is why you requested to be on that unit. However, you notice that your IV is running dry and in spite of repeated efforts to gain the attention of an RN to change it, it is about to run out. A licensed practical nurse (LPN) (without IV privileges) comes into the room and you demand that the LPN follow your instructions on how to change the IV, because you know how difficult it is to find a vein in your
Now consider the following:

- Is the LPN competent because of your instruction?
- Is the RN that is responsible for your care competent when your IV has not been changed in a timely manner?
- Are these legal, ethical, and competency issues all rolled up into one event?
- What would the state board of nursing say?

**Continuing Nursing Competence**

Continued competence in nursing is often regulated by state boards of nursing as well as specialty nursing groups such as ANCC (American Nurses Credentialing Center) or ACNM (American College of Nurse Midwives). It is essential that nurses understand the standards for competence by which they are regulated. It is equally important that nurses stay current as new fields and practices become the standard of care.

**Concept Mapping and Reflection: Continuing Nursing Competence**

Access your state board of nursing rules and regulations about continuing education. Does your state require continuing education credit for continued licensure? If not, how would you remain current in your practice? Construct a concept map that depicts what competency in nursing means.

**Professional Nursing Organizations**

Read the following in the *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow* text:

- chapter 5 (on "Professional Nursing Organizations")

Now, go to the companion website for the *Roux text*.

1. Click on "Critical Thinking Questions" in the left-hand column.
2. Select "Chapter 5-Professional Nursing Organizations".
3. Work through the situations.
4. Share your thoughts in the message board. You do not need to submit these to your course instructor unless you need feedback.

**Professional Nursing Practice Regulations**

For this activity, complete the following:

1. Log in to your Nursing Spectrum account.
2. Go to "Legal and Regulatory" in the left-hand column.
3. Select "Protect Yourself: Know Your Nurse Practice Act".
4. Complete the online course.
5. Download the CE (continuing education) certificate when you are done.
Consider the following questions:

- Why is it important to know your particular nurse practice act?
- Does this differ from state to state?
- What violations are important to learn?

**Professional Conduct**

For this activity, complete the following:

1. Log in to your Nursing Spectrum account.
2. Go to "Re-Entry" in the left-hand column.
3. Select "Do You Reflect a Positive Image of Nursing?"

Consider the following questions:

- How does your self-image affect the image of nurses by the public?
- What ways can you, as a nurse, market the image of nursing internally and externally?
- What actions can nurses take individually to improve the image of nursing?

**Unprofessional Conduct**

Read the module on unprofessional conduct at the "Legal Basics for Professional Nursing: Nurse Practice Acts" website.

What are your conclusions about unprofessional conduct, assisted suicide, and euthanasia? Discuss your ideas on the message board.

**Crossword Puzzle on Professional Nursing Organizations**

For this activity, complete the following:

1. Go to the companion website.
2. Click on "Crossword Puzzles" in the left-hand column.
3. Select "Chapter 5-Professional Nursing Organizations".
4. Complete the puzzle and then check your answers. This is a fun way to test your understanding.

**Checking Understanding: Chapter Review for Professional Nursing Organizations**

For this activity, complete the following:

1. Go to the companion website.
2. Click on "Chapter Review" in the left-hand column.
3. Select "Chapter 5-Professional Nursing Organizations".
4. Complete the review.

Do not submit your answers but go back and check them with your text. Review areas you were unsure of.

**Staff Development for New and Returning Nurses**
For this activity, complete the following:

1. Log in to your Nursing Spectrum account.
2. Go to "Re-Entry" in the left-hand column.
3. Look through the list of online short courses and select an area that you feel you need a refresher or more information about.
4. Complete the module and download your CE (continuing education) certificate.

Now, go to the message board and discuss what you have learned.

**Staffing and Scheduling**

According to Aiken, et al. (2002), on average for each additional patient assigned to a registered nurse, the risk of mortality for that registered nurse's patients rises by 7%. Think about it—one extra patient! What does appropriate staffing mean to the patient, the patient care unit, and the organization? As a leader, what is your role in providing safe, optimal staffing? What are the challenges?


**Developing Effective Staff**

For this activity, complete the following:

1. Log in to your Nursing Spectrum account.
2. Go to "Management and Leadership" in the left-hand column.
4. When you have completed all modules, develop a graphic to show how the BSN prepared nurse can take a role in staff development and advancement.

**Final Concept Map and Reflection: Continuing Nursing Competence**

Go back to your initial concept map for this topic. Consider the following

- What new information have you learned?
- How will you use it?
- What do you think about your own level of competency in your chosen field?
- How have your ideas changed?
- Do you have a broader understanding of the term competency than before? Explain.

Revise your concept map as needed.

**Delegation**

Imagine that you are a new graduate working the evening shift on the medical unit. There is only one other RN on the floor when that RN is called to cover in the emergency department. An LVN (Licensed Vocational Nurse) and two CNAs (Certified Nurses Assistants) are working this
night. You are now the only RN on the floor and have to give the 9:00 pm medications. Just then, a new patient is admitted from the emergency department and needs to have an initial assessment and the doctor's orders carried out. What are you going to do? Who can help? How will you delegate work appropriately? Nursing care involves more than those who are licensed as registered nurses.

Often, much patient care involves UAPs and licensed practical nurses who are supervised by RNs. Therefore, it is crucial that the RN know when and how to delegate care appropriately. During this section, you will review the nurse's responsibilities for delegation of care to other healthcare personnel.

**Delegation**

Telling someone else to do something is not delegation. So what exactly is this concept that you hear so much about in nursing? Are there legal implications? Who is accountable for the work that needs to be done? As the nurse leader, are you going to try to do it all yourself? What is your responsibility to the person you are delegating assignments to? What is your responsibility in ensuring that people assigned to each task have the proper qualifications, authority, and responsibility? It is not so simple, right? Move ahead in this section, keeping these questions in mind.

**Reflection and Concept Mapping: Delegation**

How do you visualize delegation? Draw a concept map depicting all the aspects of delegation that you can think of.

**Delegating to Unlicensed Assistive Personnel**

For this activity, complete the following:

1. Log in to your Nursing Spectrum account.
2. Go to the online module on delegating to unlicensed assistive personnel.
3. Answer the following question: What are the five rights of delegating?
4. Download your CE (continuing education) certificate when you are done.

**Written and Collaborative Exercise**

Read the [Five Rights of Delegation](#).

Think about when you have had to delegate to other people, either in a formal or informal setting.

Using the five rights of delegation, reflect back on the experience. Write an analysis of how you might have used the five rights or what you might have been able to use retrospectively.

**Case Study on Delegation: Sarah**

For this activity, complete the following:

1. Access the [Sarah case study](#)
2. Work through the case study on delegation.
3. As you work through each section, be sure to pause and answer the questions before proceeding to the next section.

Discuss your final answers to these questions with your peers:

- What situation is Sarah in?
- Why?
- How could this have been avoided?
- What was Sarah's priority for care?
- How did this affect the outcome?

**Final Concept Map and Reflection: Delegation**

Go back to your concept map. What have you learned? How would you use that knowledge?

Revise your concept map as needed.

**TaskStream Task 724.7.3-01-08 (2008)**

Complete the following in TaskStream:

- the third task, which is on delegation: 724.7.3-01-08 (2008)

**Roles of the Professional Nurse**

As a BSN graduate, you will be expected to assume the role of a leader. This may be a leader at the bedside of a patient or in an administrative role in a healthcare facility. As a professional nurse, are you going to be a leader, a manager, or a follower? You probably answered "all three." You are right.

Consider the following:

- What role will you play when and with whom?
- Will you be an official leader or an unofficial leader-will you lead the unit or lead at the bedside?
- Will you manage your staff, or will you manage your patients' care?
- Will you follow your unit manager, or will you follow your patients' cues as they reach toward wellness?

**Roles of Professional Nurses**

The nurse needs to understand the roles and responsibilities of professional nursing practice in providing safe care to patients. In this section, you will investigate the roles and responsibilities of professional nursing practice. Consider what processes are involved in each of these roles.

**Concept Map and Reflection: Roles of Professional Nurses**

Construct a concept map depicting what you think is the role of the professional nurse. Consider the roles the nurse will play on the unit as member of a team.

- Are there different types of nurses that might be on the team?
Who else might you find on an interdisciplinary team?

Interprofessional Practice

Read the following in the *Issues and Trends in Nursing: Essential Knowledge for Today and Tomorrow* text:

- chapter 6 ("Interprofessional Practice")

Focus on the following issues as you review the text:

- The importance of interprofessional collegiality
- The ways that individuals in different health professions can work together to improve patient outcomes
- Specific actions that you might undertake to resolve interprofessional differences
- Why interprofessional differences occur and ways that you might head them off before they occur
- The significance of collegiality and collaboration in today's healthcare environment

Case Study on Interprofessional Practice: Terri

For this activity, complete the following:

1. Go to the companion website for the Roux text
2. Select "Reflective Case Studies" from the left-hand column.
3. Select "Chapter 6".
4. Read and complete the case study on Terri. Do not submit this to the course instructor unless you need feedback.
5. Post a comment on the case in the message board for your peers.

Critical Thinking in Interprofessional Practice

For this activity, complete the following:

1. Go to the companion website for the Roux text
2. Select "Critical Thinking Questions" from the left-hand column.
3. Select "Chapter 6".
4. Work through the questions. If you need feedback, submit your answers to the course instructor for this course of study, but note that this is not required.

Crossword Puzzle: Interprofessional Practice

For this activity, complete the following:

1. Go to the companion website for the Roux text
2. Select "Crossword Puzzles" from the left-hand column.
3. Select "Chapter 6".
4. Complete the puzzle to check your understanding. Then check your answers.
5. Go back and review areas that you still have questions about.
To additionally check your understanding, you can complete the chapter review or NCLEX-RN review questions, but you should not submit these.

Reflecting on Effective Teams

Write a reflection of when you have been a member of a team. As you do, consider the following:

- Was the team effective?
- What characteristics did it have of an effective team?
- What were some of the barriers to the team's effectiveness?

The Nurse's Role in Cost-Effective Healthcare

For this activity, complete the following:

1. Log in to your Nursing Spectrum account.
2. Go to "CE Home".
3. Choose "Management and Leadership" from the left-hand column.
4. Then select the following online course modules: "HCAHPS Is All About Patient Satisfaction," "Healthcare Fraud"
5. Consider the following question: What is the nurse's responsibility and role in maintaining cost effective healthcare that is patient centered?

Final Concept Map and Reflection: Roles of Professional Nurses

Reflect and modify your conceptions about the roles of the professional nurse. What have you learned that might enrich your concept map about the role of the nurse in healthcare?

Revise your concept map as needed.

TaskStream Task 724.7.1-02, 04, 7.2-06, 08, 7.4-01-08 (2008)

Complete the following in TaskStream:

- the second task, which is on interviews: 724.7.1-02, 04; 7.2-06, 08; 7.4-01-08 (2008)

Final Review

Congratulations on completing the Professional Roles and Values (NVT2) course of study! You have completed the required sequence of steps and activities to help you develop competence in the subject area of Professional Roles and Values. You should be very proud of this accomplishment, as it took a lot of hard work and diligence to complete. Congratulations again!

Review of Major Points

In this course of study, you have learned about the roles of nursing, staffing, delegation, nursing competence, healthcare ethics, and professional conduct.

Transfer/Application

Now that you have the basics of evidence-based practice and nursing research, you will continue to apply what you know as you move through your program. For instance, in your
experience as a student, you might very well see behaviors that have ethical implications. You are encouraged to continue to build confidence and courage to address the ethical dilemmas with which you are faced.

**Assessments**

At this point you have already completed the performance tasks in TaskStream that constitute the assessment associated with this course of study. Hopefully you were successful on your first try; if not, please work with your mentor for additional preparations before attempting the task again. For your convenience, screenshots showing the instructions for each performance task related to this course of study are available at the links below. Please note that the instructions may change slightly from time to time. For the most up-to-date instructions, evaluation rubrics, and other related material, please log in to TaskStream. You will not have access to these tasks in TaskStream until you request them through your AAP and your mentor approves your request.

NVT2 - 724.7.1-01,03,05, 7.2-01-05,07
NVT2 - 724.7.1-02,04, 7.2-06,08, 7.4-01-08
NVT2 - 724.7.3-01-08

**Performance Assessments**

You will need to complete the following tasks:

- RNVT task 1 (a 3-level task comparing nursing leaders)
- RNVT task 2 (a 3-level task reflecting on *The Spirit Catches You and You Fall Down*)
- RNVT task 3 (a 3-level task on contemporary issues affecting nursing)
- NVT2 task 4 (a 5-level task on ethical behavior and accountability)

**Feedback**

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

**ADA Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at [ADASupport@wgu.edu](mailto:ADASupport@wgu.edu). Further information on WGU’s ADA policy and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities](#)