|  |  |  |
| --- | --- | --- |
| **RGP Task 2** |

|  |
| --- |
|  |

 |
|

|  |
| --- |
|  |
|

|  |
| --- |
| **PROFESSIONAL ROLES & VALUES*****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 (WGU)*** *- 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.***Task 2: Ethical Principle Application****Introduction:**The purpose of this task is to explore how nursing ethics, self-advocacy, and professional accountability can be applied in clinical practice. Using the provided case scenario, you will be required to think about how ethical concepts can be used to make clinical decisions and explore the differences in personal and professional beliefs. You will develop personalized stress management plans that rely on the use of adaptive coping strategies to ensure personal health and well-being.**Scenario:**You have been working as a nurse in the adult oncology unit for the past year. You have developed a close relationship with many of your patients, but Mr. Newcomb has a special place in your heart. He has been diagnosed with stage 4 pancreatic cancer and has undergone aggressive chemotherapy. Each day his wife has come to the unit to be with her husband. They have been married for over 40 years and share a deep love.Mr. and Mrs. Newcomb have made the decision to no longer continue with treatment and have decided that hospice care is needed. Over the past few days, you have watched Mr. Newcomb’s health decline, and you can tell from your experience that he does not have much time left to live. Mr. Newcomb has been very open about discussing his death, and you have had the opportunity to learn about his life and the legacy he will leave behind.While you are completing your rounds, you stop in Mr. Newcomb’s room to see how he is doing. You ask, “Is there anything else I can do for you?” Mr. Newcomb has rarely asked for anything, but today he has one request. Mr. Newcomb states, “Before I die, I would like to see my mistress one more time. Mrs. Newcomb is always here. Do you think you could tell her that I will be busy for a few hours tomorrow so I can make arrangements to see my mistress one more time?”Reflect on the following questions before you begin working on this task:●   What would you do in this scenario?●   How can your knowledge of ethical principles be utilized to determine your response to Mr. Newcomb?●   How would this affect you as a nurse and direct provider of care for Mr. Newcomb? **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. Use the Turnitin Originality Report available in Taskstream as a guide for this measure of originality.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.  Summarize how the principles of beneficence, non-maleficence, autonomy, and justice apply to the scenario by doing the following:1.  Describe how you would respond to Mr. Newcomb’s request.2.  Evaluate how you applied the principles of beneficence, non-maleficence, autonomy, and justice to the scenario.3.  Examine how personal beliefs and values influenced your response to the scenario.4.  Describe **three** strategies to promote self-care. B.  Acknowledge sources, using in-text citations and references, for content that is quoted, paraphrased, or summarized. C.  Demonstrate professional communication in the content and presentation of your submission. |

 |

 |

|  |
| --- |
|  |

**Preview and Print Rubric**

**RGP Task 2 (0217)**

Select the performance descriptors that you want to include in your printout.

You may wish to change your printer settings to "landscape" mode if you have a rubric with many performance columns.

|  | **Not Evident** | **Approaching Competence** | **Competent** |
| --- | --- | --- | --- |
| **A1.** [**Response to Scenario**](https://lrps.wgu.edu/provision/53878681) | A description is not provided, or the description makes no reference to how the candidate would respond to Mr. Newcomb’s request. | The description of how the candidate would respond to Mr. Newcomb’s request is irrelevant. | The description of how the candidate would respond to Mr. Newcomb’s request is relevant. |
| **A2.** [**Application of Patient Principles**](https://lrps.wgu.edu/provision/53878681) | An evaluation is not provided, or the evaluation makes no reference to how the candidate applied the given principles to the scenario. | The evaluation inaccurately addresses how the candidate applied the given principles to the scenario or is not supported. | The evaluation accurately addresses how the candidate applied the given principles to the scenario and is supported. |
| **A3.** [**Personal Beliefs and Values**](https://lrps.wgu.edu/provision/53878681) | An examination is not provided, or the examination makes no reference to how personal beliefs and values influenced the candidate’s response to the clinical scenario. | The examination of how personal beliefs and values influenced the candidate’s response to the clinical scenario is irrelevant or not supported. | The examination of how personal beliefs and values influenced the candidate’s response to the clinical scenario is relevant and supported. |
| **A4.** [**Promoting Self-Care Strategies**](https://wgu.vitalsource.com/books/978-0-323-101097/id/B9780323101097000252_p0250) | A description is not provided, or the description makes no reference to three strategies to promote self-care. | The description of three strategies to promote self-care is irrelevant. | The description of three strategies to promote self-care is relevant. |
| **B.** [**Sources**](https://lrps.wgu.edu/provision/71484321) | The submission does not include both in-text citations and a reference list for sources that are quoted, paraphrased, or summarized. | The submission includes in-text citations for sources that are quoted, paraphrased, or summarized, and a reference list; however, the citations and/or reference list is incomplete or inaccurate. | The submission includes in-text citations for sources that are properly quoted, paraphrased, or summarized and a reference list that accurately identifies the author, date, title, and source location as available. |
| **C.** [**Professional Communication**](https://lrps.wgu.edu/provision/27641407) | Content is unstructured, is disjointed, or contains pervasive errors in mechanics, usage, or grammar. Vocabulary or tone is unprofessional or distracts from the topic. | Content is poorly organized, is difficult to follow, or contains errors in mechanics, usage, or grammar that cause confusion. Terminology is misused or ineffective. | 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. |

**VitalSource E-Text**
You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

* [Cherry, B., & Jacob, S. (2014). *Contemporary nursing: Issues, trends, and management* (6th ed.). St. Louis: Mosby Elsevier. ISBN: 0323101097](https://lrps.wgu.edu/provision/53832567)