



INSTRUCTIONAL PACKAGE

NUR 217

Trends and Issues in Nursing

201810

Fall/2018

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: 201810

COURSE PREFIX: NUR 217

COURSE TITLE: Trends and Issues in Nursing

CONTACT HOURS: 1 class hour per week; 3 clinical hours per week

CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

The course explores health care trends and issues that facilitate role transition from student to graduate nurse. 48 hours of preceptorship experience is utilized to reinforce the behaviors of the professional nurse: critical thinking, communication, professional behavior, management, teaching-learning, and evidence-based, clinically competent and culturally sensitive care. Topical exploration is guided by the core concepts of safety, clinical decision making, teamwork and collaboration, professional behaviors, and patient-centered care across the lifespan. Contemporary issues impacting nursing care delivery are emphasized.

COURSE DESCRIPTION:

This course is an exploration of health care trends and issues. The course is designed to facilitate role transition from student to graduate nurse.

PREREQUISITES/CO-REQUISITES:

Prerequisites: NUR 161 and NUR 220

Co-requisites: NUR 221 and SPC 205

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

1. Utilize the following library resources/tools:
 - EBSCO Host, CINAHL, Medline, and Health Source Nursing Research Tools
 - RSS Research Database Feeding Scholarly, Peer Reviewed, Full Text Articles
2. Submission of Hospital Name Badge(s)

3. Completion of ALL Scheduled NCLEX-RN Review Courses/Classes for eligible students
4. Submission of online SCLLR NCLEX-RN Certificate of Endorsement for eligible students

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit: [Online Netiquette](#).

Part II: Student Learning Outcomes**COURSE LEARNING OUTCOMES and ASSESSMENTS*:**

Upon completion of this course, NUR 217 Trends and Issues in Nursing, in the Associate Degree Nursing (ADN) curriculum, the student will be able to:

- 1. SAFETY**
Promote a culture of safety within health care settings that minimizes the risk of harm to recipients and providers of nursing care
- 2. CLINICAL DECISION MAKING**
Formulate effective clinical decisions, using analytical processes, which promote positive outcomes for recipients of nursing care
- 3. TEAMWORK AND COLLABORATION**
Facilitate coordinated patient care by integrating communication skills with inter-professional collaborative processes
- 4. PROFESSIONAL BEHAVIORS**
Model behaviors that demonstrate accountability and reflect standards of the profession.
- 5. PATIENT CENTERED CARE**
Manage patient-centered care that values individual rights with a respect for diversity and individual needs.

In addition to the student learning outcomes identified above, students in this course are expected to:

1. Use the nursing process in the implementation of the three roles of the ADN nurse to promote,

maintain, and restore health to culturally diverse clients as member of families, groups and communities.

2. Formulate nursing judgments to promote health across the lifespan using goal-directed, ethical problem-solving which consistently is based on application of nursing concepts.
3. Apply management strategies to provide and coordinate client care while maintaining quality, cost-effective health care, supporting positive change, and serving as a patient advocate in a variety of settings.
4. Function as a collaborative member of the health care team to provide safe, sensitive, progressive, and comprehensive health care to recipients of their nursing care.
5. Utilize CRITICAL THINKING in both classroom and clinical settings by integrating knowledge from basic to advanced nursing concepts as foundational materials derived from prior courses as well as supplemental resources may be utilized as evaluation methods for this course.

Module #1

The Growth of Nursing

Materials Covered: Chapters 1, 2, 3, 4, 5

***Assessment(s):** Complete class review activity.
Medication Dosage Calculation Quiz
Unit Test
Preceptorship Practicum Journal

Learning Outcomes:

1. Distinguish between job, profession, and professionalism.
2. Analyze traits defining a profession that nursing has attained.
3. Evaluate why nursing has not attained some traits of a profession.
4. Correlate the concept of power with its important characteristics.
5. Summarize the historical perspectives of nursing.
6. Judge the effectiveness of the changes in nursing during World War II.
7. Analyze the four key concepts found in nursing theories and models.
8. Explain the role of the Institute of Medicine (IOM) and The Quality and Safe Education for Nurses (QSEN) project in the development of nursing graduates.
9. Describe the six Quality and Safe Education for Nurses (QSEN) competencies and their relationship to nursing education.
10. Compare the differences of at least three types of advanced nursing degrees.
11. Justify the purpose and needs for nurse licensure.
12. Evaluate the importance of nurse practice acts.
13. Discuss the purpose of at least two nursing organizations.

Module #2 **Making the Transition to Professional**
Materials Covered: Chapters 6, 7, 8, 9, 10
***Assessment(s):** Complete class review activity.
Unit Test
Research Paper
Portfolios
NCLEX prep Exams
Professional resume
Mock interview with Career Resource Center
Preceptorship Practicum Journal

Learning Outcomes:

1. Distinguish the difference between the law and ethics.
2. Establish the key concepts in ethics.
3. Analyze ethical situations and discuss a systematic process for making ethical decisions.
4. Differentiate between criminal law and civil law.
5. Explain the legal principals involved in intentional torts, quasi-intentional torts, informed consent, and Do-not-resuscitate (DNR) orders.
6. Construct methods to prevent the most common violation of criminal law by nurses.
7. Describe the NCLEX-RN, CAT test plan and test format.
8. Classify the different types of questions used on the NCLEX-RN, CAT.
9. Plan a schedule to prepare for and take the NCLEX-RN.
10. Formulate an appropriate plan for preparing for the NCLEX-RN.
11. Describe the concept of reality shock.
12. Create a care plan to manage stress and time.
13. Modify strategies used to increase nursing employment.
14. Develop a professional portfolio.
 - a. Write a professional resume.
 - b. Compose statement of professional goals.
 - c. Compile and present artifacts in a professional manner.

Module #3 **Leading and Managing**
Materials Covered: Chapters 11, 12, 13, 14, 15, 16, 17, 18, and 19
***Assessment(s):** Complete class review activity.
Unit Test
NCLEX prep Exams
Research Paper
Position Statement
Preceptorship Practicum Journal

Learning Outcomes:

1. Provide examples of key behaviors associated with effective governance, management, and leadership.
2. Distinguish between effective and ineffective followers.
3. Integrate communication techniques used to resolve conflict.
4. Compare and contrast assertive and nonassertive communication.
5. Demonstrate how Maslow's hierarchy can be used in the health-care setting when interacting with clients' difficult behaviors.
6. Propose strategies for resolving difficult problems with colleagues.
7. Describe the levels and types of health-care delivery.
8. Compare IOM, Association of Colleges for Nursing (AACN) Essentials, and QSEN Competencies in improving the quality of health care.
9. Evaluate the significance of the data collected from Hospital Care Quality Information from the Consumer Perspective (HCAHPS) survey.
10. Recommend methods to identify quality care and providers.
11. Determine the 6 key factors to high-quality care.
12. Contrast direct and indirect delegation.
13. Apply the principles of delegation to nursing practice.
14. Explain parameters used by NCLEX for determining delegation.
15. Describe examples of incivility in nursing education.
16. Propose solutions to horizontal (lateral) violence in nursing.
17. Support the importance of nursing informatics to nursing practice.
18. Compare the electronic health record with the paper record system.
19. Assess the importance of nurses becoming involved in the political process.
20. Discuss federal concerns that directly and indirectly involve nursing.
21. Summarize four points at which nurses can influence a bill.

Module #4**Issues in Delivering Care**

Materials Covered: Chapters 20, 21, 22, 23, 24, 25, 26, and 27

***Assessment(s):** Complete class review activity.

Unit Test

Research Paper

Portfolio presentation

NCLEX prep Exams

Skills/Simulation Lab

Preceptorship Practicum Journal

Preceptorship Practicum Evaluation

Learning Outcomes:

1. Synthesize the concerns surrounding the uninsured in the United States.
2. Justify the position of the American Nurses Association's position on health-care reform.
3. Distinguish spirituality from religion.
4. Describe spiritual practices in health and illness.

5. Compare and contrast the “melting pot” and “salad bowl” theories of acculturation.
6. Support the importance of providing culturally competent nursing care.
7. Perform a cultural assessment.
8. Analyze the effect of health care over a person’s life span.
9. Relate current economic conditions to the increasing cost of health care.
10. Evaluate ways nursing research can be used to enhance communication and understanding between cultures.
11. Compare and contrast quantitative and qualitative research designs.
12. Compose four strategies that may help promote implementation of valid research findings in clinical settings.
13. Specify barriers to evidence-based practice.
14. Compare the philosophy and objectives of alternative and complementary healing modalities with those of conventional Western medicine.
15. Distinguish between alternative and complementary healing modalities.
16. Evaluate a client for use of alternative and complementary healing modalities.
17. Plan the nurse’s role in preparing for bioterrorism events and disasters.
18. Distinguish between the different classes of protective wear for chemical or biological contamination.
19. Prioritize nursing care for disaster victims using the START method and SAVE system of triage.
20. Assess the nurse’s role in forensics, entrepreneurship, legal consulting, case management, and as a nurse navigator, nurse coder, and client safety officer.
21. Discern factors that indicate the need for case management.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

General Education Outcomes

This course fulfills the following General Education Outcomes through the NCLEX-prep Standardized Tests and Student Nursing Portfolio. Upon completion of this course, students will be able to:

(Check all that apply.)

- Communicate effectively;
- Think critically;
- Self and professional development.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	30%
Assignments	20%
Papers/Plans	30%
Projects/Portfolios	10%
Final Exam	10%
	<hr/>
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

A = 100 – 90, B = 89- 80, C = 79 – 77, **D = 76 – 60, F = 59 and below.**

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu