



NUR 217

Trends and Issues in Nursing

201930  
Summer/2020

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: 201930

COURSE PREFIX: NUR 217

COURSE TITLE: Trends and Issues in Nursing

CONTACT HOURS: 1 class hour/ week; 3 clinical hours/ 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. Critical thinking, management and communication within the framework Of the nursing process are emphasized. Decision making, priority setting and analyzing all dimensions of nursing care for groups Of clients across the lifespan with various health care needs in a variety Of settings are included. This course is to be taken in the student's final semester Of the nursing curriculum.

### 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.

Catalano, J. (2020). *Nursing Now! Today's Issues, Tomorrow's Trends* {8<sup>th</sup> ed.}. Philadelphia, PA: F.A. Davis. ISBN-13: 978-0803639720  
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed., 2<sup>nd</sup> printing}. Washington, D.C.: American Psychological Association. ISBN-13: 978-1433805615

### **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 NC LEX-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 N etiquette](#).

## 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, 28

***\*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 NC LEX-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 10, 11, 12, 13, 14, 15, 16, 17, and 18

***\*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. Explain parameters used by NCLEX for determining delegation.
14. Describe examples of incivility in nursing education.
15. Propose solutions to horizontal (lateral) violence in nursing.
16. Support the importance of nursing informatics to nursing practice.
17. Compare the electronic health record with the paper record system.
18. Assess the importance Of nurses becoming involved in the political process.
19. Discuss federal concerns that directly and indirectly involve nursing.
20. Summarize four points at which nurses can influence a bill.

#### **Module #4            Issues in Delivering Care**

***Materials Covered:***        Chapters 19, 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, and 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%
<u>Final Exam</u>	<u>10%</u>
	100%



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

### **GRADING SYSTEM:**

Because competency in nursing theory is a critical component for safe nursing practices, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is:

90 - 100	=	A
80- 89	=	B
<b>77-79</b>	=	<b>C</b>
<b>70-76</b>	=	<b>D</b>
<b>69 and Below</b>	=	<b>F</b>

A grade of "C" is required all courses in the Associate Degree Nursing Program. Individual item grades are carried to the 10<sup>th</sup> place. The final average for the course is NOT ROUNDED. A grade of 76.9 does not round to a 77 "C"; it remains a 76 "D". Grades below "C" are considered course failures. The student is to utilize course grade book in D2L to calculate scores for ongoing course progression, evaluation, assessment and remediation to enhance course success.

In order to pass this course, the student is required to:

1. Achieve a minimum average of 77% on theoretical components of course.
2. Achieve an "S" on all clinical requirements to pass NUR 217.
3. Complete assigned labs and all 48 clinical practicum hours by designated course DUE date.
4. Complete assigned benchmarks and remediation for all Kaplan focused review and/or proctored tests and computerized adaptive tests.

**S. Students must achieve at least 90% on the medication dosage calculation test within 3 attempts to be allowed to attend preceptorship practicum. Please contact your instructor prior to initiation of 3<sup>rd</sup> attempt for assistance.**

Unless prior arrangement has been made, all written assignments are due on specified dates. Assignments turned in past the deadline lose five points per day late. Note: weekend and holidays count as full days.

Foundational material derived from prior courses as well as supplemental resources will be utilized as evaluation methods for this course. This means that test and exams may contain content and or skills from prior coursework.

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 their classes in order to receive credit for any course. Due to the varied nature of courses taught at the College, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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 TutorTroe. For more

information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

## **TECH Central - Student Information Center**



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

**Phone:** 843-349-5340

**Email:** [techcentral@hgtc.edu](mailto:techcentral@hgtc.edu)

**Text:** 843-357-8552

**TECH Talk (Live Chat):** Located on the "Home" tab in WaveNet.

**Website:** [www.hgtc.edu/techcentral](http://www.hgtc.edu/techcentral)

### **Locations:**

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

**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 Beth Havens, 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students 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 Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107 A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, [Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu). Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu).

### ***Title IX Requirements***

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX-regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin-in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*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).

<b>Inquiries regarding the non-discrimination policies:</b>	
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 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 Vice President for Human Resources.

<b>Inquiries regarding the non-discrimination policies:</b>	
<p> <b>Dr. Melissa Batten, VP Student Affairs</b>  <i>Title IX Coordinator</i> </p> <p>           Building 1100, Room 107A, Conway            Campus            PO Box 261966, Conway, SC 29528-6066            843-349-5228  <a href="mailto:Melissa.Batten@hgtc.edu">Melissa.Batten@hgtc.edu</a> _         </p>	<p> <b>Jacquelyne Snyder, VP Human Resources</b>  <i>Section 504, Title II, and Title IX Coordinator</i> </p> <p>           Building 200, Room 212A, Conway Campus            PO Box 261966, Conway, SC 29528-6066            843-349-5212  <a href="mailto:Jacquelyne.Snyder@hgtc.edu">Jacquelyne.Snyder@hgtc.edu</a> </p>

