



INSTRUCTIONAL PACKAGE

NUR 217
Trends and Issues in Nursing

Effective Term
Fall/2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202210

COURSE PREFIX: NUR 217

COURSE TITLE: Trends and Issues in Nursing

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

CREDIT HOURS: 2.00

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 used 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.

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 Orientation Video](#) prior to enrolling in an online course.

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.

Cherry, B., Jacob, S. (2019). *Contemporary Nursing: Issues, Trends & Management (8th ed.)*. St. Louis, MO: Elsevier. ISBN: 978-0-323-55420-6

April 2020

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, D.C.: American Psychological Association. ISBN-13: 978-1433832161

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. myHGTC and college 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.

PRECEPTOR PRACTICUM

Assignment 48 hours with RN at assigned hospital / unit

***Assessment(s)** Preceptor Practical Journal

Preceptor Evaluation

Faculty Evaluation

Learning Outcomes:

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. Use 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 used as evaluation methods for this course.

Module #1**The Evolution of Nursing****Materials Covered**

Chapters 1, 2, 3

***Assessment(s):**Complete class review activity
Medication Dosage Calculation Quiz
Unit Test**Learning Outcomes:**

1. Summarize the historical perspectives of nursing.
2. Analyze the effects of historic, political, social, and economic events on the development of nursing.
3. Distinguish between job, profession, and professionalism.
4. Define Professional Nurse and Traits of a Profession.
5. Identify and discuss significant issues of nursing in the twenty-first century.
6. Explain the role of The National Institute of Medicine (NAM), formerly called The Institute of Medicine (IOM) in meeting the health needs of diverse populations across the lifespan and the development of nursing graduates.
7. Discuss the impact of the Affordable Care Act on the role of nursing.
8. Describe the image of nursing overtime in art, media and literature and identify strategies to enhance the professional image of the nurse.
9. Compare the differences of at least three types of advanced nursing degrees.

Module #2**Theories of Nursing and Nursing Research****Materials Covered**

Chapters 5, 6

***Assessment(s):**Discussion / PICOT Assignments
Research Professional Paper
Unit Test

1. Identify current trends in nursing education and the effect these trends will have on the future of nursing.
2. Discuss nursing theory and the importance of nursing theories/models on the profession of nursing.
3. Discuss two early and two contemporary nursing theorists and their theories.
4. Critically appraise the quality of research studies using established criteria.
5. Discuss the purpose of at least two nursing organizations.
6. Identify the different roles of the nurse in the research process.
7. Compare and contrast quantitative and qualitative research designs.

Module #3**Materials Covered*****Assessment(s):****Ethical and Legal Domains in Nursing**

Chapters 8, 9, 12

Content Assignment

Unit Test

Research Paper

Learning Outcomes:

1. Differentiate among the three major categories of law on which nursing practice is established and governed.
2. Distinguish the difference between the law and ethics.
3. Distinguish between intentional and unintentional torts in relation to nursing practice.
4. Identify causes of nursing error and patient injury that have led to claims of criminal negligence.
5. Incorporate laws and statutory regulations that establish the patient's right to autonomy, self-determination, informed decision-making, and privacy.
6. Analyze the relationship between accountability and liability for one's actions in professional nursing practice.
7. Analyze the relationship between ethics and morality in relation to nursing practice.
8. Analyze ethical situations and discuss a systematic process for making ethical decisions.
9. Summarize the key elements and issues of palliative care.

Module #4**Materials Covered*****Assessment(s):****Nursing Roles and Career Opportunities**

Chapters 26, 27

Mock Interview

Assignment: Resume

Unit Test

NCLEX prep Exams

Preceptorship Practicum Journal

Learning Outcomes:

1. Prepare an effective resume, cover letter and nursing portfolio.
2. Participate in mock interview to prepare for future job opportunities.
3. Differentiate between the roles of advanced practice nurses and other RNs in various settings.
4. Evaluate the effect of the current health care environment on the future role of nurses.
5. Compare/Contrast various professional nursing employment opportunities.
6. Identify kinds of questions a nursing applicant should ask about a prospective nursing position.
7. Articulate the significance of receiving Magnet hospital credentialing.

Module #5**Materials Covered*****Assessment(s):****Nursing Licensure/ Certification**

Chapters 4, 28

Class activity: initiate licensure process

Unit Test

Preceptorship Practicum Journal

Learning Outcomes:

1. Justify the purpose and needs for nurse licensure and purpose of certification.
2. Discuss the importance of nurse practice acts.
3. Describe the development of certification requirements for advanced practice and specialties.
4. Discuss the role of the state board of nursing, NCSBN, AACN, ANA.
5. Explain the purpose of the NCLEX-RN examination.
6. List components of the NCLEX-RN test plan.
7. Locate and use the NCLEX-RN test plan for review and remediation strategies.
8. Initiate the process of application for taking the NCLEX examination and obtaining a nursing license.
9. Formulate an appropriate plan for preparing for the NCLEX-RN.

Module #6**Materials Covered*****Assessment(s):****The Contemporary Workplace**

Chapters 7, 11, 13

Discussion assignment

Unit Quiz/Test

Research Paper

NCLEX prep Exams

Skills/Simulation Lab

Preceptorship Practicum Journal

Preceptorship Practicum Evaluation

Learning Outcomes:

1. Integrate knowledge of demographics and sociocultural variations into culturally competent professional nursing care.
2. Integrate respect for differences in beliefs and values of others as a critical component of nursing practice.
3. Discuss the current literature concerning diversity in the health care setting.
4. Support the importance of providing culturally competent nursing care.
5. Perform a self-cultural assessment.
6. Describe various complementary and healing practices.
7. Provide patient education regarding uses, limitations, precautions, associated with

- selected complementary and alternative healing practices and products.
8. Identify holistic nursing practice and ways to integrate complementary & alternative medicine into nursing practice.
 9. Describe and discuss issues within the workplace such as staffing, aging workforce, patient advocacy, quality control, incivility, and workplace safety.
 10. Outline key issues surrounding staffing for a health care organization.
 11. Analyze the advantages and disadvantages of nursing care models in relation to patient care in various settings.

Module #7
Materials Covered
***Assessment(s):**

Health Care in a Global Society

Chapters 10,15, 16
Discussion Assignment
Unit Test
NCLEX prep Exams
Research Paper
Preceptorship Practicum Journal

Learning Outcomes:

1. Recognize questionable labor or management practices in the workplace.
2. Analyze collective bargaining as a method to achieve power sharing in the workplace.
3. Describe key attributes of electronic health record systems and their influence on patient safety and quality care.
4. Assess how future trends in technology will affect health care.
5. Describe the interaction between local, state, and federal emergency response systems.
6. Assess resources related to disaster preparedness on the Internet.
7. Summarize the roles of public and private agencies in preparing for and responding to a mass casualty event.
8. Discuss the phases of Disaster described by powers and articulate the actions necessary in each phase.
9. Articulate the response to an active shooter.

Module #8
Materials Covered
***Assessment(s):**

Leading and Managing
Chapters 17, 19, 20
Complete class review activity.
Unit Test
NCLEX prep Exams
Research Paper
Position Statement
Preceptorship Practicum Journal

Learning Outcomes:

1. Relate leadership and management theory to nursing leadership and management activities.
2. Integrate principles of patient-centered care in professional nursing practice.
3. Apply principles and strategies of change theory in the management role.
4. Outline factors that can influence the communication process.
5. Communicate effectively with diverse intergenerational and interdisciplinary team members.
6. Apply positive communication techniques in diverse situations.
7. List 9 essential requirements for safe and effective delegation.
8. Incorporate principles of delegation and supervision into professional nursing practice to ensure safe and legal patient care.
9. Explain parameters used by NCLEX for determining delegation.

Module #9:
Materials Covered
***Assessment(s):**

Quality, Safety and Politics
Chapters 22, 23
Preceptorship Practicum Journal
Unit Quiz/Test
NCLEX prep Exams
Research Paper

Learning Outcomes:

1. Define: never events, root cause analysis, faille mode and effects analysis, quality improvement.
2. Discuss the role of health care regulatory agencies and how they have embodied the principles of quality improvement.
3. Articulate the role that process improvement has in ensuring patient safety and improving quality in the health care system.
4. Compare NAM, Association of Colleges for Nursing (AACN) Essentials, and QSEN Competencies in improving the quality of health care.
5. List the 10 rules identified by IOM that guide nursing in health improvement initiatives.

6. Articulate the purpose of The Joint Commission (TJC) accreditation.
7. Discuss the significance of the 6 competencies recommended by IOM (2003) and articulate how the QSEN competencies are incorporated into the nursing education standards and nursing licensure examination.
8. Assess the importance of nurses becoming involved in the political process.
9. Identify three policy issues of significant consequence to nurses and nursing.
10. Articulate the role of the American Nurses Association in making federal health and nursing policy.
11. Summarize four points at which nurses can influence a bill.
12. Describe the steps for nurses to get involved in health care policy development and politics

Module #10:
Materials Covered
***Assessment(s):**

Transitioning from Student to Professional Nurse
 Chapters 21, 24
 Discussion assignment
 Unit Test
 NCLEX prep Exams
 Preceptor Practical Journal

Learning Outcomes:

1. Compare and contrast the phases of reality shock with the phases of transition shock.
2. Differentiate between the novice nurse and the expert professional nurse.
3. Outline strategies to ease the transition from novice nurse to professional nurse.
4. Differentiate between compassion fatigue and burnout.
5. Describe spiritual practices in health care.

****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:

- 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	40%
Assignments	25%
Research Paper	25%
Final Exam	10%
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	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
77 – 79	=	C
70 – 76	=	D
69 and Below	=	F

A grade of "C" is required all courses in the Associate Degree Nursing Program. Individual item grades are carried to the 100th 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 and meet assigned benchmarks and remediation for all Kaplan focused review

and/or proctored tests and computerized adaptive tests.

- 5. 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 3rd 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 used 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. 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 80 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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com Email ssc@hgtc.edu or 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.



CENTRAL STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324). Option #2.

STUDENT TESTING:

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

Furthermore, 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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX 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 Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

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

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu