



# **INSTRUCTIONAL PACKAGE**

NUR 217

Trends and Issues in Nursing

Effective Term

Fall 2023/Spring 2024/Summer 2024

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2023/Spring 2024/Summer 2024

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.

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 (8<sup>th</sup> ed.)*. St. Louis, MO: Elsevier. ISBN: 978-0-323-55420-6

### **RECOMMENDED MATERIALS:**

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

### **ADDITIONAL REQUIREMENTS:**

2022-2023

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 learning management system (LMS) used for course materials.  
 Access to myHGTC portal for student self-services.  
 College email access – this is the college's primary official form of communication.

### **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.

## **The Evolution of Nursing**

**Materials Covered** Chapters 1, 2,

**\*Assessment(s):** Complete class review activity  
Discussion  
Unit Test  
NCLEX prep Exams  
Research Paper  
Preceptorship Practicum Journal

### **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. Describe the image of nursing overtime in art, media and literature and identify strategies to enhance the professional image of the nurse.
4. Distinguish between job, profession, and professionalism.
5. Define Professional Nurse and Traits of a Profession.
6. Identify and discuss significant issues of nursing in the twenty-first century.
7. 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.
8. Compare the differences of at least three types of advanced nursing degrees.

## **Theories of Nursing and Nursing Research**

<b>Materials Covered</b>	Chapters 5, 6
<b>*Assessment(s):</b>	Complete class review activity Discussion Unit Test NCLEX prep Exams Research Paper Preceptorship Practicum Journal

**Learning Outcomes:**

1. Discuss nursing theory and the importance of nursing theories/models on the profession of nursing.
2. Discuss two early and two contemporary nursing theorists and their theories.
3. Discuss the purpose of at least two nursing organizations.
4. Identify the different roles of the nurse in the research process.
5. Compare and contrast quantitative and qualitative research designs.

**Nursing Education and Cultural Competency**

<b>Materials Covered</b>	Chapters 3, 10
<b>*Assessment(s):</b>	Complete class review activity Discussion Unit Test NCLEX prep Exams Research Paper Preceptorship Practicum Journal

**Learning Outcomes:**

1. Identify current trends in nursing education and the effect these trends will have on the future of nursing.
2. Integrate knowledge of demographics and sociocultural variations into culturally competent professional nursing care.
3. Integrate respect for differences in beliefs and values of others as a critical component of nursing practice.
4. Discuss the current literature concerning diversity in the health care setting.
5. Support the importance of providing culturally competent nursing care.
6. Perform a self-cultural assessment.

**The Contemporary Workplace**

<b>Materials Covered</b>	Chapter 13
<b>*Assessment(s):</b>	Complete class review activity Discussion Unit Test NCLEX prep Exams Research Paper Preceptorship Practicum Journal

**Learning Outcomes:**

1. Describe and discuss issues within the workplace such as staffing, aging workforce, patient advocacy, quality control, incivility, and workplace safety.

2. Outline key issues surrounding staffing for a health care organization.
3. Analyze the advantages and disadvantages of nursing care models in relation to patient care in various settings.
4. Describe issues with faculty shortages, recruitment and retention.
5. Identify ways in which the nurse can advocate for patients.

### **Ethical and Legal Domains in Nursing**

#### **Materials Covered**

Chapters 8, 9

#### **\*Assessment(s):**

Complete class review activity

Discussion

Unit Test

NCLEX prep Exams

Research Paper

Preceptorship Practicum Journal

#### **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.

### **Leading and Managing**

#### **Materials Covered**

Chapters 17

#### **\*Assessment(s):**

Complete class review activity

Discussion

Unit Test

NCLEX prep Exams

Research Paper

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.

## **Conflict Resolution & Effective Communication**

<b>Materials Covered</b>	Chapters 19
<b>*Assessment(s):</b>	Complete class review activity Discussion Unit Test NCLEX prep Exams Research Paper Preceptorship Practicum Journal

### **Learning Outcomes:**

1. Communicate effectively with diverse intergenerational and interdisciplinary team members.
2. Apply positive communication techniques in diverse situations.
3. Apply constructive methods of communicating in conflict situations
4. Identify negative and positive communication techniques
5. Evaluate conflicting verbal and nonverbal communication cues
6. Describe spiritual practices in health care.

## **Nursing Licensure/ Certification**

<b>Materials Covered</b>	Chapters 4, 29
<b>*Assessment(s):</b>	Complete class review activity Discussion Unit Test NCLEX prep Exams Research Paper 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.

## **Delegation**

<b>Materials Covered</b>	Chapters 20
<b>*Assessment(s):</b>	Complete class review activity Discussion Unit Test NCLEX prep Exams

Research Paper  
Preceptorship Practicum Journal

### **Learning Outcomes:**

1. List 9 essential requirements for safe and effective delegation.
2. Incorporate principles of delegation and supervision into professional nursing practice to ensure safe and legal patient care.
3. Explain parameters used by NCLEX for determining delegation.

### **Quality & Safety**

#### **Materials Covered**

Chapters 22

#### **\*Assessment(s):**

Complete class review activity

Discussion

Unit Test

NCLEX prep Exams

Research Paper

Preceptorship Practicum Journal

### **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.

### **Health Policy and Politics**

#### **Materials Covered**

Chapters 7, 23

#### **\*Assessment(s):**

Complete class review activity

Discussion

Unit Test

NCLEX prep Exams

Research Paper

Preceptorship Practicum Journal

### **Learning Outcomes:**

1. Discuss the issues with access to health care in the United States.
2. Discuss the implications of the Patient Protection and Affordable Care Act (ACA) for nursing and health care.
3. Assess the importance of nurses becoming involved in the political process.



4. Identify three policy issues of significant consequence to nurses and nursing.
5. Articulate the role of the American Nurses Association in making federal health and nursing policy.
6. Describe the steps for nurses to get involved in health care policy development and politics.
7. Discuss the impact of the Affordable Care Act on the role of nursing.

### **Clinical Judgement**

#### **Materials Covered**

Chapters 24

#### **\*Assessment(s):**

Complete class review activity

Discussion

Unit Test

NCLEX prep Exams

Research Paper

Preceptorship Practicum Journal

#### **Learning Outcomes:**

1. Explain the clinical judgment skills needed for professional nursing practice.
2. Describe processes to formulate a clinical judgment
3. Explore ways of demonstrating clinical judgment in nursing practice.
4. Compare the stages of Tanner's clinical judgment model, the nursing process and the National Council of State Board of Nursing Clinical Judgment Measurement Model.

### **Nursing Roles and Career Opportunities**

#### **Materials Covered**

Chapters 25, 27

#### **\*Assessment(s):**

Mock Interview

Assignment: Resume

Complete class review activity

Discussion

Unit Test

NCLEX prep Exams

Research Paper

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.
8. Compare and contrast the phases of reality shock with the phases of transition shock.

9. Differentiate between the novice nurse and the expert professional nurse.
10. Outline strategies to ease the transition from novice nurse to professional nurse.
11. Differentiate between compassion fatigue and burnout.

### 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\*

Exams	35%
Discussions	15%
Mock Interview	10%
Research Paper	25%
Final Exam	15%
	<hr/> 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 100<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 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 in NUR 221 within 3 attempts to be allowed to attend preceptorship practicum and continue in NUR 217. Students must complete remediation with the course coordinator prior to any subsequent math test attempt. (See HGTC nursing student handbook- Program Progression)

Unless prior arrangement has been made, all written assignments are due on specified dates. Assignments turned in past the deadline earn a grade of zero (0). 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 [sstc@hgtc.edu](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto:sstc@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.



### 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 #1.



### HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

## **STUDENT TESTING:**

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

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, Title VII, 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, Section 504, and Title II Coordinator*  
Building 1100, Room 107A, 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**

*Affirmative Action/Equal Opportunity Officer and Title IX Coordinator*  
Building 200, Room 205B, Conway Campus  
PO Box 261966, Conway, SC 29528-6066  
843-349-5212 [Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)

