



INSTRUCTIONAL PACKAGE

NUR 217

Trends and Issues in Nursing

Effective Term

Fall 2025/Spring 2026/Summer 2026

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

COURSE PREFIX: NUR 217 COURSE TITLE: Trends and Issues in Nursing

CONTACT HOURS: 1 class hour/week; CREDIT HOURS: 2.00
3 clinical hours/week

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

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.

RECOMMENDED MATERIALS:

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
5. Submission of ALL Preceptorship requirements and documents

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 complete identity 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.

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

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

Materials Covered

Chapters 5, 6

***Assessment(s):**

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

Materials Covered

Chapters 3 & 10

***Assessment(s):**

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

Materials Covered

Chapter 13

***Assessment(s):**

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

2023-2024

Materials Covered***Assessment(s):**

Chapters 17
 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**Materials Covered*****Assessment(s):**

Chapters 19
 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**Materials Covered*****Assessment(s):**

Chapters 4, 28
 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**Materials Covered*****Assessment(s):**

Chapters 20
 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*****Assessment(s):**

Chapter 22
 Complete class review activity
 Discussion
 Unit Test
 NCLEX prep Exams
 Research Paper
 Preceptorship Practicum Journal

Learning Outcomes:

1. Define: never events, root cause analysis, failure 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 & 21

***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 & 26

***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.

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:

Unit Tests	30 %
EAQ/Quizzes	5 %
Kaplan Integrated Testing	5 %
Discussions	10 %

Research Paper	20 %
Mock Interview	20 %
Final Exam	10 %
	100%

Kaplan scoring breakdown for Integrated Testing (first attempt):

Benchmark= quiz score of 100

1-10 points below benchmark= quiz score of 89

11 points or more below benchmark= quiz score of 79

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

GRADING SYSTEM:

90 – 100	=	A	
80 – 89	=	B	
77 – 79	=	C	**This nursing course does not require a 77% average of the tests
69 – 76	=	D	
Below 69	=	F	

A grade of “C” is required all courses in the Associate Degree Nursing Program. Grades below “C” are considered course failures (for example 76.99 = D.) This nursing course does not require a 77% average of the tests. All tests and assignments are graded based on the percentages listed above.

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 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 Academic Coaching for 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 or coaching, 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 SSTC [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. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. 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 have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. 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.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

2023-2024

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

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

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

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

Student and prospective student inquiries concerning Title IX and its 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

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Jacquelyne.Snyder@hgtc.edu

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).