

**CEDAR CREST COLLEGE
DEPARTMENT OF NURSING
NURSING 516**

**COURSE SYLLABUS
Spring 2010**

Title: Nursing 516: Current Issues and Trends Affecting Nursing Practice

Credit: 3 semester credits

Placement: Spring, First year

Course Prerequisites: Admission to the MSN program or permission of the Program Director

Course Description: This course focuses on the nonclinical yet critical content necessary to practice safely in a competent professional nursing role. Topics explored include current international, national, state, and local trends affecting nursing such as health care/ illness care financing, bioterrorism, Healthy People 2010, professional credentialing, ethical decision making, bioethical dilemmas, federal and state laws, nursing's professional organizations, and issues of interest based on nursing specialties.

Corresponding Program Goals (See Section C): 1,2,3,5

Course format: Readings, guest speakers, presentations, debates, position papers, class discussion

Course Objectives

At the end of this course, the student will be able to:

1. Discuss various approaches to financing and managing costs in the health care delivery system and how the federal government has influenced this process.
2. Analyze ways that nursing organizations seek to affect the health care delivery system and the political processes that control it.
3. Discuss how Healthy People 2010 priority areas and leading health indicators relate to nursing practice.
4. Discuss the history of the image of nursing in the United States and why it is important for nursing to have a positive image within society.
5. Identify factors that have promoted changes in nursing education, including studies and sociopolitical events.
6. Assess the effect of the current nursing shortage on your own career path and your ability to practice effectively.
7. Discuss issues in licensure, including ensuring continued competence, multistate licensure and licensure for graduates of foreign nursing schools.

8. Discuss liability in relationship to nursing practice, including situations in which liability is shared by employers or supervisors.
9. Describe four ethical theories that may be used to guide ethical decision making as they apply to nursing practice.
10. Explain the effects of bioethical issues such as right-to-die or human genome project on nursing practice.
11. Develop short- and long-term professional goals.

Time Allocation: 7:00 PM - 10:00 PM, Wednesdays, HBB Room 6

Faculty: Nancy Johnston, PhD, CRNP

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Office Hours: Hamilton Boulevard Building Room # 25

By appointment. Most easily reached by email

Course Outcomes:

The student will articulate the issues and trends that affect social, economic, political, and institutional forces influencing nursing and health care delivery.

Outline of Topics

- I. Advancing the Nursing Profession
 - A. Exploring the Growth of Nursing as a Profession
 - B. Educational Preparation for Nursing
 - C. Baccalaureate Essentials
 - D. Using Simulation to Teach Nurses
- II. Issues in the Workforce
 - A. Nursing Shortage: Fact or Myth
 - B. Importing Diverse Nurses
 - C. Unlicensed Assistive Personnel and the RN
- III. Issues in the Workplace
 - A. Mandatory Minimum Staffing Ratios: Do They Work?
 - B. Mandatory Overtime
 - C. Lateral Violence in the Nursing Profession
 - D. Technology in the Health Care /Illness Care Workplace
 - E. Medical Errors: A Threat to Quality
- IV. Legal and Ethical Responsibility and Nursing's Accountability
 - A. Credentials for Health Care Providers
 - B. Legal Responsibilities for Practice
 - C. Ethical Concerns in Nursing Practice
 - D. Bioethical Issues in Health Care
 - E. Health and Illness Trends

- V. Political and Economic Aspects of Health Care Delivery
 - A. Financing of the Health Care/Illness Care Environment
 - B. Nursing Organizations and the Political Process
 - C. The Nursing Profession and the Community
- VI. Career Opportunities and Professional Growth
 - A. Are you a member of ANA? If Not, why not?
 - B. Making Professional Goals a Reality
 - C. Facing the Challenges of Today's Workplace.
 - D. The Future for Nursing
 - E. Nursing's Power Base

Recommended Readings

Huston, C. (2010). *Professional issues in nursing: Challenges and opportunities 2nd Edition*. Lippincott Williams & Wilkins: Phila, PA.

Required Readings

See webliography in eCollege N 516 website for additional readings

Online Journal of Issues in Nursing

Health Tab of CNN

Journal of Ethics in Nursing

Journal of Nursing Economics

American Journal of Nursing

Biological Research for Nursing

Course Assessment

Discussion Topics/Assignments 20%

Action Item 20%

Debate an issue with a group 30%

Position paper/presentation 30%

Grading:

Course assignments will receive the grade they are assigned. There will be no rounding until the final grade and will be at the professor's discretion.

Students with Documented Learning Needs:

“Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact Academic Services.”

Grading Scale:

<u>Letter</u>	<u>Percentage</u>		
A	93-100%	D+	67-69%
A-	90-92%	D	60-66%
B+	87-89%	F	<60%
B	83-86%		
B-	80-82%		
C+	77-79%		
C	73-76%		
C-	70-72%		

Lateness Policy:

- Papers submitted late will receive a deduction of 10 points per day, increasing by 10 points every 24-hour period after the due date.
- Both the electronic copy and the hard copy must be submitted on time. If one is late, 10 points will be deducted according to the policy. Do not wait until the last minute to post your electronic copy. Plan appropriately and allow for enough time to submit prior to the due time.
- If there are extenuating circumstances, these must be brought to the attention of the professor prior to the due date.

Available Resources:

- Academic Services and the Writing Center are available for students who request assistance with scholarly papers.
- An APA tutor is available through Academic Services for the sole purpose of APA formatting questions. Please contact Academic Services for instructions on contacting the tutor. Allow ample time for an appointment.

Honor Code:

Students are reminded to review the Honor Code and Plagiarism statements as found in the [Cedar Crest College Customs Handbook](#). Students found guilty of Honor Code offenses will receive a failing grade in this course. Dishonesty constitutes a failing grade in this course.

Plagiarism is the presentation of someone else's ideas or language as one's own. Examples of plagiarism include turning in someone else's paper or lab report under one's own name with or without additions or modifications; downloading and turning in a paper from the Internet or including concepts, phrases, sentences, or paragraphs from print or electronic sources – whether verbatim or paraphrased – in one's own paper without proper attribution. As well, all papers are to be the

student's original work. Submission of a paper from a previous course is unacceptable and will result in a zero. Unintentional plagiarism and accidental improper citation of sources according to APA is considered plagiarism.

All students are encouraged to review the reference material related to plagiarism located in the webliography of eCollege, as well as seek assistance from the professor, APA tutor and the Academic Advising Center with any questions about plagiarism and correct citation within APA. Ignorance of APA citation rules and unintentional plagiarism will not be accepted as a defense for plagiarized work.

Students who are involved in a group project or paper are responsible for all materials related to the project or paper. Students are to proofread the entire contents of the paper and correct any errors related to citations or plagiarism. If the paper is demonstrated to be plagiarized, all students will receive the same consequence, not just the student whose work it is. Understand that all students are responsible for any group project work or group paper as a representation of their work.

The penalty for plagiarism in this course is a zero in the assignment; however, the professor reserves the right to impose a harsher penalty.

Prior Knowledge:

The student is reminded that knowledge in nursing is cumulative and that she/he will be held accountable for prior learning. Furthermore, the student is expected to be knowledgeable about anatomy, physiology, pharmacology, and health/physical assessment as they relate to material covered in this course. The student is responsible for material discussed in class as well as information covered in the required readings.

Classroom Protocol:

Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. The classroom environment must be free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to the Cedar Crest College education.

Attendance:

Students are expected to have prompt and regular classroom attendance. Attendance in lecture is mandatory. It is understood that students may need to miss class due to illness or personal obligations. Students needing to be absent from class must contact the instructor prior to class. Students with valid reasons will not be penalized. In all cases, students will be responsible for all material covered in the missed class. Students will be allowed one unexcused absence. Two or more unexcused absences will result in a student failing the course.

Description of Course Evaluation:

I. Discussion Topics/Assignments (20%)

- Students will follow the pacing calendar as to weekly issues and trends.
- Assignments will be given the week ahead to allow students to complete readings and short writing assignments
- Topics include:
 - a) Evaluate your own/family's health care insurance. 5%
 - b) Write a letter to the "Town Square" Section of the Morning Call Newspaper. 5%
 - c) Trace the patho/physiology of a concept important to nursing practice (anxiety, pain, obesity, depression, ADHD, restless leg syndrome, SAD) 5%
 - d) Write/contact your congress person to make your thoughts known about the Health Insurance Debate 5%
 - e) Bring 3 thought out questions for the guest speaker.5%
- Students will submit assignments based on dates in the pacing calendar.
- More details of the grading rubric will be posted in document sharing.

II. Action Items 20%

- a) Engaging the student in delivery of content promotes empowerment and leadership skills necessary for the success of the Master of Science in Nursing student.
- b) Action Items are chosen as a group or single project.
- c) The choices for Spring 2010 are:
 - Nursing's Voice: Bedside Manners March 17
 - Establish a Health Info Column in the CCC Crestiad
 - Implement a call in "ASK NANCY NURSE" health show on the CCC radio station
 - Participate/Document Leadership contributions in a Nursing Professional Organization (Single project)
 - Contact/Visit/Write federal senator/representatives related to the Health Care Reform Bill
- d) The grading rubric and requirements of this assignment will be placed in Document Sharing.

III. Debate Assignment 30%

1. This activity challenges a group of students to research an issue or trend from a predetermined list provided by the professor.

2. A debate allows for thorough exploration of an issue or trend from multiple points of view. The art of persuasion as well as respect for others' opinions are skills essential to a successful leader.
3. The students will respond to the positive proposition statement provided by the professor. Two of the group will speak in favor of the proposition with supporting evidence and two will speak in opposition of the proposition with different supporting evidence.
4. The student audience will be provided with fact sheets.
5. The student audience will vote on which side was the most convincing.
6. After the debate, the group will lead further problem solving as team building and offer future strategies and solutions.
7. The debate will last 1 hour. The discussion will last 30 minutes.
8. A Debate Judging Sheet will be provided.
9. Each member of the group is responsible for the quality of the entire debate.

Debate Grading Rubric

- **Amazing Job**-One of the most impressive speeches ever heard. Only minor suggestions for improvement. This category is rare. 30pts
- **Excellent Job**-The speakers were clear, confident

Debate Grading Rubric (Cont.)

- and made minor errors but were very impressive overall. 29pts
- **Very good job**-The speakers were impressive but the quality was not as evident. 28pts
- **Good Job**-The speakers made some errors but were reading from their notes, generally organized, and for the most part the arguments were understood. 27pts
- **Average Job**-There were problems with organization, the speakers did not clearly refer to arguments made by the other side, and respond to them, but a good effort was made. 26pts
- **Below Average Job**-The speakers followed the procedure but made very few convincing arguments, was disorganized, read a canned speech during the rebuttal time instead of referring to specific arguments. 25pts
- **Terrible Job**-The speakers were rude and unprepared. Scores below 25 are rarely used and are reserved for extreme cases. 24pts

(Adapted from Scoring a Debate http://www.cadatl.org/judging_scoring.asp
Retrieved on 12/31/2008)

The topics for Spring 2010 are as follows

1. Entry in to Practice: The Debate Rages On
2. Minimum Staffing Ratios: Pro/Con
3. Mandatory Overtime: How Much? How often? Ever?
4. All citizens of the US shall have access to health/illness care insurance regardless of the ability to pay.
5. New evidence shows that the nursing shortage is over.
6. To ensure quality of life, patients and their families have a right to request help from nurses and doctors to stop suffering at the end of life.
7. Is Collective Bargaining appropriate for the Professional Nurse

IV. Position Paper Assignment 30%

1. The purpose of this individual assignment is to encourage selection of an issue or trend of particular interest to the student.
2. The student will clear the topic with the professor first.
3. The student will research to topic utilizing outside sources, patient case examples, legislators, attorneys, health care financing experts, nurse researchers as well as the peer-reviewed nursing literature.
4. Write a position paper not to exceed 8 pages on the issue/trend proposing a plan for implementing changes
5. Prepare a one page fact sheet for your colleagues to provide them with exposure to the issue.
6. Prepare a 15 minute oral presentation to the class.

Position Paper Grading Rubric 30%

- | | |
|---|---------------------|
| • Significance to Nursing | 20pts |
| • Description of issue/trend | 20pts |
| • Process of the Research Search | 20pts |
| • Creativity/Ingenuity of Plan for Change | 20pts |
| • Quality of fact sheet to assist uninformed | <u>20pts</u> |
| | 100pts |

Community Standards for Academic Conduct

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer –generated documents, video or audio recordings, and telecommunications.

As a student at Cedar Crest College, each student shall:

- Only submit work that is his/her own.
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.

- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment, including taking of examinations, laboratory procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources, to ensure that these resources may be effectively shared by all members of the College community.
- Abide by the Cedar Crest College Computer Use Policy.
- If a student witnesses a violation of the Academic Standards, he/she will go to their instructor.
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Honor Philosophy

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor or membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.