Basic Course Information

Semester	**Spring 2015**	Instructor's Name	**Rick Fitzsimmons**
Course Title & #	**Nursing 230, Nursing Trends**	Instructor's Email	**rick.fitzsimmons@imperial.edu**
CRN #	**10843**	Webpage (optional)	**Blackboard**
Room	**2150**	Office	**2129**
Class Dates	**02/17/2015 – 06/12/2015**	Office Hours	**Located: Instructor's office door**
Class Days	**Monday**	Office Phone #	**760-355-6421**
Class Times	**10:30 - 11:35PM**	Who students should contact if emergency or other absence	
Units	**1**		

Course Description

This course facilitates the transition of the student to the role of a professional nurse. Emphasis is placed on contemporary issues and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Develop a professional resume for an ADRN graduate career opportunity that takes into consideration the industry's expectations for entry-level competencies.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Formulate and defend opinions using evidence from the literature about selected contemporary issues and their effect on the profession of nursing and the health care delivery system.
2. Examine an institution's organizational structure and governance system and its potential impact on the role of the nurse and provision of health care.
3. Analyze selected leadership styles and theories and their effect on the management of employees.
4. Integrate principles of group process and teamwork into the operation of the interdisciplinary health care team.
5. Apply leadership skills and empowerment strategies when managing the care of clients.
6. Perform nursing care and delegate tasks within the legal parameters of that entity's scope and practice, ensuring culturally sensitive, safe, quality care to clients.
7. Act as an advocate for individuals, families, and selected groups, regarding health care decisions and health-related education, through the use of appropriate communication skills.
8. Use information technology as a tool to access current knowledge that supports enhanced clinical decision-making
9. Manage the care of clients, families and groups while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.
10. Facilitate activities related to the development, implementation, and evaluation of quality improvement plans to improve health care services.
11. Assist in developing mass casualty plans and their implementation in the event of an emergency.

Textbooks & Other Resources or Links

Author	ISBN	Title	Edition	Year	Publisher	
Sullivan, Eleanor	10:0-13-281454-4 13:978-013-281454-6	Effective Leadership and Management in Nursing	8th	2013	Person	

Course Requirements and Instructional Methods

A. Hours

NS229 is a 1unit theory course. Lectures are held 1.125 hours per week.
The methods of instruction will be but not be limited to the following: small group discussions, student presentations, demonstration, simulations, classroom lecture, CD or online assisted instruction, audiovisuals, textbooks, handouts, and required reading and writing assignments.

During all classroom time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. **It is expected that students will come prepared for class by completing readings & assignments on their own time.**

Course Content, Assignments & Examinations

Reading, CD/video, Internet, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Out of Class Assignments: The Students will be expected to complete and submit an evidence-based practice group assignment/poster presentation. The Assignment guideline will be posted on blackboard under assignments.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

Course Grading Based on Course Objectives

The entry of a student into the nursing program and this course constitutes the student's acceptance of
- The Student Handbook, and any approved corrections/clarifications, which guides the grading and standards for this course
- The College Catalog which outlines the Standards of Student Conduct and pertinent regulations

Grading: Course grades are based on the following scale (**not** rounded)

A =   92% -100%
B =   83% - 91%
C =   75% - 82%
D =   68% - 74%
F =   Below 68%

Successful completion is based on the following

75% or better of total possible points accumulated for entire course
Students must maintain a "C" average grade as determined by the scale below:

All of the following must be attained to successfully pass this course:
A. **Final Theory Exam score must be passed at a 70%.**
B. **Theory (exams) grade must total equivalent of 75% or greater.**
C. **Attendance requirements as noted below must be met.**
Testing will include no more than 2 examinations in addition to 1 written, and 1oral assignments, and a final examination. Pop quizzes may be included. EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.

The two tests will account for 40% of the grade, group presentation is 30% and the final is 30%

Schedule may change at the discretion of the instructor, taking into account the progress of students with the materials. Any change will be announced in class or via email through Blackboard. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom matters.

The student is responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

Deadlines:

Assigned written work is due on dates specified by the instructor and must be submitted at the beginning of class.
- Partially completed work is not accepted
- Late work: Will have 10% deducted from the score achieved for each day late. (If over a two day weekend, only 10% will be deducted)
- If events occur which prevent timely submittal, special permission may be requested in writing before the due date stating the reason for the extension and the amount of time requested

If the student is unable to come to class the day work is due, it is the student's responsibility to contact the instructor and make arrangement for submission of the work

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- According to Imperial Valley College catalog: attendance is expected of all students enrolled and will be considered when computing grades. A student may be excluded from further attendance in a class during any semester when absences have exceeded the number of class hours that the class meets per week, which is 1 class. Further, the instructor may drop any student judged to be a disturbing element in the class.

  In addition, the attendance policy of the Nursing Program, including but not limited to the following:
  A. A student who exceeds the maximum allowable number of hours absent (1 class) must file a petition to remain in the nursing program. The student will meet with the program team to discuss the situation and consideration for dismissal.
  B. If remediation is considered, additional study assignments will be based upon the classroom objectives as determined by the instructor
  C. Students who are late to class 3 times in any nursing course will be considered absent for one day.
  D. It is the student's responsibility to check on announcements any time absent or tardy
  E. Failure to drop the class by the drop date will result in possible failure of the class.

It is the responsibility of each student to attend all classroom hours and to contact the faculty person before the start of class of any need to be excused from class. Students are expected to attend all classes. **Absences are limited to 1.125 hours of theory throughout the semester (equivalent to number of hours class meets in one week).** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to reenter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.

Students who are late for class three times will be considered absent for one day.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms.   Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
  Acceptable behaviors:
- Tape-recording the lecture, bringing guests with permission and working collaboratively on group projects as directed
- Discussion of differing viewpoints or concerns when expressed in a manner conducive to the learning environment

Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

  Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service
- Any student guilty of academic dishonesty, including plagiarism, must meet with the instructor and Associate Dean or Program Director to determine if the student shall remain in the nursing program.

Additional Help – Discretionary Section and Language

- Nursing Learning Center (NLC) Services: You have access to tutors in the NLC center and online access to a wealth of resources.
- Blackboard support center: http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program

- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see http://www.imperial.edu/students/student-health-center/. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/

Course Objectives

Content Units:
Contemporary Issues
Unit Objectives:
1. Evaluate health policies and their impact on the allocation and delivery of health care.
2. Explore system stressors such as chronic illness, technologically complex care, and poor client outcomes and the effect they have on the provision and cost of health care.
3. Review seminal documents such as IOM reports, National Patient Safety Goals, National Health Care initiatives and other related documents in light of their recommendations for changes in the current health care system.
4. Examine the current Healthy People document and its implications for the health care needs of society.
5. Debate the challenges the health care industry faces in providing accessible, equitable care to U.S. citizens.
6. Analyze current issues that impact the professional practice of nursing and its ability to actualize its mission.
7. Compare and contrast positions taken by professional and special interest groups on current issues
8. Select a current issue and evaluate the literature for evidence upon which to formulate an opinion.
Organizational Structure and Governance
Unit Objectives:
1. Examine the mission statement and related philosophy and goals of an institution.
2. Critique the organizational structure of an institution and its impact on the dissemination of power and decision making.
3. Compare and contrast various levels of management.
4. Investigate the role of the stakeholders of an organization.
5. Discuss the implication of unions representing nursing in a collective bargaining capacity.

6. Apply systems theory to a health care organization and analyze the factors that affect the output.

Management, Leadership, and Power/Empowerment

Unit Objectives:

1. Compare and contrast the concepts of management and leadership.
2. Analyze selected leadership theories and their perspective of the employer and employee.
3. Examine the use of transactional, interactional, and transformational leadership in contemporary health care settings.
4. Analyze selected leadership styles and the subsequent role of the manager.
5. Differentiate between the various types of power.
6. Discuss power-based strategies that RNs can employ.
7. Investigate the concept of influence and its relationship to the control and balance of power.

Leadership Skills

Unit Objectives:

1. Differentiate between decision making, problem solving, and clinical judgment.
2. Analyze selected change theories and their application to institutional change.
3. Analyze selected change strategies and their relationship to the change process.
4. Examine the process and implications of planned and unplanned change on staff and institutional integrity.
5. Evaluate the use of time management skills when providing, managing, and researching client care based on best practices.
6. Apply the five rights of delegation in relation to appropriately delegating tasks to licensed and unlicensed personnel.
7. Compare and contrast the scope of practice of licensed and unlicensed personnel that make up the health care team.
8. Investigate the concepts of accountability and responsibility of the professional nurse in relation to delegated assignments and delegated tasks.
9. Analyze various conflict management/resolution strategies and their use in resolving intra/interpersonal conflict.
10. Examine the use of assertive and other communication skills during the process of conflict resolution and negotiation.
11. Analyze selected theories related to motivation.
12. Differentiate between internal and external motivating factors and their impact on creating a motivating work environment.

Group Process and Teamwork

Unit Objectives:

1. Compare and contrast various methods of organizing human resources for the provision of client care.
2. Analyze the role of the case manager and his or her relationship with the coordination of client care in meeting established goals of the institution and external entities.
3. Investigate the concept of professional socialization and the role of mentors/preceptors in facilitating this process.
4. Examine the stages of group process and the various roles of group members.
5. Analyze team building strategies that can be used to enhance collaboration and cooperation between team members.
6. Examine the role of group decision making and brainstorming when attempting to resolve practice or client care related issues.
7. Compare and contrast between assertive, passive, aggressive, and passive-aggressive communication

8. Examine various types of conflict and conflict management strategies.
9. Analyze the implications of generational differences on the development of effective teams that maximize each individual's strengths.

Staff Development

Unit Objectives:

1. Differentiate between the focus and goals of orientation, inservice, and staff development.
2. Analyze strategies that address the socialization and educational needs of culturally and ethnically diverse nurses.
3. Examine the underlying philosophy of adult learning theory and instructional strategies specific to this theory.
4. Ascertain the sequence of steps that should be followed when planning an educational program and evaluate its outcomes.
5. Use literature to maintain practice that is based on current evidence based literature.

Quality Improvement

Unit Objectives:
1. Analyze the concept of quality improvement in relation to the provision of safe, high quality client care.
2. Investigate the cyclical nature of quality improvement.
3. Investigate the role of quality improvement in relation to external constituents (Joint Commission, Prospective Payment Systems, and Professional Standards Review Organizations).
4. Examine the role of institutional and professional standards as well as evidence based practice when establishing best practices.
5. Differentiate between process, outcome, and structure audits.
6. Ascertain the role of the staff nurse in the quality improvement process.

Legal and Ethical Issues
Unit Objectives:
1. Analyze the relationship between advocacy and client rights.
2. Evaluate the role of the nurse in relation to ensuring informed decision making by the client regarding advance directives, procedural consent, and other legal issues.
3. Justify the importance of maintaining HIPAA and the Privacy Acts' regulations related to confidentiality in all oral, written, and electronic communications.
4. Integrate ANA's Standards of Practice, Code of Ethics, and state mandated scope of practice directives into client care provided either directly or indirectly.
5. Analyze the relationship between policies, procedures, and standards set by an institution.
6. Analyze the nurse's role in ensuring the provision of safe client care that meets institutional and professional standards.
7. Review organizational resources available and proper solicitation of these resources when issues related to safe, ethical, and legal nursing practice arise.
8. Examine the five elements of liability necessary to prove negligence.
9. Compare and contrast the torts of false imprisonment, assault, battery, and defamation.
10. Explore the purpose of incident reports as well as proper handling and disposition of these reports.
11. Determine the responsibility of the nurse in relation to mandatory reporting.
12. Discuss the legal and ethical implications of individual and societal access to genetic information.

Personal Development
Unit Objectives:
1. Analyze personal career goals and additional education or certification needed to achieve these goals.
2. Examine the path nurses take when transitioning from a novice nurse to an expert nurse.
3. Appreciate the role that preceptors and mentors have in assisting new graduates in becoming competent in their practice and socialized into their new role.
4. Discuss how lifelong learning is necessary to maintain practice that is current and protects the welfare of clients.
5. Research certifications available to nurses who work in specialized areas and the additional education and practice required to obtain these certifications.
6. Analyze the various causes of occupational stress in nursing and personal strategies that can be used to minimize its effects.
7. Debate the causes and characteristics of burnout and measures that can be taken to reduce the likelihood of its development.

Computer Information Systems
Unit Objectives:
1. Analyze the integral role that health care informatics plays in delivering safe, quality client care.
2. Investigate strategies for transforming information into practice.
3. Examine databases that provide evidence based information for health care providers and their clients.
4. Ascertain methods for validating that information found on the Internet is accurate, reliable, and free from error.
5. Analyze the advantages, disadvantages, and legal issues related to maintaining and using electronic client records.
6. Investigate the use of electronic records for promoting quality improvement.
7. Determine the value of using a personal digital assistant (PDA) for accessing healthcare and practice related information in a mobile format.

Emergency and Disaster Management
Unit Objectives:
1. Review the Joint Commission's emergency preparedness management standards for health care facilities.
2. Identify the roles and responsibilities of various members of the interdisciplinary team during the planning and implementation of an emergency preparedness plan.

3. Review the elements of a mass casualty plan necessary for effective use of human and material resources during an emergency.

4. Ascertain the nurse's role in the initial management of a suspected bioterrorist attack.

5. Integrate principles of triage and the ABCDE priority setting framework when classifying clients into priority levels.

6. Ascertain priority actions of the nurse during a suspected biological or chemical exposure situation.

Anticipated Class Schedule / Calendar		
Date or Week	**Activity, Assignment, and/or Topic**	**Pages Resources**
Week 1 August 17	Syllabus & Introduction Chapter 1 Contempory Issues	Blackboard
Week 2 August 24	Chapter 2 & 3 Organizations and their functions	Blackboard
Week 3 August 31	Chapter 4 & 7 Leadership/Power & Politics	Blackboard
Week 4 September 7	**Holiday**	Blackboard
Week 5 September 14	Chapter 5 & 6 Change and Quality	Blackboard
Week 6 September 21	**Test 1**	
Week 7 September 28	Chapter 9 & 11 Communication & team building	Blackboard
Week 8 October 5	Chapter 10 Delegating	Blackboard
Week 9 October 12	Chapter 12 & 21 Managing conflict	Blackboard
Week 10 October 19	Chapter 13 & 14 Time management and nursing fiscal responsibilities	Blackboard
Week 11 October 26	Chapter 15, 17,18, 19, & 20 Managing unit performance	Blackboard
Week 12 November 2	Chapter 15, 17,18, 19, & 20 Managing unit performance	Blackboard
Week 13 November 16	**Test 2**	
Week 14 November 23	**Group Presentation**	
Week 15 November 30	**Group Presentation**	
Week 16 December 7	**Final**	