

GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM



ISSUES & TRENDS IN NURSING

NURS 3244

Fall 2020
GRAYSON COLLEGE
Course Syllabus

Course Information: *NURS 3244 Issues & Trends in Nursing, Fall 2020*

Professor Contact Information

Name: Dr. Pamela Ratliffe-Warner, DNP, RN
Location: Mary Moses Health Sciences Center, Office 112
Office hours: Online and by appointment – see Canvas
Cell: 479-409-2946
Email: warnerp@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any time during the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:

(2-0-2) This course provides registered nurses with an overview of the evolution of nursing as a profession. Examine changes in the U.S. healthcare delivery system, the importance of information technology, and measures that promote quality, safety, and better health outcomes in patient care. Consider major issues and trends in contemporary nursing and healthcare practice, including the influence of socioeconomic, ethical, legal, and political variables and professional values.

End of Program Student Learning Outcomes

1.0 Member of the Profession:

- 1.1 Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.
- 1.2 Promote the profession of nursing through advocacy and leadership activities.

2.0 Provider of Patient-Centered Care

- 2.1 Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.
- 2.2 Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

- 2.3 Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction
- 2.4 Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0 Patient Safety Advocate

- 3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks
- 3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0 Member of the Healthcare Team

- 4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need
- 4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

- 1. Describe the evolution of nursing as a profession. (SLO 1.2)
 - 2. Analyze the role of the professional nurse as a client advocate in a contemporary and changing society. (SLO 2.1)
 - 3. Describe the present health care system and forces of change. (SLO 1.1)
 - 4. Discuss the factors influencing the delivery of health care including cultural factors, demographics and life span changes. (SLO 2.2)
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NURS 3244 Issues & Trends in Nursing
Fall 2020 Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
978-080803674882	Catalano	Nursing Now: Today's Issues, Tomorrow's Trends, 8 th ed.

Course & Instructor Policies

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Methods of Instruction (face-to-face and online)

- Discussion board
- Recorded lectures
- Assigned textbooks and/or article readings
- Quizzes
- Written Assignments
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Syllabus Quiz	5%
Discussion Boards	70%
Position Paper	25%
Total	100%

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of “C” or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS

***Please note: Rubrics for all assessments are located at the end of this syllabus and in the assignment on Canvas.**

Syllabus Quiz – A quiz to ensure that you have read and understand the syllabus.

Discussion Boards – A graded forum in which questions surrounding the current topics being studied are discussed by students. Scholarly writing and APA format is expected in all posts. Please see the grading rubric at the end of the syllabus.

Position Paper – A professionally-written APA paper describing your position on one of the topics covered by the textbook. The paper should be 2-3 pages in length. You will include at

least 3 peer-reviewed sources as evidence to support your stance. Please see the grading rubric at the end of the syllabus.

STUDENT RESPONSIBILITY & ATTENDANCE

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self-reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2020) 7th edition guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK

In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at warnerp@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up on weekly modules. The week begins on Saturday and ends on Friday. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

Student Conduct & Discipline

Refer to the RN to BSN Student Handbook for policies

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730

- For Any On-campus Emergencies: 911
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****Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.**

****These descriptions and timelines are subject to change at the discretion of the Professor.**

**** Grayson College campus-wide student policies may be found at the following URL on the College website:**

<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

**NRSG 3244 Issues & Trends in Nursing
Position Paper Grading Rubric**

	Exceptional	Average	Incomplete
Introduction 20%	States writer's position and plan for the essay clearly and strongly, so that the reader is not confused about the topic and/or position on the topic. (20)	Does state writer's position and plan for the essay, but is weak and leaves the reader confused about the topic and/or writer's position on the topic. (10)	There is no introduction. (0)
Appropriate Tone 10%	Writer treats the subject seriously, using formal language. Position is clearly stated in an objective, logical manner. (10)	Some confused sentences; writer shifts person throughout essay or uses "you" and "I" frequently. (5)	Does not treat the subject seriously. Uses a lot of slang and informal language. Tone more appropriate for a letter to the editor of a magazine or newspaper than for a scientific paper. (0)
Supporting Evidence 30%	Three or more relevant, reliable, and scientifically sound references that adequately support the writer's position. Citation is used correctly. No emotional arguments. (30)	At least two relevant, reliable, and scientifically sound references. Citation is used correctly most of the time. Emotional arguments are mostly avoided. (20)	Only one relevant, reliable, scientifically sound reference or makes use of many inflammatory statements, emotional arguments. (10)
Conclusion 20%	Strong concluding paragraph - summarizes and restates the thesis in an interesting way that captures the reader's attention. (20)	Weak concluding paragraph - does not summarize or restate the thesis clearly. (10)	No concluding paragraph - essay ends abruptly. (0)
Organization 10%	Well organized; clear, logical progression of ideas; uses appropriate transitions. (10)	Some organization; some logical progression of ideas in some parts of essay, but not others; a few transitions, but not throughout the essay. (5)	Almost no organization; no logical progression of ideas; no use of transitions between paragraphs. (0)
Grammar and APA 10%	No grammatical, punctuation, capitalization, spelling, or APA errors. (10)	4 or less grammatical, punctuation, capitalization, spelling, or APA errors. (7.5)	5 or more grammatical, punctuation, capitalization, spelling, or APA errors. (5)

**NRSG 3244 Issues & Trends in Nursing
Discussion Forum Rubric**

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic 30%	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. (30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. (20)	Post does not address the problem/question that is posed. (10)
Participation 30%	Initial post and at least 2 additional responses/comments are submitted on time by the student. (30)	Initial post OR responses/comments submitted on time by the student. (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references 30%	Post reflects a good understanding of the ideas presented and references (at least two) are from the textbook or peer-reviewed journals. (30)	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from assigned readings or peer-reviewed journals. (20)	Post does not reflect or reference ideas from class materials. (10)
Grammar & APA 10%	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (7.5)	Multiple spelling grammar, APA errors. (5)