Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing

CURRENT ISSUES AND TRENDS IN NURSING

NUR 351
Course Section 601
Fall 2018

Course Instructor/s
Rhonda Tubbe, DHA, MSN, RN, CASA

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THERE WITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for information purposes only.
Faculty Contact Information:

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Department: Nursing
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Phone: 936-554-2106 (use for emergency only, prefer text)
Office: SON
Office Hours: Thursday, 1:00 p.m. – 3:00 p.m.
Contact Preference On-line classroom e-mail

Class Meeting Time/Place: This is an online/distance learning course. No face-to-face meetings will be required.
NOTE: Instructors will make every effort to respond to emails/discussion questions within 72 hours of posting. Students are expected to check on-line course at least three times a week for announcements, email, and postings.


Course Description: One semester hour, one hour didactic. Students apply critical thinking, nursing theory, research and practice to current issues affecting the nurse in the political, economic, cultural, workplace and in alternative healing settings. Introduction to emergency preparedness for the nurse, work place advocacy, and nursing informatics is discussed.

Number of Credit Hours: 1 credit hour

Course Prerequisites and Co-requisites: None

Program Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

Student Learning Outcomes
At the end of the course the student will:
1. Discuss the current economic and political climate and how it affects nursing care.
2. Discuss cultural issues affecting nursing care.
3. Discuss workplace advocacy and how it affects the nurse.
4. Explains how emergency preparedness is implemented.
5. Demonstrate clinical nursing informatics.
Course Requirements

This course is online. Computer capability to use the D2L/WebCT system is required. For assistance with technical issues, please visit the Online Orientation at http://oit.sfasu.edu/webct/Access_Orient.htm

Evaluation is based on achievement of the objectives. All paperwork is due by the date and time indicated on specific guidelines or in this syllabus. Any late work will receive a 0 unless prior approval from instructor or emergency.

Active and informed participation in discussions and chats is expected. Students are responsible for content, announcements (Email/D2L/Web-CT) and all other information presented as a part of this class. Students must complete all learning activities in order to satisfactorily complete the course.

**COURSE CALENDAR/TIMELINE: ASSIGNMENT SUMMARY AND DUE DATES**

Outline of Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>TIME</th>
<th>CLASS CONTENT</th>
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<tbody>
<tr>
<td>Aug 27-Sept 2 WK 1</td>
<td>On-line</td>
<td>Review of Syllabus and introduction. Post Short Bio (see Faculty Bio.)</td>
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<tr>
<td>Sept 3-9 WK 2</td>
<td>On-line</td>
<td>Introduction Quiz</td>
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<tr>
<td>Sept 10-16 WK 3</td>
<td>On-line</td>
<td>Discussion post and response</td>
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<tr>
<td>Sept 17-23 WK 4</td>
<td>On-line</td>
<td>Discussion post and response due Make contact with team members, see Adverse Event Assignment requirements located in content section</td>
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<tr>
<td>Sept 24-Sept 30 WK 5</td>
<td>On-line</td>
<td>Reflection Assignment due: RN Interview Review unit 1</td>
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<td>Oct 1-7 WK 6</td>
<td>On-line</td>
<td>Unit 1 Quiz</td>
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<tr>
<td>OCT 8-14 WK 7</td>
<td>On-line</td>
<td>Discussion post and response due Review unit 2</td>
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<td>Oct 15-21 WK 8</td>
<td>On-line</td>
<td>Unit 2 Quiz</td>
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<tr>
<td>Oct 22-28 WK 9</td>
<td>On-line</td>
<td>Discussion post and response due Review unit 3</td>
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<td>Oct 29-Nov 4 WK 10</td>
<td>On-line</td>
<td>Unit 3 Quiz</td>
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<td>Nov 5-11 WK 11</td>
<td>On-line</td>
<td>Discussion post and response due Review unit 4</td>
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<td>Nov 12-18 WK 12</td>
<td>On-line</td>
<td>Unit 4 Quiz</td>
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<td>Nov 19-25</td>
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<td>Thanksgiving Break</td>
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<tr>
<td>Nov 26-Dec 2 WK 13</td>
<td>On-line</td>
<td>Discussion post and response due Review unit 5</td>
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<tr>
<td>Dec 3- Dec 9 WK 14</td>
<td>On-line</td>
<td>Reflection Assignment due: Hometown Assessment</td>
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<td>Dec 10 WK 15</td>
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<td>Unit 5 Quiz</td>
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<td></td>
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<td>No assignments/Wrap Up</td>
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EVALUATION and GRADING CRITERIA

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Check your Understanding Quizzes</td>
<td>30%</td>
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<tr>
<td>Short Bio</td>
<td>5%</td>
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<tr>
<td>Reflection Assignment-Interview</td>
<td>15%</td>
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<tr>
<td>Reflection Assignment-Assessment</td>
<td>20%</td>
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<tr>
<td>Class Participation/Discussions post</td>
<td>30%</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

Grading criteria for assignments will be posted on D2L. Discussion topics will be graded according to a Discussion Rubric posted on D2L. Assignments must be submitted by posted due dates (see Course Timeline) or a grade of “0” will be given for the assignment. Quizzes are open book; only one attempt will be permitted for each quiz.

COURSE EVALUATIONS BY STUDENTS

Students are encouraged to complete online evaluations of course and faculty at end of term.

ATTENDANCE/ABSENCE POLICY

This is an online/distance learning course. Check the course at least three times a week for announcements and postings.

All students are responsible for the Policies and Procedures of the School of Nursing. These can be found online at [http://www.fp.sfasu.edu/nursing/](http://www.fp.sfasu.edu/nursing/).

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or
another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

**Withheld Grades Semester Grades Policy (A-54)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

**Students with Disabilities**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Communication with Instructors:**

Instructors are available by email. Instructors will check D2L/WebCT for messages on email and discussion threads at least every 48 hrs. Students are expected to check email and announcements at least three times a week. In the event of computer problems or difficulties, instructors have placed their cell phone numbers in the syllabus. Please use these with discretion. Faculty prefer to communicate and answer questions using D2L/WebCT. Cell phones should be used only in extenuating/emergency circumstances.

A Discussion Thread called “Ask the Instructor” is available where you may express your concerns and ask questions of the instructors.

A Discussion Thread called “Open Discussion” is available where you may share ideas, questions, and concerns about the course with your peers.

Course Faculty expect respectful and courteous discourse in the class. No profanity, insults, or inappropriate comments will be permitted. If the discussion threads are abused in an inappropriate way, the student will be excluded from the thread.

**TEACHING METHODS**

Online lectures, postings and dialog among class, assignments, web-site exploration, writing opportunities, quizzes, interviews, and invitations to simply express what you are thinking and feeling.
UNIT OBJECTIVES
(Adapted from Roux & Halstead (2009).

UNIT 1: Nursing Workforce Issues

Objectives:

Chapter 7: The Global Nursing Workforce by Mary E. Riner

1. Identify how globalization is influencing the nursing workforce.
2. Discuss the correlation between the global burden of disease and the nursing workforce.
3. Evaluate policy strategies for addressing the global shortage of nurses.

Chapter 17: Policy and Political Activism by Joanne R. Warner and Sharon Kimball

1. Understand political activism as a valid and significant nursing action.
2. Describe the perspective that positions nurses for successful political activism.
3. Discuss strategies for getting involved in the political arena.

UNIT 2: Health Care Issues: Priorities in Patient Care.

Objectives:

Chapter 8: The Culture of Safety by Patricia Ebright

1. Explain the relationship among human factors, work complexity, and the evolution of adverse events in health care.
2. Identify critical components of an effective culture of safety and the challenges in moving toward an improved culture of safety in health care.


1. Identify changes in the practice of healthcare due to technology infiltration.
2. Discuss ethical concerns with technology in the health care arena.
3. Predict future uses of technology in healthcare.
UNIT 3: Populations at Risk

Objectives:

Chapter 13: *Addressing Primary Prevention and Education in Vulnerable Populations* by Diane Baer Wilson and Lisa S. Anderson

1. Identify what constitutes a health disparity.

2. Give examples showing how health behaviors are distributed in vulnerable populations.

3. Discuss challenges for improving health behaviors in vulnerable populations.

Chapter 18: *Urban Healthcare Issues* by Nena R. Harris and Mary R. Nichols

1. Identify selected healthcare issues that place urban residents at risk for poor health outcomes.

2. Discuss the role of the nurse in improving health outcomes in urban areas.

Chapter 19: *Nursing and Rural Healthcare Issues* by Wanda Bonnel, Amanda Alonzi, Patricia E. Conejo, and Sylvia Heinze

1. Describe common rural health and nursing practice issues including access to care and care resources in the rural setting.

2. Identify strategies for collaborating and maximizing the use of technology within broader health provider networks for the purpose of delivering quality rural healthcare.

Unit 4: The Nurse’s Role: Protecting an Nation and World at Risk

Objectives:

Chapter 12: *Emergency Planning and Response* by Kristi L. Lewis

1. Discuss the types of events that require emergency planning and response activities.

2. Increase awareness of the role of the nurse in emergency planning and response activities.

3. Analyze the effects of disasters on health care systems.
Unit 5: The Health Care Debate

Objectives:

Chapter 10: *Health Care Delivery* by Patricia Gail Colo Braun and Beverly A. Mendes

1. List the different types of health care delivery systems.
2. Discuss a variety of reimbursement plans in health care delivery.
3. Identify key challenges in the provision of health care in the United States.
4. Analyze current viewpoints on the issues that impact health care delivery.
5. Formulate your own viewpoint on the best way for the United States to provide health care to its citizens.