COM
College *of the* Mainland.

Course Number and Section: NURS 3244
Course Name: Issues & Trends in Nursing
Cause Semester: Spring 2nd 8 weeks, 2025
Time and Days of Course: Online/Internet

Instructor Information: Dr. Genevieve Onyirioha DNP, RN, CMSRN
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Office Location: STEM Building, Rm – 225-5
Office Hours: Tues 12am - 4pm

Required Textbooks/Materials
Cherry, B. & Jacob, S. (2019). *Contemporary Nursing: Issues, Trends, & Management, 9th edition.* St.
    Louis: Elsevier, Inc.
Resources: Instructor-Led Course Evolve Resources for Contemporary Nursing, 9th Edition.
By Barbara Cherry and Susan R. Jacob
ISBN: 9780323824309
Course ID: 164348_gonyirioha5_1003
Instructor: Genevieve Onyirioha

American Psychological Association. (2020). *Publication Manual of the American Psychological
    Association, 7th edition.* Washington, DC: APA
Textbook Purchasing Statement:
A student attending College of the Mainland is not under any obligation to purchase a textbook
from the college-affiliated bookstore. The same textbook may also be available from an
independent retailer, including an online retailer.

Course Description
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.
        (Credit 2: Lecture 2, Lab 0) (8-week course, 32 contact hours)

Grading Scale
A = 90 -100.00
B = 80 -89.99
C = 70 -79.99

D = 60 -69.99
F = < 60

Grade Calculation

Assignment	%
Weekly Discussion Board/Participation (7)	35%
Weekly Quizzes (6)	20%
Case Study (2)	20%
Written Project/Term paper (1)	20%
Reflection (1)	5%
Grade Total	100%
A Grade Total of at least 70% is required to pass the course.	

Methods of Instruction
Case studies
Group discussions.
Assignments
Quizzes
Audio-visual instructional aids
Written Reports/Clinical Reasoning exercises

Attendance
See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Tardiness
See Attendance Policy in the Nursing Student Handbook.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook.<https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered

through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

F$_N$ Grading: The F$_N$ grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F$_N$ grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F$_N$ grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F$_N$ grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program, you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:
If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here https://www.com.edu/community-resource-center/. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Classroom Conduct Policy/Student Conduct
Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. http://www.com.edu/student-services/studenthandbook.php . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (http://www.com.edu/student-services/student-handbook.php), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Academic Dishonesty
Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism
Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook. Avoiding Plagiarism: http://www.plagiarism.org/

Course Requirement/Course Objectives/Student Learning Outcomes
Upon completion of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Describe the evolution of nursing as a profession.	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system	Weekly Participation, Discussion Board 1, 7, 8, case study, and quizzes
2. Analyze the role of the professional nurse as a client advocate in a contemporary and changing society	Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm	Weekly Participation, Discussion Board 2, 3, 7, case study and quizzes

	individually and across the healthcare system	
3. Describe the present health care system and forces of change.	Provide comprehensive patient-centered care utilizing an organized framework to make individual, community, and population-based decisions grounded in evidence-based practice.	Weekly Participation, Discussion Board 3, 5, 7, case study and quizzes
4. Discuss the factors influencing the delivery of health care including cultural factors, demographics, and life span changes.	Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice	Weekly Participation, Discussion Board 3, 4, 7, 8, case study and quizzes
5.		

Course Requirements

1. ==Discussion board== **(7):** Assess knowledge and application of incremental course content. Discussion board topics will be from the weekly reading content. Students will post one significant post related to the course content and support post with cited references. Students will also reply to two of their peers and/or the instructor's post. If a student receives a grade below 70% on any discussion board rubric, the student should schedule a counseling appointment with the instructor to complete remediation. *(See Appendix A: Discussion Board Rubric)*

2. ==Case Study== **(2):** Assesses overall knowledge and application of complete course content. Case studies will meet QSEN/NLN competencies, including teamwork, collaboration and professional identity, evidence-based practice with spirit of inquiry, safety, and nursing judgement. If a student receives a grade below 70% on any case study, the student should schedule a counseling appointment with the department remediation counselor and/or course facilitator. *(See Appendix B: Case Study Rubric)*

3. ==Quizzes (6):== Assesses overall knowledge and application of complete course content. Students will complete quizzes as assigned, each due at midnight on the assigned deadline. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will have one attempt to complete each quiz which will be averaged for the quiz grade.

4. ==Term Paper:== The term paper written assignment is a term paper that is part of a larger project across the program. (See Appendix: Term Paper Rubric). Submit all paper/assignments via the new institutions LMS – D2L
   ==Reflection Paper:== The purpose is to provide the student with an opportunity to reflect on selected Essentials of Baccalaureate Education for Professional Nursing Practice and QSEN Competencies. Consider major issues and trends in contemporary nursing and healthcare practice.
   Also consider the following - What were your goals at the beginning of the semester?
   Were you able to reach those goals or did they change?
   What was at least one challenge you faced and how did you overcome it?
   What did you gain from this class that you can use in your practice?
   Moving forward, what is your plan for the next 8 weeks/semester?

The length of the reflection is to be no less than 300 words and no greater than 400 words excluding title page and reference pages. APA format is required with both a title page and reference page. (see the rubric).

5. **Weekly Participation/Professionalism:** Assesses ability to synthesize information when collaborating on a topic with peers. Students will discuss components of evidence-based research on a weekly discussion board. Students will be expected to synthesize content for the weekly discussion post and support their response with cited references. Students will be required to synthesize postings from two of their peers/instructors each week and contribute substantially to the post with new information either supporting the peers/instructors view or offering a different view with supporting references at least 2-3 days/wk.

Professionalism: Students will receive professionalism points each day they come to class.
Attendance – Student is present in the class per institution attendance requirements.
Timeliness – student submits assignments on time.
Participation and engagement – students participate in class and team activities in a meaningful and engaged way 2ds/wk.
Preparedness – student completes all assignments and pre-class assignments.
Professional demeanor – Student communicates in a professional manner throughout the course period.
Objectives Application – students will apply the objectives of this class to all classwork and assignments.
Teamwork – student participates in teams in a collaborative and professional manner.

Make-Up Policy/Late Assignments
All course assignments are expected to be completed and submitted on the specified due date.
See Late Assignments Policy in the Nursing Student Handbook.

Concerns/Questions
If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Director of Nursing (dbauer@com.edu), If, after discussing your concern with the Director of Nursing, you still have questions, please email nursing@com.edu to request an appointment with the Dean. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Successful Tips for Students
Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

Read assignments before class or clinical. Here are some strategies for getting the most

out of your college textbooks:

4 Steps to Reading a Textbook:
http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/
Active Reading Strategies:
http://www.princeton.edu/mcgraw/library/for-students/remember-reading/
The Reading Cycle: Plan-Do-Review
http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html
How to Read Your Textbooks More Efficiently College Info Geek (video)
https://www.youtube.com/watch?v=tgVjmFSx7rg
5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
5 Active Reading Strategies for Textbook Assignments - College Info Geek

ANA Scope and Standards of Practice
Students are expected to adhere to established ANA Scope and Standards of Practice (2015

Student Handbooks
Students are expected to adhere to all policies outlined in the College and Nursing
Program student handbooks.

Syllabus Revisions
Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center
The Speaking, Reading and Writing Center provides free tutoring services to students,
staff and faculty seeking assistance for writing, reading and oral presentations for
academic and non-academic assignments/projects. Located in the Technical Vocational
Building, Room 1306, the center provides face-to-face and online tutoring sessions in a
welcoming environment. Appointments can be made in person, or on the center scheduler
at com.mywconline.com, or by clicking the SRWC icon on the COM website.
Surviving Active Shooter Event Reference and Training Videos
Run, Hide, Fight * (Mandatory)
https://www.youtube.com/watch?v=5VcSwejU2D0
Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi
https://www.youtube.com/watch?v=r2tIeRUbRHw
Surviving an Active Shooter Event - Civilian Response to Active Shooter
https://www.youtube.com/watch?v=j0It68YxLQQ

Make the Call * (Mandatory) https://www.youtube.com/watch?v=AWaPp-8k2p0

Discussion Questions:
1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you

follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
a. COM Police Emergency number (409-933-8599)
b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

HB1508 Statement: Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

Artificial Intelligence (AI): Students are strictly prohibited from using any AI tools, like ChatGPT or similar text generators, to complete assignments or any part of the coursework in this class, because all work submitted must be entirely your own. Use of AI is considered a violation of academic integrity.

Course Content

Unit 1: The Evolution of Professional Nursing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Analyze the evolution of the theoretical basis for leadership and management.
2. Evaluate leadership and management theories for appropriateness in health care today.
3. Apply concepts of complexity science to healthcare delivery and the evolution of nursing.
4. Compare and contrast the actions associated with leading, managing, and following.
5. Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice in a leadership role.

Learning Content:
Professional/Ethical Issues
II. Vignette
       A. Questions to Consider
III. Chapter Overview
IV. Prehistoric Period
V. Early Civilization
       A. Egypt
       B. Palestine
       C. Greece
       D. India
       E. China
       F. Rome
VI. The Middle Ages
VII. The Renaissance and the Reformation Period
VIII. The Colonial American Period
IX. Florence Nightingale
X. Nursing in the United States
       A. The Civil War Period
       B. 1900 to World War I
       C. World War I and the 1920s
       D. The Great Depression (1930 to 1940)
       E. World War II (1940 to 1945)
       F. Post-World War II Period
       G. Nursing in the 1960s
       H. Nursing in the 1970s
       I. Nursing in the 1980s
       J. Nursing in the 19902
       K. Nursing in the Twenty-First Century
XI. Summary
Learning Activities:

Read: Cherry, B. & Jacob, S. (2019). Chapter 1

Unit 2: The Contemporary Image of Professional Nursing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the image of nursing in art, media, and literature over time.
2. Recognize nursing actions that convey a negative image of nursing.
3. Recommend strategies to enhance the image of nursing.
4. Explain how the IOM *Future of Nursing* report is shaping nursing's image.
5. Create a plan to promote a positive image of nursing in practice.

Learning Content:
I. Professional/Ethical Issues
     A. Response 1
     B. Response 2
II. Vignette
     A. Questions to Consider
III. Chapter Overview
IV. Images of Nursing
V. Why Image is Important
VI. Registered Nurse Supply
VII. Nursing in Art and Literature
     A. Antiquity's Image of Nursing
     B. Victorian Image of Nursing
     C. Early Twentieth-Century Nursing
     D. The 1930s Nurse as Angel of Mercy
     E. The 1940s Nurse as Heroine
     F. Nursing in the Antiestablishment Era of the 1960s
     G. Nursing in the Sexual Revolution of the 1970s
     H. Nursing in the 1980s to 1990s
     I. Millennial Media
     J. social media
     K. Nursing's Response
     L. Media Campaigns for Nursing
VIII. The Enduring Public Concern with Nursing
     A. The Institute of Medicine's Future of Nursing
     B. What the Public Believes About Nursing
IX. The Reality of the Contemporary Staff Nurse
X. Facts About Today's Registered Nurse
XI. Creating the Image of the Twenty-First Century Nurse
XII. The Basics
     A. Changing Nurse-Physician Interactions
XIII. The Look of Nursing
XIV. Creating a New Image
XV. Summary
Learning Activities:

Read: Cherry, B. & Jacob, S. (2019). Chapter 2

Unit 3: The Influence of Contemporary Trends and Issues on Nursing Education

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Integrate knowledge of 10 current trends and issues in society and health care into a more holistic perception of their influence on nursing education, students, faculty, and nursing practice.
2. Create a personal philosophy and plan for ongoing professional development and practice that integrates knowledge of current trends and issues.
3. Access current information resources from the Internet related to evolving trends and issues as a component of ongoing learning and preparation for practice.
4. Differentiate among various types of conventional, mobility, and new nursing education programs and the issues associated with them.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
       A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. Trends and Issues in Contemporary Nursing Education
       A. Knowledge Expansion and Use of Technology and the Internet
       B. Practice-Based Competency Outcomes
       C. Performance-Based Learning and Assessment
       D. Sociodemographic, Cultural Diversity, and Economic and Political Changes
       E. Community-Focused Interprofessional Approaches
       F. Global Health
       G. Patient-Centered Care: Engagement, Safety, and Privacy
       H. Disasters, Violence, and Terrorism
       I. Ethics and Bioethical Concerns
       J. Shortage of Nurses and Faculty
       K. Increasing Professional and Personal Responsibilities
VI. Diversity in Nursing Education Programs
       A. Licensed Practical or Vocational Nurse Programs
       B. Hospital Diploma Programs
       C. Associate Degree Programs
       D. Baccalaureate Degree Nursing Programs
       E. Master's Degree Nursing Programs
       F. Clinical Nurse Leader
       G. Doctoral Programs
VII. Flexible Education, Mobility, and Distance-Learning Programs
VIII. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 3

Unit 4: Nursing Licensure and Certification

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Explain the development of licensure requirements in the United States.
2. Summarize current licensure requirements in the context of historical developments.
3. Analyze the various components of a nurse practice act.
4. Discuss the **mutual recognition model** and identify Nurse Licensure Compact states.
5. Describe the development of certification requirements for advanced practice.
6. Identify requirements for certification for advanced practice in different specialties.
7. Use appropriate resources to obtain current information on licensure and certification.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. The History of Nursing Licensure
      A. Recognition: Pins and Registries
      B. Purpose of Licensure
      C. Early Licensure Activities
      D. Mandatory Licensure
VI. Components of Nurse Practice Acts
      A. Purpose of Act
      B. Definition of Nursing and Scope of Practice
      C. Licensure Requirements
      D. Renewal of Licensure
      e. Mandatory Continuing Education
VII. Role of Regulatory Boards to Ensure Safe Practice
      A. Membership of the Board of Nursing
      B. Duties of the Board of Nursing
VIII. Special Cases of Licensure
      A. Military and Government Nurses
      B. International Practice
IX. Revision of Nurse Practice Acts
      A. Sunset Legislation
X. Delegation of Authority to Others
XI. Current Licensure Activities
      A. Mutual Recognition Model
      B. Continued Competency
XII. Certification
      A. History of Certification
      B. Purpose of Certification
      C. Steps to Certification

      D. Current Issues in Certification
E. The Consensus Model for APRN Regulation, Licensure, Accreditation, Certification, and Education
XIII. Summary
<u>Learning Activities</u>:
Read: Cherry, B. & Jacob, S. (2019). Chapter 4

Unit 5: Theories of Nursing Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Differentiate between a science and a theory.
2. Identify the criteria necessary for science.
3. Identify the criteria necessary for theory.
4. Explain a nursing theory and a nursing model.
5. Discuss two early and two contemporary nursing theorists and their theories.
6. Explain the effect of nursing theory on the profession of nursing.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
        A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. Science and Theory
        A. Nursing Science
        B. Theories, Models, and Frameworks
        C. Nursing Theory
        D. Schematic Models
        E. Levels of Theory
VI. Florence Nightingale: The First Nurse Theorist
        A. Nightingale's Theory of Practice
VII. Survey of Selected Nursing Theories
        A. Betty Neuman (1970)—The System Model
B. Hildegard E. Peplau (1952)—Interpersonal Relations as a Nursing Process: Man as an Organism That Exists in Unstable Equilibrium
C. Martha E. Rogers (1970)—Science of Unitary Human Beings: Humans as Energy Fields that Interact Constantly with the Environment
D. Dorthea Orem (1971)—Self-Care Deficit Model: Self-care, Self-care Deficits, and Nursing Systems
E. Sister Callista Roy (1974)—Adaption Model: Assistance with the Adaptation to Stressors to Facilitate the Integration Process of the Client
F. Madeline Leininger (1977)—Theory of Cultural Diversity and Universality
G. Jean Watson (1978)—Theory of Human Caring: Transpersonal Caring as the Fulcrum; Philosophy and Science as the Core of Nursing
H. Margaret Newman (1979, revised 1986)—Uncertainty of Illness
VIII. Future of Nursing Theorists and Theories
IX. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 5

Unit 6: Nursing Research and Evidence-Based Practice

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Summarize major points in the evolution of nursing research in relation to contemporary nursing.
2. Evaluate the influence of nursing research on current nursing and health care practices.
3. Differentiate among nursing research methods.
4. Critically appraise the quality of research studies using established criteria.
5. Participate in the research process.
6. Use research findings to improve nursing practice.

Learning Content:
I. Professional/Ethical Issues
      A. Issue 1
      B. Issue 2
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. Definitions of Nursing Research
VI. Evolution of Nursing Research
VII. Research Priorities
      A. National Institute of Nursing Research
      B. Agency for Healthcare and Quality
      C. Private Foundations
      D. Nursing Organizations
      E. Summary
VIII. Components of the Research Process
IX. Study Designs
      A. Quantitative Designs
      B. Qualitative Designs
      C. Triangulation
      D. Pilot Studies
X. Evidence-Based Practice and Research Utilization
      A. Advancing Evidence-Based Practice
      B. Nurse Researcher and Evidence-Based Practice Roles
      C. About the Evidence
      D. Locating Published Research and Evidence Summaries for Evidence-Based Practice
      A. Types and Levels of Evidence
      B. Clinical Practice Guidelines
      C. Critical Appraisal
      D. Evolution of Evidence-Based Practice: Some Examples
XI. Ethical Issues Related to Research

A. Institutional Review
        B. Historical Examples of Unethical Research
XII. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 6

Unit 7: Paying for Healthcare in America: Rising Costs and Challenges

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Analyze major factors that have influenced health care access and financing since the middle of the twentieth century.
2. Integrate knowledge of health care resources, access, and financing into managing professional nursing care.
3. Critique the relationship between contemporary economic issues and trends and professional nursing practice.
4. Discuss the implications of the Patient Protection and Affordable Care Act (PPACA) for nursing and health care.

Learning Content:
I. Professional/Ethical Issues
        A. Issue 1
        B. Issue 2
II. Vignette
        A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. History of Healthcare Financing
        A. Healthcare Financing Revolution of the 1980s
        B. The Development of Managed Care
VI. Access to Healthcare—The Problem of the Uninsured and Underinsured
VII. The Patient Protection and Affordable Care Act
VIII. How Healthcare is Paid For
        A. Private Insurance
        B. Public Insurance: Medicare and Medicaid
        C. Effect of Payment Modes
        D. Value-Based Payment Models
IX. Implications for Nurses: Managing Cost-Effective, High-Quality Care
        A. Care Coordination
        B. Expansion of Technology
        C. Consumer Empowerment
X. Summary
A. Unethical Research
XII. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 7
Discussion Board: Paying for Healthcare

Unit 8: Legal Issues in Nursing and Healthcare

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Differentiate among the three major categories of law on which nursing practice is established and governed.
2. Analyze the relationship between accountability and liability for one's actions in professional nursing practice.
3. Outline the essential elements that must be proven to establish a claim of negligence or malpractice.
4. Distinguish between intentional and unintentional torts in relation to nursing practice.
5. Identify causes of nursing error and patient injury that have led to claims of criminal negligence.
6. Incorporate fundamental laws and statutory regulations that establish the patient's right to autonomy, self-determination, and informed decision making in the health care setting.
7. Incorporate laws and statutory regulations that establish the patient's right to privacy and privacy of health records.

Learning Content:
I. Professional/Ethical Issues
      A. Questions
II. Professional/Legal Issue
III. Vignette
      A. Questions to Consider
IV. Chapter Overview
V. Sources of Law and Nursing Practice
VI. Statutory Law
      A. Federal Statutes
      B. State Statutes
      C. Nurse-Patient Ratios and Mandatory Overtime Statutes
      D. Reporting Statutes
      E. Institutional Licensing Laws
VII. Common Law
VIII. Civil Law
      A. Negligence and Malpractice
      B. Claims of Negligence and Student Nurses
      C. Criminal Negligence
      D. Defenses Against Claims of Negligence
      E. Emergency Situations
      F. Governmental Immunity
      G. Good Samaritan Immunity
      H. Statues of Limitation in Malpractice Cases
      I. Nursing Malpractice Insurance
      J. Liability
      K. Personal Liability

L. Personal Liability with Floating and Cross-Training
M. Personal Liability for Charge Nurses and Team Leaders and Managers
N. Personal Liability in Delegation and Supervision of Team members
O. Employer Liability
P. Corporate Liability
IX. Reducing Legal Liability
A. Risk Management Systems
B. Incident Reports or Unusual Occurrence Reports
X. Intentional Torts in Nursing Practice
A. Assault and Battery
B. Defamation of Character
C. False Imprisonment
D. Intentional Infliction of Emotional Distress
E. Invasion of Privacy
F. The Nurse and Criminal Law
XI. The Law and Patient Rights
A. Advance Directives
B. Living Wills
C. Informed Consent
D. The Right to Refuse Diagnostic Testing, Treatment, and Care
E. Leaving Against Medical Advice
F. Use of Physical Restraints
X. Summary
<u>Learning Activities</u>:
Read: Cherry, B. & Jacob, S. (2019). Chapter 8

Unit 9: Ethical and Bioethical Issues in Nursing and Healthcare

<u>Unit Student Learning Outcomes</u>:
Upon completion of this unit, the student will be expected to:

1. Integrate basic concepts of human values that are essential for ethical decision making.
2. Analyze selected ethical theories and principles as a basis for ethical decision making.
3. Analyze the relationship between ethics and morality in relation to nursing practice.
4. Use an ethical decision-making framework for resolving ethical problems in health care.
5. Apply the ethical decision-making process to specific ethical issues encountered in clinical practice.

<u>Learning Content</u>:
I. Professional/Ethical Issues
II. Professional/Legal Issue
III. Vignette
A. Questions to Consider
IV. Nursing Ethics
V. Bioethics
A. Dilemmas for Health Professionals

B. Dilemmas Created by Technology
VI. The Ethics of Care
      A. Answering Difficult Questions
      B. Balancing Science and Morality
VII. Values Formation and Moral Development
      A. Examining Value Systems
      B. Learning Right and Wrong
      C. Understanding Moral Development Theory
      D. Moving Toward Moral Maturity
VIII. Ethical Theory
      A. Utilitarianism
      B. Deontology
IX. Ethical Principles
      A. Autonomy
      B. Beneficence and Nonmaleficence
      C. Veracity
X. Ethical Decision-Making Model
      A. Situation Assessment Procedure
      B. Usefulness and Application of the Situation Assessment Procedure
XI. Bioethical Dilemmas: Life, Death, and Dilemmas in Between
      A. Life
      B. The End of Life
      C. Dilemmas in Between
      D. Ethical Challenges
      E. The Challenge of Veracity
      F. The Challenge of Paternalism
      G. The Challenge of Autonomy
      I. The Challenge of Accountability
X. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 9

Unit 10: Cultural Competency and Social Issues in Nursing and Health Care

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Integrate knowledge of demographic and sociocultural variations into culturally competent professional nursing care.
2. Provide culturally competent care to diverse client groups that incorporates variations in biologic characteristics, social organization, environmental control, communication, and other phenomena.
3. Critique education, practice, and research issues that influence culturally competent care.
4. Integrate respect for differences in beliefs and values of others as a critical component of nursing practice.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Population Trends
      A. Federally Defined Minority Groups
V. Economic and Social Changes
      A. Poverty
VI. Violence
VII. Attitudes Toward Culturally Diverse Groups
VIII. Diversity in the Healthcare Workforce
      A. Need For Diversity in Health Care Workforce
      B. Current Status of Diversity in the Healthcare Workforce
      C. Recruitment and Retention of Minorities in Nursing
      D. Strategies for Recruitment and Retention of Minorities in the Nursing Workforce
IX. Cultural Competence
X. Cultural Competence in Nursing Education
XI. Cultural Phenomena
      A. Environmental Control
      B. Biological Variations
      C. Social Organization
      D. Communication
      E. Space
      F. Time
XII. Practice Issues Related to Cultural Competence
      A. Health Information and Education
      B. Education and Certification
      C. International Marketplace
      D. Nursing Literature

E. Responsibility of Health Care Facilities for Cultural Care
      F. Recommended Standards for Culturally and Linguistically Services (CLAS)
XIII. Cultural Assessment
      A. Cultural Self-Assessment
      B. Cultural Client Assessment
      C. Cultural Client Nutrition Assessment
      D. Cultural Beliefs About Sickness and Cures
IX. Summary

<u>Learning Activities</u>:
Read: Cherry, B. & Jacob, S. (2019). Chapter 10

Unit 11: Complementary and Alternative Healing

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe various complementary and alternative healing practices.
2. Identify how to effectively incorporate effective complementary and alternative therapies into care.
3. Provide patient education regarding uses, limitations, and precautions associated with selected complementary and alternative healing practices and products.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
       A. Questions to Consider
III. Chapter Overview
IV. Use of Complementary and Alternative Healing Methods
V. Principles Underlying Alternative Healing
VI. Overview of Popular CAM Healing Therapies
       A. Acupuncture
       B. Ayurveda
       C. Biofeedback
       D. Chiropractic Medicine
       E. Dietary Supplements
       F. Herbs
       G. Homeopathy
       H. Hypnotherapy
       I. Imagery
       J. Magnet Therapy
       K. Massage, Bodywork, and Energy Therapies
       L. Meditation and Progressive Relaxation
       M. Naturopathy
       N. Prayer and Faith
       O. Tai Chi
       P. Yoga
       Q. Conclusion
VII. Nursing and Complementary and Alternative Medicine Therapies
       A. Facilitating Use of Complementary and Alternative Medicine
       B. Integrating Complementary and Alternative Medicine into Conventional Settings
       C. Using Complementary and Alternative Medicine Competently
       D. Legal Considerations
VIII. Summary

Learning Activities:
Read:

Cherry, B. & Jacob, S. (2019). Chapter 11

Unit 12: Palliative Care

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the palliative care model and its effectiveness today.
2. Summarize the key elements and issues of palliative care.
3. Integrate palliative care knowledge and skills into the professional nursing role.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
   A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. The Natural Course of Serious Illness
   A. Prognostication
   B. Criteria for Palliative Care
   C. Hospice Services
   D. Definition and Criteria for Hospice
VI. Key Elements of Palliative Care
   A. Eight Elements of End-of-Life Nursing Education Consortium
   B. The Eight Domains of the National Consensus Project
VII. Benefits of Palliative Care
   A. Pain and Symptom Management
   B. Suffering
   C. Family Caregiving
VIII. Barriers to Palliative Care
IX. Common Challenges
X. Professional Issues in Palliative Care
   A. Certification
   B. Quality Assessment and Improvement
   C. Research
   D. Ethical Concerns
XI. Legal Concern: Right to Refuse Treatment
X. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 12

Unit 13: Workforce Advocacy for a Professional Nursing Practice Environment

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Identify issues that affect the practice of professional nursing in the health care workplace.
2. Identify available resources to assist in improving the workplace environment.
3. Define the role of nurses in advocating for safe and effective workplace environments.
4. Describe workforce strategies that support efficient and effective quality patient care and promote improved work environments for nurses.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
  A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. Promoting Workforce Advocacy and a Professional Practice Environment
VI. Nursing Shortages and Workforce Challenges
  A. Future RN Employment Opportunities
  B. Healthcare as a Challenging Work Environment
  C. Nursing Schools Enrollment and Recruitment
  D. Educational Preparation
  E. Nurse Retention
  F. Aging Workforce and Retention
  G. Emerging Workforce Recruitment and Retention
  I. Nursing Salaries
  J. Work Environment
VII. Safe Staffing
  A. Floating and Mandatory Overtime
VIII. Patient Advocacy
  A. Patient Safety
  B. Whistle-Blower Protection
IX. Nursing and Workplace Safety
  A. Exposure to Bloodborne Pathogens
  B. Ergonomic Injuries
  C. Incivility, Bullying, and Violence in the Workplace
  D. Nurse Fatigue
  E. Advocating for a Safer Workplace
X. Magnet Recognition Program and Pathways to Excellence
XI. Shared Governance
XII. Conflict Resolution
XIII. Summary

Learning Activities:

Read: Cherry, B. & Jacob, S. (2019). Chapter 13

Unit 14: Collective Bargaining and Unions in Today's Workplace

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Use terms associated with collective bargaining correctly in written and oral communications.
2. List key events in the historical development of collective bargaining and unions.
3. Recognize questionable labor or management practices in the workplace.
4. Analyze collective bargaining as a method to achieve power sharing in the workplace.
5. Evaluate current conflicts and controversies associated with collective bargaining by professional nurses.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Introduction
V. Development of Collective Bargaining in America
      A. Early Activities
      B. Federal Legislation
      C. Development of Collective Bargaining in Nursing
VI. The Collective Bargaining Process
      A. The Preformal Period in Union Organizing
      B. The Election Process
      C. Post Election
      D. Principles to Guide Fairness During Union Organizing
VII. Unions and Professional Nursing
      A. Professionalism Versus Unionization
      B. Questions to Answer
      C. Gains for the Nursing Profession and Patient Care?
      D. Management or Staff?
      E. To Strike or Not?
      F. Nursing Unions and Interprofessional Teamwork
VIII. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 14

Unit 15: Information Technology in the Clinical Setting

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe key attributes of electronic health record systems and their influence on patient safety and quality care.
2. Explain "meaningful use" criteria as applicable to electronic health records.
3. Critique various types of point-of-care technology and their use in the clinical setting.
4. Assess how future trends in technology will affect health care delivery.
5. Use established criteria to evaluate the content of health-related sites found on the Internet.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Health Information Technology Across the Globe
      A. Health Information Technology in the United States
V. Electronic Health Records
      A. Key Functions of the EHR
      B. HER Data Management
      C. EHRs and "Meaningful Use"
      D. Opportunities for and Barriers to Adoption of EHRs in the United States
      E. EHRs and the Health Insurance Portability and Accountability Act
VI. Point-of-Care Technology
      A. Telehealth
VII. Information Literacy for Nurses
VIII. Consumer Health Information Technology
      A. Finding Information on the Internet
      B. Evaluating Information Found on the Internet
IX. Future Health Information Technology Trends
X. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 15
Discussion Board: Information Technology

Unit 16: Emergency Preparedness and Response for Today's World

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Describe the interaction between local, state, and federal emergency response systems.
2. Summarize the roles of public and private agencies in preparing for and responding to a mass casualty event.
3. Compare and contrast chemical, biologic, radiologic, nuclear, and explosive agents and treatment protocols.
4. Access resources related to disaster preparedness on the Internet.
5. Communicate effectively (using correct emergency preparedness terminology) in regard to a mass casualty incident.
6. Describe the need for personal preparedness for individuals and households.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. The National Imperative for Emergency Preparedness
V. The Basics of Emergency Preparedness and Response
VI. Phases of Disaster
      A. Preparedness Phase
      B. Relief Response Phase
VII. Lessons Learned from Mass Casualty Incidents
VIII. Biologic Cause of Mass Casualty
      A. Pandemic Influenza
      B. Ebola
      C. Covid-19
IX. Human Causes of Mass Casualty: Active Shooter Events
X. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 16

Unit 17: Nursing Leadership and Management

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Discuss the responsibility of being a leader in any role or setting where professional nursing is practiced.
2. Relate leadership and management theory to nursing leadership and management activities.
3. Differentiate among the five functions of management and essential activities related to each function.
4. Integrate principles of patient-centered care in professional nursing practice.
5. Implement effective team-building skills as an essential component of nursing practice.
6. Implement the nursing process as a method of problem solving and planning.
7. Apply principles and strategies of change theory in the management role.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Leadership and Management Defined and Distinguished
      A. Leadership Defined
      B. Management Defined
      C. Leadership Versus Management
      D. Power and Authority
      E. Formal and Informal Leadership
V. Leadership Theory
      A. Leadership Trait Theory
      B. Transformational Leadership
VI. Leadership Skills and Practices
VII. Management Theory
      A. Organizational Theory
VIII. Management Functions
      A. Planning
      B. Organizing
      C. Staffing
      D. Directing
      E. Controlling
      F. Balancing the Five Management Functions
IX. Roles of the Nurse Leader and Manager
      A. Patient Satisfaction and Customer Service Provider
      B. Team Builder
      C. Resource Manager
      D. Decision Maker and Problem Solver
      E. Change Agent

        F. Clinical Consultant
        G. Staff Developer
        H. Mentor
        I. Corporate Supporter
X. Creating a Caring and Respectful Environment
        A. Addressing and Preventing Bullying and Incivility
XI. Summary

<u>Learning Activities</u>:
Read: Cherry, B. & Jacob, S. (2019). Chapter 17

Unit 18: Budget Basics for Nurses

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Understand the basic terminology of budgeting in the health care industry.
2. Contribute to the budget development process for a nursing or clinical department.
3. Contribute to the capital budget development process for a nursing or clinical department.
4. Explain aspects of monitoring financial performance against an operational budget.
5. Understand the overall contributions nurses can make in a health care organization's budget process.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. What is Budgeting?
      A. Planning
      B. Coordinating and Communicating
      C. Monitoring Progress
      D. Evaluating Performance
V. Types of Budgets
      A. Labor Budget
      B. Capital Budget
      C. Budget Methods
VI. Developing a Budget
VII. Variance Analysis
VIII. Cost Concepts Related to Budgeting
IX. Improving the Cost and Quality of Clinical Care
X. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 18
Discussion Board: Budget Basics

Unit 18: Budget Basics for Nurses

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Understand the basic terminology of budgeting in the health care industry.
2. Contribute to the budget development process for a nursing or clinical department.
3. Contribute to the capital budget development process for a nursing or clinical department.
4. Explain aspects of monitoring financial performance against an operational budget.
5. Understand the overall contributions nurses can make in a health care organization's budget process.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. What is Budgeting?
      A. Planning
      B. Coordinating and Communicating
      C. Monitoring Progress
      D. Evaluating Performance
V. Types of Budgets
      A. Labor Budget
      B. Capital Budget
      C. Budget Methods
VI. Developing a Budget
VII. Variance Analysis
VIII. Cost Concepts Related to Budgeting
IX. Improving the Cost and Quality of Clinical Care
X. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 18

Unit 19: Effective Communication and Conflict Resolution

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Outline factors that can influence the communication process.
2. Communicate effectively with diverse intergenerational and interdisciplinary team

members.
3. Apply positive communication techniques in diverse situations.
4. Recognize negative communication techniques.
5. Evaluate conflicting verbal and nonverbal communication cues.
6. Examine constructive methods of communicating in conflict situations.
7. Respond to inappropriate use of logical fallacies in communication.
8. Develop professional social media interaction behaviors.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Our Profession Speaks
V. The Communication Process
      A. Interpretation
      B. Filtration
      C. Feedback
VI. Verbal Versus Nonverbal Communication
      A. Verbal Communication
      B. Nonverbal Communication
VII. Positive Communication Techniques
      A. Developing Trust
      B. Using "I" Messages
      C. Establishing Eye Contact
      D. Keeping Promises
      E. Expressing Empathy
      F. Using Open Communication
      G. Clarifying Information
      H. Being Aware of Body Language
      I. Using Touch
VIII. Negative Communication Techniques
      A. Blocking
      B. False Reassurances
      C. Conflict Messages
      D. Logical Fallacies
IX. Listening
X. Written and Electronic Communication
      A. Accuracy
      B. Attention to Detail
      C. Thoroughness
      D. Conciseness
      E. Electronic Communication
XI. Handoff Report
XII. Communication Styles
      A. Assertive Communication

B. Aggressive Communication
C. Passive Communication
D. Passive-Aggressive Communication
XIII. Special Influences on Communication
    A. Communication and Gender Differences
    B. Communication and Generational Differences
    C. Communication and Cultural Diversity
    D. Interprofessional Team Communication
    E. Confidentiality and Privacy
IX. social media—Warning! Warning! Warning!
    A. social media: Good and Bad
    B. Online Etiquette
X. Understanding and Managing Conflict
    A. The Nature of Conflict
    B. Conflict Resolution
XI. Summary

Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 19

Unit 20: Effective Delegation and Supervision

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Evaluate the effect of changes in the current health care system on nurse staffing patterns and responsibilities.
2. Outline six topic areas that the professional nurse should consider when making delegation decisions.
3. List nine essential requirements for safe and effective delegation.
4. Incorporate principles of delegation and supervision into professional nursing practice to ensure safe and legal patient care.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Delegation and Supervision in the Health Care System
V. What is Delegation
VI. What Should and Should Not be Delegated?
      A. Patient Needs
      B. Job Descriptions and Competencies
      C. Organizational Policies and Procedures
      D. Clinical Situation
      E. Professional Standards of Nursing Practice
VII. Developing Safe Delegation Practices
      A. Know the Patient
      B. Know the Staff Member
      C. Know the Task(s) to be Delegated
      D. Explain the Task and Expected Outcomes
      E. Expect Responsible Action from the Delegate
      F. Assess and Supervise Job Performance
      G. Evaluate and Follow-Up
      H. Understand High-Risk Delegation
VIII. Supervision
IX. Assigning Versus Delegation
      A. Assignment Considerations
      B. Working with Interprofessional Team Members
X. Building Delegation and Supervision Skills
      A. Communicate Effectively
      B. Create and Environment of Trust and Cooperation
      C. Provide Feedback and Follow-Up Evaluation
XI. Summary

Learning Activities:

Read: Cherry, B. & Jacob, S. (2019). Chapter 20

Unit 21: Staffing and Nursing Care Delivery Models

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Outline key issues surrounding staffing for a health care organization.
2. Evaluate lines of responsibility and accountability associated with various types of nursing care delivery models.
3. Analyze the advantages and disadvantages of nursing care delivery models in relation to patient care in various settings.
4. Differentiate among several nursing care delivery models by evaluating their defining characteristics.
5. Explain the purpose and components of nursing case management.
6. Summarize criteria to be considered in developing future models of nursing care delivery.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Staffing
      A. Staffing and Patient Needs
      B. Staffing and Nursing Characteristics
      C. Staffing and Organizational Needs
      D. Further Study of Staffing
V. Nursing Care Delivery Models
      A. Total Patient Care
      B. Functional Nursing
      C. Team Nursing
      D. Primary Nursing
VI. Patient-Centered Care
VII. Case Management
      A. Case Management Related to Other Nursing Care Delivery Models
      B. Newer Models of Case Management
VIII. Clinical Pathways
      A. Components of Clinical Pathways
IX. Choosing a Nursing Care Delivery Model
X. Future Nursing Care Delivery Models
XI. Summary
Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 21

Unit 22: Quality Improvement and Patient Safety

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Apply principles of quality improvement to the role of the professional nurse.
2. Analyze the basis for the increasing emphasis on health care quality and medical errors.
3. Analyze the role of health care regulatory agencies and how they have embodied the principles of quality improvement.
4. Discuss the role that process improvement can play in ensuring patient safety and improving quality in the health care system.
5. Describe the tools and skills necessary for successful quality improvement activities.
6. Discuss the professional nurse's role in promoting patient safety.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Principles of Quality Improvement
      A. Quality
      B. Scientific Approach
      C. "All One Team"
      D. Example
V. Advancing Quality Through Regulation and Accreditation
      A. The Joint Commission
      B. Core Measures: National Hospital Quality Measures
VI. Clinical Indicators and Process Improvement Tools and Skills
      A. Flowchart
      B. Pareto Chart
      C. Cause-and-Effect Diagram
      D. Run Chart
VII. Understanding, Improving, and Standardizing Care Processes
      A. Clinical Pathways or Critical Pathways
      B. Clinical Protocols or Algorithms
VIII. Breakthrough Thinking to Improve Quality
IX. Patient Safety
      A. Institute for Safe Medication Practices
      B. Role of Regulatory and Accrediting Agencies in Promoting Patient Safety
X. The Professional Nurse and Patient Safety
      A. Nursing Quality Indicators
      B. Interprofessional Teamwork
XI. QSEN (Quality and Safety Education in Nursing) Competencies
XII. Role of Professional Nurses in Quality Improvement
XIII. Summary

<u>Learning Activities</u>:
Read: Cherry, B. & Jacob, S. (2019). Chapter 22

Unit 23: Health Policy and Politics: Get Involved!

Unit Student Learning Outcomes:
Upon completion of this unit, the student will be expected to:

1. Differentiate between policy and politics.
2. Discuss roles of the legislative, administrative, and judicial branches of government.
3. Differentiate among federal, state, and local governments and their roles in governing and influencing health care and nursing.
4. Identify three policy issues of significant consequence to nurses and nursing.
5. Demonstrate knowledge needed to be a responsible and informed, politically active nurse.
6. Use diverse technologic resources to obtain information about current health policy developments and political issues.

Learning Content:
I. Professional/Ethical Issues
II. Vignette
      A. Questions to Consider
III. Chapter Overview
IV. Nurses' Involvement in Health Policy and Political Action
V. What is Health Policy
      A. Health Policy at the Local, State, and Federal Levels
VI. How is Health Policy Developed
VII. Health Policy Through Regulation
VIII. Health Policy and Politics: A Key Connection
      A. Health Policy and the Nursing Process
IX. Grassroots Political Strategies
      A. Register to Vote in all Elections
      B. Join a Professional Nursing Organization
      C. Work in Political Candidates' Campaigns
      D. Visit with Policymakers and Their Staff Members
      E. Participate in "Meet-the-Candidates" Town Hall Meetings
      F. Communicate with Policymakers Through Email, Fax, and Telephone
X. The American Nurses Association
XI. Current Health Policy Issues
      A. Healthcare Reform and Innovative Payment Models
      B. A Culture of Health
      C. The Future of Nursing Report
XII. Summary
Learning Activities:
Read: Cherry, B. & Jacob, S. (2019). Chapter 23

Term Paper –

Workforce Advocacy/Health policy

Description: For this assignment, read the executive summary of the Institute of Medicine's (IOM) 2011 report, The Future of Nursing: Leading Change, Advancing Health.

1. Introduction
2. Discuss the assigned recommendation and develop one or two strategies for its implementation.
3. Discuss how the nursing shortage has influenced the IOM's report.
4. Discuss the value of RNs in decreasing patient mortality and increasing hospital profitability.
5. Discuss how health policies have affected nursing practice and health care?
6. What types of local, state, or federal health policies currently affect your nursing practice?
7. What type of leadership style will be ideal in today's healthcare environment?
8. Identify a BSN essential related to this topic and give rationale to support the BSN essential.
9. Identify one concept from QSEN competencies that would best support your topic with rationale.
10. As an expert clinician, how might you help to transform the health care system to achieve the vision set forth by the IOM?
11. Conclusion

This paper must be typed and written according to 7th edition APA (American Psychological Association) format. You may use the APA website, the guides from COM library, and the Reading and Writing Center as a resource for APA guidelines. This paper must be at least 5 to 6 pages in length but may not exceed 6 pages. Remember neither the cover page nor the reference page will be counted as part of the 5-6-page minimum.

You must use a minimum of 6 references in your paper, references must be from reputable nursing journal articles. Reference must be published within the last 6 years, (except IOM, 2011), You must provide "in-text" citations throughout your paper. Citations are important when you are asserting a fact, and it makes your claim more reliable.

You must submit your paper through the assignment drop box. Turnitin is required and must have a similarity percentage no greater than a 25% match, (similarity color must be green).

Only two of the sources may be websites such as ".org", ".edu", and/or ".gov". Any source from "dot.com" or "dot.net" or "WebMD" or Wikipedia will not be accepted, and points will be deducted. An abstract is not required. This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion. Do not post a pdf or attachments to the discussion board. Do not repeat or include the assignment questions in your paper. Do not use the assignment questions as headings/subheadings. Do not use any information from your previous assignments to complete this paper. To maintain academic integrity, the use of any Artificial Intelligence (AI) tools is to complete this assignment is prohibited.