



Course Number: NURS 3244
Course Name: Issues & Trends in Nursing

Instructor Information: Danielle Fernandez DNP, RN, CCM

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Required Textbooks/Materials

Cherry, B. & Jacob, S. (2019). *Contemporary Nursing: Issues, Trends, & Management*, 9th edition. St. Louis: Elsevier, Inc.
ISBN: 9780323824309

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 Onyirioh

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/Professionalism (8)	30%
Weekly Quizzes (5)	15%
Case Study (2)	20%
Written Project/Term paper (1)	35%
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 October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2nd 8-week session is December 1.

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	Weekly Participation, Discussion Board 1, case study, and quizzes

	individually and across the healthcare system	
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 individually and across the healthcare system	Weekly Participation, Discussion Board, case study, and quizzes
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, 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, case study, and quizzes
5.		

Course Requirements

1. **Discussion board (8):** 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 (5):** 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
5. **Weekly Participation:** 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=r2tleRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0lt68YxLQQ>

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?

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 1990s

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

Learning Activities:

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. Dorothea 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. Statutes 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

Learning Activities:

Read: Cherry, B. & Jacob, S. (2019). Chapter 8

Unit 9: Ethical and Bioethical Issues in Nursing and Healthcare

Unit Student Learning Outcomes:

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.

Learning Content:

- 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

Learning Activities:

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

Learning Activities:

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 an 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

Learning Activities:

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

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 ".com" or ".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.

Semester Dates	Course Content	Learning Activities and Assignments	Due Date
Week 1 10/13- 10/19/25	Chapter 1 Chapter 2 Chapter 3	1.1 Discussion Board and Response (2) 1.2 Enroll in Evolve Course Evolve Resources for Contemporary Nursing, 9th Edition Course ID: 164348_gonyirioha5_1003	Discussion Board Initial Post due on Wednesday. 2 replies to peers or instructor due on Sunday by 2359 Enroll in Evolve course due Wednesday by 2359
Week 2 10/20- 10/26/25	Chapter 4 Chapter 5 Chapter 6	2.1 Discussion Board and Response (2) 2.2 Weekly Quiz	Discussion Board Initial Post due on Wednesday. 2 replies to peers or instructor due on Sunday by 2359 Weekly Quiz due Sunday by 2359
Week 3 10/27- 11/2/25	Chapter 7 Chapter 8 Chapter 9	3.1 Discussion Board and Response (2) 3.2 Weekly Quiz 3.3 Case Study 1	Discussion Board Initial Post due on Wednesday. 2 replies to peers or instructor due on Sunday by 2359 Weekly Quiz due Sunday by 2359 Case Study 1 due Sunday by 2359
Week 4 11/3- 11/9/25	Chapter 10 Chapter 11 Chapter 12	4.1 Discussion Board and Response (2) 4.2 Weekly Quiz	Discussion Board Initial Post due on Wednesday. 2 replies to peers or instructor due on Sunday by 2359

			Weekly Quiz due Sunday by 2359
Week 5 11/10- 11/16/25	Chapter 13 Chapter 14 Chapter 15	5.1 Discussion Board and Response (2) 5.2 Weekly Quiz	Discussion Board Initial Post due on Wednesday. 2 replies to peers or instructor due on Sunday by 2359 Weekly Quiz due Sunday by 2359
Week 6 11/17- 11/23/25	Chapter 16 Chapter 17 Chapter 18	6.1 Discussion Board and Response (2) 6.2 Weekly Quiz 6.3 Case Study 1	Discussion Board Initial Post due on Wednesday. 2 replies to peers or instructor due on Sunday by 2359 Weekly Quiz due Sunday by 2359 Case Study 2 due Sunday by 2359
Week 7 11/24- 11/30/25	Chapter 19 Chapter 20 Chapter 21	7.1 Discussion Board and Response (2) 7.2 Term Research Paper Assignment	Discussion Board Initial Post due on Wednesday. 2 replies to peers or instructor due on Sunday by 2359 Research Paper due Sunday by 2359
Week 8 12/1- 12/7/25	Chapter 22 Chapter 23 Chapter 24	8.1 Discussion Board and Response (1)	Discussion Board Initial Post and 1 reply due Wednesday by 2359