Trends and Issues Facing Healthcare
NURS427 [all sections]
Southwestern College Professional Studies

COURSE SYLLABUS

I. **Course Catalog Description**
Learners study current political, economic, and social trends affecting nursing and the healthcare system. Learners will integrate knowledge from previous courses to further explore healthcare quality and safety, evidenced-based practice, informatics, and the nurse's role in today's healthcare system. *Prerequisite NURS309.*

II. **Required and Supplementary Instructional Materials**
Huston, C.J. (2014). *Professional issues in nursing: Challenges & Opportunities.* (3rd Ed.). Philadelphia, PA: Lippincott Williams & Wilkins

Other Resources:
American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.
American Association of Colleges of Nursing (AACN). (2008). *The essentials of Baccalaureate education for professional nursing practice*. Washington, DC: Author.

III. **Course Delivery**
All courses in the Nursing Program are delivered Online and typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Learners are also required to complete any practicum course requirements. Depending on the course, you may be required at times to interact "live," which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the Course at a Glance section which will note any synchronous activities.

IV. **Learning Outcomes**
Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has learning outcomes specific to the Nursing Program, as well as institution-wide outcomes related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate's knowledge and skills.

Upon successfully completing this course, the learner will be able to:

Learning Outcome	Related Program Outcome(s)
1. Review historical and current healthcare events, reports, political and technological factors influencing health care and the nursing profession – past, present and future	1, 6, 8
2. Examine the impact nursing theories have on the foundation and development of the nursing profession	1, 6, 8
3. Identify current issues in healthcare and the nursing profession, including current public perception	1, 3, 4, 6, 8
4. Examine the current climate and the future of nursing education - identify the meaning and importance of lifelong learning, including participation in professional, community, and political organizations	3, 4, 8
5. Explore the effects of information technology and innovation opportunities within healthcare and on nursing practice	5, 6
6. Articulate the influence of changes in health care delivery systems, healthcare policies, and global environmental issues on professional nursing practice	1, 3, 4, 6, 7, 8, 9
7. Reflect on one's beliefs and values as they relate to professional practice – plan for professional career development	10

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

V.   **Expectations**

Learners can expect the instructor to:
- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:
- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see course late policy)
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the course ID (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College Student Code of Conduct and Standards of Academic Integrity
- Create and submit original work

VI. Grading Scale and Criteria

Grade	Quality Points	Course Scale
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

Grade:	Criteria and Guidelines:
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means "you're fired.")
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII. The Mission of Southwestern College

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, the college offers bachelor's, master's and doctoral degrees on-ground and online.

VIII. College Policies

Learners are expected to read and abide by the college policies as listed in the **Undergraduate Catalog** and the **Nursing Handbook**.

Non-Discrimination Policy
Student Code of Conduct
Academic Integrity Policy
Policies for Dealing with Violations of Academic Integrity
Incomplete Policy
Withdraw Policy

IX. **Nursing Program Policies**
In order to pass a course **ALL** key assignments must be complete. Failure to complete and submit any key assignment may result in a failing grade for the course.

X. **Course Policies**
Students are expected to read and abide by the course policies found in the instructor-specific syllabus located in the Blackboard course.

XI. **Technology Requirements**

XII. **APA Citation**
Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XIII. **SafeAssign®**
This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper APA citing. Your assignments may be run through this software.

XIV. **Course Requirements:**

Requirements	Number of Assignments	Points Possible	Percent of Grade
Introductions & Discussions	13	365	36.5%
Unit Assignments	5	380	38%
Nursing Issues Paper	1	200	20%
Nursing Issues PowerPoint Presentation	1	50	5%
Nursing Issues Draft	1	5	0.5%
Total Points		**1000**	**100%**

XV.   Course at a Glance:

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related
1	• Course Overview • Identify key driving and restraining forces for increasing the educational entry level for professional nursing • Explore current evidence-based research that explore the impact of registered nurses educational level on patient outcomes • Explore personal values, beliefs, and feelings regarding whether the educational entry level in nursing should be increased to a baccalaureate or higher degree • Explain why the identification and implementation of evidence-based practice is important both for assuring quality of care and in advancing the development of nursing science • Describe factors that are driving the need for innovative and transformational leaders in health care for the 21st century • Discuss the importance of teamwork, effective communication, and transdisciplinary/de-siloed work as they relate to health care outcomes	• Read the course syllabus • Read Huston, Chapters 1-3 • Read the book review summary of Benner, P, Sutphen, M., Leonard, V., & Day, L. (2009) "*Educating Nurses: A Call for Radical Transformation*" found at the Carnegie Foundation Website • Read A Policy Perspective on the Entry into Practice Issue • Watch Chasing Zero • Read and complete the Unit 1 Assignment • Review the Nursing Issues Paper & Presentation Guidelines • Select a topic for the Nursing Issues Paper/Presentation assignment and post it in the discussion board	• Introductions • Unit 1.1 Discussion • Unit 1.2 Discussion • Unit 1 Assignment	1, 2, 3, 7

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
2	• Explore factors affecting the current supply of registered nurses (RNs) in the United States as well as the current and projected demand through 2020 • Discuss consequences of the current shortage on quality of health care, current working conditions for RNs, and RN retention rates • Examine how the scope of global nurse migration has changed over the last decade • Explore factors driving legislative mandates for minimum registered nurse (RN) representation in the staffing mix • Summarize current research findings regarding the effect of staffing ratios and staffing mix on patient outcomes	• Read Huston, Chapters 5,6,11 • Read Statewide and National Impact of California's Staffing Law on Pediatric Cardiac Surgery Outcomes by Hickey, et al • Read The Future of Nursing: IOM/RWJ Report • Read information on the AACN Website regarding the Nursing Shortage, its impact and implications • Read A Review of Evidence-Based Strategies to Retain Graduate Nurses in the Profession by McDonald & Ward-Smith • Read Emerging Nursing Regulation in Developing Countries by Hudspeth • Read and complete the Unit 2 Assignment	• Unit 2.1 Discussion • Unit 2.2 Discussion • Unit 2 Assignment	1, 2, 3, 4

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related **Learning Outcomes**
3	• Identify common terms used to describe workplace violence, including horizontal violence, bullying, and mobbing • Analyze common reasons that nurses are reluctant to report workplace violence • Delineate specific strategies that can be undertaken by individuals, employers, organizations, and government to reduce workplace violence • Identify the meaning of a six-sigma error failure rate and determine how error rates in health care compare with other industries such as banking and the airlines • Define whistle-blowing and differentiate between internal and external whistle-blowing • Examine the prevalence of substance abuse in the nursing profession and compare this prevalence with that in the other health care professions • Identify State Board of Nursing reporting requirements for nurses suspected of chemical dependency or of diverting drugs for personal use	• Cowen & Moorhead, Chs 36- 45 • Read Huston, Chapters 13, 15, 16, 17 • Read the article Horizontal Violence Survey Report • Read the article The Ethical Leadership Challenge to Do No Harm • Read and complete the Unit 3 Assignment • Read and complete the Nursing Issues Draft assignment	• Unit 3.1 Discussion • Unit 3.2 Discussion • Unit 3 Assignment	2, 3, 4, 6

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related
4	• Investigate strategies to assist new graduate nurses with socialization to the professional nursing role • Describe characteristics of classic mentoring relationships, as well as stages common to most mentoring relationships • Understand the historical gap between academic and service, and the role that transition to practice programs play in bridging that gap. • List the Institute of Medicine's Initiative on the Future of Nursing's four key messages and eight recommendations, and explain how the findings of the IOM report relate to transition to practice programs • Identify the Quality and Safety Education for Nurses (QSEN) competencies and explain their relevance to a new nurse's preparation for clinical practice • Examine the relationship between health disparities and a lack of diversity in the health care workforce • Explore factors leading to the lack of ethnic and gender diversity in nursing	• Read Huston, Chapters 8-10 • Read Changing Tides: Improving Outcomes Through Mentorship on All Levels of Nursing • Read Enhancing Diversity in Nursing • Read Impact of Healthy Work Environments and Multistage Nurse Residency Programs on Retention of Newly Licensed RNs • Review the QSEN Competencies • Read and complete the Unit 4 Assignment	• Unit 4.1 Discussion • Unit 4.2 Discussion • Unit 4 Assignment	3, 4, 5, 6

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
5	• Identify major U.S. legislation that has affected the ability of nurses to unionize over time • Explore possible motivations behind nurses' decision to join or not join unions • Describe the driving and restraining forces for increasing the entry educational level for advanced practice nursing to that of a practice doctorate • Reflect on his or her interest in exploring advanced practice nursing as a career choice • Define the terms politics and policy and explore their relationship • Explore the relationships among social inequity, health disparities, and access to health care	• Read Huston, Chapters 18, 22, & 23 • Read The Effect of a Nursing Labor Management Partnership on Nurse Turnover and Satisfaction • Read Understanding the DNP • Read The Evolving Healthcare Landscape: Nurses Cultivating the Profession of Nursing, Healthcare Reform, and Health Policy Advocacy • View the Nursing in Politics video • Read and complete the Unit 5 Assignment	• Unit 5.1 Discussion • Unit 5.2 Discussion • Unit 5 Assignment	3, 4, 6

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
6	• Identify arguments for and against mandated continuing education for license renewal • Describe personal and professional benefits of professional certification • Identify potential partners/external stakeholders//alliances which could strengthen the nursing profession's power in national and global policy arenas • Identify current issues being debated in the legislature that affect nursing and health care • Explore the roles and responsibilities that individual nurses, employers, professional associations, and the media have to see that nurse are portrayed accurately and positively to the public • Explore the role professional associations can assume in shaping the future culture of professional nursing • Complete a self-evaluation regarding professional association involvement and reflect on whether greater involvement is desired	• Read Huston, Chapters 19-21, & 24 • Read Factors Affecting the Value of Professional Association Affiliation • Read TV Nurses: Promoting a Positive Image of Nursing? • Browse the Welcome to the Profession Kit offered by the ANA • Read and complete the Nursing Issue Paper and Presentation assignment	• Unit 6.1 Discussion • Unit 6.2 Discussion • Nursing Issues Paper • Nursing Issues Presentation	4, 5, 6, 7

XVI.   **College Resources**
Advising
Self-Service
Withdraw Form
Blackboard Learn
SCPS Bookstore
Deets Library
Online Writing Center: View this brief video tutorial that explains how to enroll
IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XVII.   **ADA Compliance Statement**
Southwestern College Professional Studies is committed to making reasonable accommodations for qualified learners with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please notify the Director of Learner Support and Academic Success, at 888.684.5335.