

KINGSBOROUGH COMMUNITY COLLEGE
of
The City University of New York

Department of Nursing
Nursing 24 ISSUES IN NURSING
Pre- or Co-requisites: Nursing 19, 23; Sociology 31

Course Syllabus: 2009-2010
Credit Hours: 1crs. 1 hr.

Catalog Description:

Survey of the issues/ transitions faced by the beginning Associate Degree Nurse practitioner as an individual and as a member of the nursing profession. The history of American nursing, legal aspects of practice, and issues and trends in nursing are discussed. Open to fourth semester students only.

Course Overview:

This course focuses on the role and responsibilities of a beginning Associate Degree Nurse both as an individual as well as a member of the nursing profession. Topics include selected historical perspectives, ethical and legal issues, and current trends. Classroom instruction/ Blackboard: 1 hour. This course requires access to Microsoft office programs: word and power point. These programs can be accessed at home, or on campus in the library and/or MAC 224 computer labs.

Course Objectives:

Upon successful completion of the course the student will:

1. Differentiate between the role of the nursing student and the beginning Associate Degree Nurse.
2. Examine selected political and economic trends as they relate to nursing.
3. Identify the steps in delegation in nursing practice
4. Identify the role of evidence based practice for decision making in nursing.
5. Identify the purpose and steps in quality improvement/
6. Create a resume and cover letter for preferred nursing position.

Topical Outline

1. Transition into Practice
2. Political issues in health care
3. Leadership and delegation strategies
4. Evidence based practice /analyzing and applying nursing research
5. Quality Improvement
6. Employment strategies

Teaching Strategies

1. Lecture/ discussion
2. Blackboard
3. Research analysis
4. Select assignments

Textbooks:

1. Textbooks required for course:

Ellis, Janice Rider and Hartley, Celia Love (2008) *Nursing in Today's World: Challenges, issues and Trends* 9th edition Lippincott, Williams, Wilkins

2. Program Required texts:

Carpenito, L. (2007) *Nursing Diagnosis Handbook, 12th Edition*. Lippincott.

Abrams, A. C. (2007) *Clinical Drug Therapy, 9th edition*, Lippincott.

Dudek, Susan G (2006) *Nutrition Handbook for Nursing Practice, 5th Edition*, Philadelphia, Pa: J.B. Lippincott.

Thomas, Clayton L, editor. (2009) *Taber's Cyclopedia Medical Dictionary*, 21st edition. Philadelphia, Pa. F.A, Davis Company

LeFevre-Key, Joyce (2010) *Laboratory and Diagnostic Tests with Nursing Implications*, Pearson

Attendance

Nursing 24 is an online course. **Students are expected to log onto Blackboard weekly.** These logons will be used to determine class attendance. A student is deemed excessively absent in any course when he/she has been absent 15% or more of the contact hours a class meets during a semester. **More than one week not logged on to Blackboard constitutes excessive absence for nursing 24.**

When a student is excessively absent, a grade of "W" or "WU" will be assigned as described in the college catalog

All pagers, wireless phones, electronic games, radios, tape or CD players or other devices that generate sound must be turned off when any member of the academic community enters a classroom. Cellular devices are allowed to be on in the classroom only if the owner is using the caller ID, voice messages or a vibrating battery or universal clip mechanism. **NO TEXTING IS ALLOWED AT ANY TIME DURING CLASS AND/OR LABS.** Members of the academic community must exit the classroom to make or receive calls.

Evaluation

Grades will be calculated as follows:

A+	97 – 100	B+	87 – 89	C+	78 – 79	D+	66 – 69
A	93 – 96	B	83 – 86	C	75 – 77	D	60 - 65
A-	90 – 92	B-	80 – 82	C-	70 – 74	F	59 and below
INC	-Incomplete (counts as an F unless work is completed within six months)						
WU	-Withdrew Unofficially (counts as failure)						
W	-Withdrew without penalty						

Nursing 24 course grades will be determined as described below:

Resume	20%
Cover Letter	20%
Legislative Letter	25%
Evidenced-based research report	35%

Written assignments must comply with college standards and must be submitted for course completion. Five (5) points per day will be penalized for late submissions.

Pre-NCLEX RN Examination (DRT-RN)

Students must take the NLN- DRT-RN (Diagnostic Readiness Exam) while enrolled in the last semester of clinical nursing. Failure to take the exam on the scheduled date will result in a grade of incomplete for the course.

Effective Fall 2009 Criteria for retention in the Nursing Program mandates that students:

1. Earn a minimum of a “C” grade in every required Nursing and co-requisite course. **Students who achieve a C- grade in a required nursing course may apply to repeat the course one time only in the semester immediately following, subject to space availability. The online “Intent to Return to Nursing Course” form** must be completed and include a plan for success that demonstrates significant changes in how they will approach the course when repeated. Only one required nursing course may be repeated.
2. Students who enter Nursing 18 **MUST** complete the Nursing Program within four years from the date of entry into this course. Any student who has not attended required nursing courses for two or more consecutive semesters cannot be readmitted into the Nursing

Program unless qualifying examinations have been passed in the required nursing courses previously successfully completed. Qualifying examinations may be taken only once.

(Required nursing courses: nursing 17, 18, 19, 20, 21, 22, 23, 24. Co-requisite courses: biology 12, biology 51, English 24, psychology 32, sociology 31)

(1993; revised 2003; revised 2008; revised 2009)

UNIT I Role Transitions

<i>LEARNER OBJECTIVES</i>	<i>CONTENT/LECTURE DISCUSSION</i>	<i>RELATED LEARNER EXPERIENCES</i>
<i>Upon completion of this unit the learner will:</i> 1. Identify course requirements	1.1 Review syllabus 1.2 Course requirements	Required Readings: 1. Course syllabus, schedule
2. Describe transition strategies	2.1 Transition issues; expectations of new graduates; process of novice to expert 2.2 Strategies to ease transition in nursing	2. Ellis (2008) Chapter 16 3. Power point unit 1 Blackboard 4. Transition content unit I Blackboard
3. Identify steps to organize and prioritize work load	3.1 Prioritization steps 3.2 Prioritization strategies	3. Blackboard Assignment folder Unit 1

UNIT 2 Political Process in Nursing

<i>LEARNER OBJECTIVES</i>	<i>CONTENT/LECTURE DISCUSSION</i>	<i>RELATED LEARNER EXPERIENCES</i>
<i>Upon completion of this unit the learner will:</i> 1. Explain the relevance of the political process to nursing	1.1 The political process in health care 1.2 Nursing organizations and their role in influencing politics	Required Readings: 1. Ellis (2008) Chapter 2 2. Power point unit 2 Blackboard 4. The potical process content unit 2 Blackboard
2. Describe how nurses can use their individual and collective power to bring about change	2.1 Skills to influence political issues	

3. Identify relevant health care issues in New York State	3.1 Current health issues New York State 3.2 New York State Legislators	Blackboard assignment folder Unit 2
---	--	-------------------------------------

UNIT 3 Leadership and delegation

<i>LEARNER OBJECTIVES</i>	<i>CONTENT/LECTURE DISCUSSION</i>	<i>RELATED LEARNER EXPERIENCES</i>
1. Define delegation	1.1 definitions of delegation 1.2 Principles of delegation 1.3 Steps of delegation	Required Readings: 1. Ellis (2008) Chapter 12 2. Delegation content unit 3 Blackboard
2. Identify leadership qualities and styles	2.1 Leadership outcomes 2.2 Leadership styles	3. Blackboard: unit 3 Leadership powerpoint 4. Activity Practice delegation case studies in blackboard

UNIT 4 Evidence Based Practice

<i>LEARNER OBJECTIVES</i>	<i>CONTENT/LECTURE DISCUSSION</i>	<i>RELATED LEARNER EXPERIENCES</i>
1. Define evidence-based practice	1.1 Definition of evidence- based practice 1.2 Purpose of evidence-based practice	Required Readings: Ellis (2008) Chapter 6
2. Describe the steps in using evidence to inform clinical practice	2.1 Key strategies in evaluating information sources 2.2 Five “As” of evidence-based practice proces 2.3 Steps in using evidence in nursing practice	Blackboard: unit 4 powerpoint and notes
3. Describe strategies to evaluate information sources	3.1 Refereed and non-refereed journals	Assignment: Analyze a recent research article focused on pediatrics or maternity nursing practice

Unit 5 Quality Improvement

1. Define quality improvement	1.1 Quality improvement components	Required Readings:
-------------------------------	------------------------------------	---------------------------

		1. Unit 5 power point/ content notes
2. Apply the principles of quality improvement in a client situation	2.1 Use of flow charts in monitoring quality / improving quality	2. Activity: Follow steps in unit 5 activity in Blackboard

UNIT 6 **Job seeking**

LEARNER OBJECTIVES

CONTENT/LECTURE DISCUSSION

RELATED LEARNER EXPERIENCES

1. Describe practice settings, roles and educational requirements	1.1 Practice settings: Acute care, long term care, community settings 1.2 Nurse roles- Job responsibilities 1.3 Educational requirements	Required readings: Ellis Chapter 15 (http://www.emsc.nysed.gov/sss/Laws-egs/Health_Services/Nurse_Practice_Act-full.htm)
2. Identify preferred job positions, fields	2.1 discussion of preferred settings	Blackboard Unit 5 power point and content
3. Describe the components of an effective resume and cover letter	3.1 Resume essentials 3.2 Interviewable resumes 3.3 Cover letter components	KCC career center information: www.kbcc.cuny.edu/
4. Explain successful interview techniques	4.1 Interviewing 4.2 Follow-up post interviews	Assignment: Develop a resume and cover letter for a specific position in a local hospital