Fayetteville State University
College of Arts and Sciences
Department of Nursing
NUR 450 Professional Issues In Nursing Practice (3-0-9)

I. Locator Information:
Instructor: 
Course # and Name: NURS 450 Professional Issues In Nursing Practice Office Location:
Semester Credit Hours: 3 credit hours Office hours: TBA
Day and Time Class Meets: Online Office Phone:
Total Contact Hours for Class: 3-0-9
Email address:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Information from FSU or FSU students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. The student is responsible for ensuring the mailbox remains available to receive notifications. FSU is not responsible for issues related to notifications that are not deliverable due to full mailboxes. Inquiries or requests from personal email accounts are not assured a response.

Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description: This course is the capstone experience for RN-BSN students. It includes synthesis of nursing cognates and general education. The experience allows students to assess their knowledge of the program objectives. The course will incorporate essential knowledge, psychomotor, and affective domains of BSN education. This course is taken in the last semester.

Prerequisites: Senior Standing

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct: Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Pamela C. Fisher
Licensed Professional Counselor
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
(910) 672-1222
Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbook: Required Learning Resources


External links for online database sources will also be provided through Blackboard.


Suggested Readings:


VI. Student Learning Outcomes:

Upon completion of this course, students will be able to:

1. Critically analyze the impact of contemporary health care trends and issues on the professional role of the nurse.
2. Evaluate selected professional literature related to issues and trends that impact current health care delivery.
3. Interpret the professional values of altruism, autonomy, human dignity, integrity, and social justice that identify the professional nurse.
4. Relate ethical and legal decision making to health care trends and issues.
5. Develop personal and professional autonomy that encourages open communication on controversial issues in the delivery of health care.
6. Synthesize previous nursing and general education knowledge into a framework of personal and professional practice.

VII. Course Requirements and Evaluation Criteria:

Teaching Methods: Teaching methodologies used in this course will be primarily those of discussion. However, there will also be occasion for independent, small group work, and field experience. The student is expected to be prepared to participate in all events and classes. The role of the instructor will be that of facilitator, rather than dispenser of knowledge. Thus, the student will engage in self-directed learning. The success of the class will depend on each person fulfilling his/her responsibility for each class session. Evaluation for this course will be based on the following:

<table>
<thead>
<tr>
<th>Grade Distribution / Method of Evaluation</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>1. Discussion and participation</td>
<td>30</td>
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<tr>
<td>2. Professional Meeting Attendance &amp; Critique</td>
<td>15</td>
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<tr>
<td>3. Discussion Debate</td>
<td>20</td>
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<td>4. Professional Paper</td>
<td>25</td>
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<td>5. Professional Roles Final Exam</td>
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<tr>
<th>Grade</th>
<th>Course Average</th>
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<tr>
<td>A</td>
<td>93 – 100%</td>
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<td>B</td>
<td>85 – 92%</td>
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<td>C</td>
<td>78 – 84%</td>
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<td>D</td>
<td>70 – 77%</td>
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<tr>
<td>F</td>
<td>69% or less (failure)</td>
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Course Requirements

1. Participate in all discussions according to discussion rubric
2. Attend a professional meeting and write a reflection/critique of a national, regional, or local organization (1 page in APA format)
3. Participate in an enriched discussion debate of a current issue in professional nursing practice.
4. Write a professional issues paper.
5. Complete Professional Roles Final Exam.

Important Course Notes

Written assignments become the property of the Department of Nursing at Fayetteville State University after the learner reviews the graded assignments. All papers and written work are due by the assigned date and time. Late papers will not be accepted. It is highly recommended that students complete papers in a sufficient amount of time that will allow them to utilize Smarthinking prior to submitting papers for grading. All papers must be typed, double-spaced, and be grammatically correct using the most current APA format. This is the final course leading to graduation and graduate work.

Class Participation: Class time is everyone’s responsibility. Each member of the class should be prepared to discuss the scheduled topics previously assigned.

Professional Meeting: Each student will be responsible for attending a professional meeting at the national, regional, or local level. Students are expected to write a review/critique of the role, focus, and activities of the meeting; including how the meeting was conducted. This assignment should be posted in the appropriate drop off section of Blackboard.

Discussion Debate: Students must respond to an ethical issue in professional practice (legal and moral) and present both sides of the issue from their research (positive aspects of the topic and negative aspects on the topic). Students must then from their research take one stand on the issue from their best judgment. Students must properly cite the source(s) used for their research and the position they took on one particular side of the issue.

Professional Issues Paper: A well-organized, professionally written, and typed paper will be presented by each individual on a professional issue in nursing practice. The subject matter of the paper is to follow a current issue in nursing practice that has been recently debated on, e.g. old issue - 12 hour vs. 8 hour shifts; newer issue – delegation of unlicensed personnel – who is ultimately responsible? The topic of the debate should be no more than 3 typed pages. APA format is required. This assignment will be submitted via Turnitin, the leading academic plagiarism detector, utilized by teachers and students to avoid plagiarism and ensure academic integrity.

Professional Role Final Exam: A 10 question multiple choice quiz, it may be taken multiple times. The last grade recorded is used in calculating your final grade (10% of final grade).

VIII. Academic Misconduct Policy: The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes. Each student should read and adhere to the misconduct policy. A summary is provided here and the full version may also be found on the university website at http://www.uncsfu.edu/Documents/Policy/academic_affairs/DisruptiveBehavior.Final.pdf

FSU Policy on Disruptive Behavior in the Classroom
The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

IX. Honor Code: All students are expected to maintain high ethical and moral standards. A very important component of this is the Honor Code. All students are expected to support academic integrity in all written work, quizzes, and examinations.

Students are expected to adhere to the University’s Code of Conduct located at http://www.uncfsu.edu/documents/handbook/Codeofconduct.pdf

X. Online Expectations: NURS 350L is a web-enhanced course utilizing the Bb platform.

XI. Academic Support Resources:
Library Services: Students are expected to make judicious use of library services. Refer to the website at http://library.uncfsu.edu/ for library information.
Smart thinking is available to all students. This is an Online Writing Lab which is accessible from Blackboard.

XII. Topical Course Content Outline:

NURS 450 ASSIGNMENTS
Note: This is a tentative schedule, which is subject to change. In addition, there may be announced and unannounced quizzes as well as Blackboard, computer-assisted instructions, and other assignments that augment the course.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Module</th>
<th>Discussion Boards/Assignments</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1/10-1/16</td>
<td>Week 1</td>
<td>DB</td>
<td>Introduction to the Course, Review of Syllabus, grading etc.</td>
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<td>1. Introduction</td>
<td>Contemporary Health Care Trends: The Professional Role of the Nurse</td>
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<td>2. Image of Nursing</td>
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<td>1/17-2/23</td>
<td>Week 2</td>
<td>DB</td>
<td>Changing Demographics and Increasing Diversity</td>
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<td>3. Your Organization</td>
<td>• Health and Health Care Forecast</td>
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<td>4. Demographics in America</td>
<td>• Burden of Disease</td>
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<td>The Technological Explosion</td>
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<td>• Medical Technologies – Effects on Care</td>
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<td>• Information Technologies – Information Age</td>
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<td>1/24-1/30</td>
<td>Week 3</td>
<td>DB</td>
<td>Impact of Health Policy and Regulation</td>
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<td>5. Health Policy</td>
<td>• Managed Care</td>
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<td>• Health Care Consumers – Haves and Have- Nots</td>
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<td>• Nursing Influence</td>
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<td>Shift to Population-Based Care and the Increasing Complexity of Patient Care</td>
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<td>• Rising Cost</td>
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<td>• Aging Population</td>
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<td>1/31-2/6</td>
<td>Week 4</td>
<td>DB</td>
<td>Globalization of the World’s Economy and Society</td>
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<td>2/7-2/13</td>
<td>Week 5</td>
<td>DB</td>
<td>Issues in Health – A Challenging Future</td>
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<td>7. Healthy People 2020- Leading Indicators</td>
<td>• Public Health</td>
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<td>• Chronic Care in America</td>
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<td>• Children’s Health</td>
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<td>• Mental Health</td>
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<td>Health and Health Care of America’s Seniors</td>
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<td>2/14-2/20</td>
<td>Week 6</td>
<td>Discussion Debate Opens</td>
<td>The Growing Need for Interdisciplinary Education for Collaborative Practice</td>
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<td>Professional Paper Due 2/21</td>
<td>• Integrating Team-Based Approaches</td>
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<td>• Teaching Methods</td>
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<td>2/21-2/27</td>
<td>Week 7</td>
<td>Professional Meeting</td>
<td>Significant Advances in Nursing Science and Research</td>
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<td>Critique Due</td>
<td>• Advantages</td>
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<td>Final Posting for Discussion</td>
<td>• Challenges</td>
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<td>Debate 2/28</td>
<td>Nursing Education: Policy Priorities</td>
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XIII. Teaching Strategies

- Discussion
- Independent reading and retrieval of web-based sources of current information
- Literature searches using libraries and data bases
- Individual Conferences, field trips, attendance at meetings, and required reading and Assignment
- Self-assessment / pre- and post-test quizzes
- Individual Assignments

XIV. Bibliography: Web-based resources are added, updated and embedded in the Blackboard course shell. This will be ongoing throughout the semester to ensure that you are current with the latest issues and trends in professional nursing.

XV. Teaching Strategies:

- Demonstrations/Return demonstrations
- Simulation activities
- Guided Discussion
- Assigned readings
- Computerized Assisted Instructions
- Supplemental Instruction/Content Mastery Enhancement

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.
Name: ______________________  Title of Debate __________________________

Criteria for the Evaluation of PROFESSIONAL PAPER

A. Mechanics (30%)
   English usage, sentence and paragraph construction, spelling, documentation, clarity of writing, organization, and punctuation. APA format maintained.

   \[1 2 3 4 5 \times 6 = \text{______(30 max)}\]

B. Debate Content (70%)
   a. Opening statements were outlined and well organized that presented both sides of the argument. The significance of the professional issue was made clear and research was well incorporated in the discussion. (25%)

   \[1 2 3 4 5 \times 5 = \text{______}\]

   b. The rebuttals were specific to arguments made with pros and cons equally addressed. A brief critical review of a professional issue is summarized. (15%)

   \[1 2 3 4 5 \times 3 = \text{______}\]

   c. Clearly presented written findings are included in the professional issue paper (10%)

   \[1 2 3 4 5 \times 2 = \text{______}\]

   d. Reasonable evidence for taking a particular stance on a professional issue was determined. (10%)

   \[1 2 3 4 5 \times 2 = \text{______}\]

   e. A good systematic and logical review of literature is evident and a bibliography of findings is submitted. (10%)

   \[1 2 3 4 5 \times 2 = \text{______}\]

C. Comments:
FAYETTEVILLE STATE UNIVERSITY
DEPARTMENT OF NURSING – COLLEGE OF ARTS & SCIENCES

Name: _____________________________ Title of Debate: ________________________________

Criteria for the Evaluation of DISCUSSION DEBATE

A. Debate Content
   a. Opening statements were outlined and well organized that presented both sides of the argument. Participated equally in the discussion thread. The significance of the professional issue was made clear and research was well incorporated in the discussion. (30%)

      1 2 3 4 5 x 6 =

   b. A thorough reply to at least 2 other postings which addressed remarks from at least 2 other peers. Response to the discussion thread was well researched and thought out. The rebuttals were specific to arguments made by the opposing perspective. Respect was also shown throughout the debate for the opposing viewpoints. The first reply was done in no less than 150 words. (40%)

      1 2 3 4 5 x 8 =

   c. A brief critical review of a professional issue was clearly presented. (15%)

      1 2 3 4 5 x 3 =

   d. Reasonable evidence for taking a particular stance on a professional issue was determined. (10%)

      1 2 3 4 5 x 2 =

   e. A good systematic and logical review of literature was evident and a bibliography of findings was submitted. (5%)

      1 2 3 4 5 x 1 =

B. Comments:
CRITERIA FOR EVALUATION OF ATTENDANCE AT A PROFESSIONAL MEETING

**Evaluation Criteria**

1. **Mechanics (30%)**
   English usage, sentence and paragraph construction, spelling, documentation, clarity of writing, organization, and punctuation. APA format maintained.
   
   1 2 3 4 5 x 6 = _____ (30 max)

2. **Content (70%)**
   a. Clarity of brief description of the meeting and setting, and body of information.
   
   1 2 3 4 5 x 4 =_____ (20 max)

   b. Precise narrative of what transpired during the meeting.
   
   1 2 3 4 5 x 4 =_____ (20 max)

   c. What was your reaction and interpretation of the meeting?
   
   1 2 3 4 5 x 4 =_____ (20 max)

   d. Evaluation of the meeting, your thoughts and feelings, and what was gained from this meeting.
   
   1 2 3 4 5 x 2 =_____ (10 max)

   **TOTAL ________________**

   **Comments:**
GUIDELINES/GRADING CRITERIA FOR ONLINE DISCUSSIONS USING THE DISCUSSION BOARDS

For each module follow the instructions given for that module. Read the assigned material and look at the web resources that are posted. Then discuss the questions for that particular assignment in the discussion forum.

I do not generally participate in the discussions but I do go there every day to read what you are discussing. I am “in the room” very frequently and sometimes do comment or ask a question.

Grading:

Discussion Boards = 30% of overall grade

Each Discussion Board is weighted as follows:
- Image of Nursing: 3%
- Your Organization: 3%
- Demographics in America: 3%
- Health Policy: 3%
- Millennium Development Goals: 9%
- Health People 2020 Leading Indicators: 9%

Evaluation Criteria

Timeliness: Active participation in discussion. That means you should be in the discussion when everyone else is in. (If your contribution is, for example, to log on one hour before the deadline to close the discussion and make comments on everyone else’s contributions, that is not good.)

1 2 3 4 5 x 6 = _____ (30 max)

Quantity: You should plan on presenting a minimum of two substantial posts per module. (Unless stated otherwise in the module directions)

1 2 3 4 5 x 6 = _____ (30 max)

Quality: Substantial posts. (I do not count posts such as “I agree” or “Good point” as substantial.) Moreover, the postings must be scholarly. They must reflect the assigned reading PLUS additional sources of information obtained from the literature.
(Not all must reflect the literature, see instructions in each weekly module.)

1 2 3 4 5 x 8 = _____ (40 max)
By Signing Below I attest that I have received, read, had the opportunity to ask questions, and understand the information presented in the Course Syllabus for NURS__________________.

Student Printed Name: _________________________

Student Signature: ____________________________

Date: ______________________________________