NURS 407
Quality Issues and Responsibilities in Professional Practice
Spring 2011

Course Syllabus
Revised 11/29/2010
Texas A&M University - Texarkana
TEXAS A&M UNIVERSITY-TEXARKANA
NURS 407 Quality Issues and Responsibilities in Professional Practice
Spring 2011 Course Syllabus

COURSE: NURS 407 (2-0)

PREREQUISITES AND COREQUISITES: NURS 301, 303, 305, 404, and 406

COURSE FACULTY:

Jerri Post, MSN, RN

Office: 236 Academic Building
Phone: 903-223-3179 (office)
Email: jerri.post@tamut.edu
Office Hours:  Monday - 7:30 am - 1:30 pm
             Tuesday - 7:30 am - 11:00 am
             Appointment & Online hours throughout the semester.

Dr. Jo Kahler, EdD, RN, CS

Office: 233 Academic Building
Phone: 903-223-3175 (office)
Email: jo.kahler@tamut.edu
Office Hours: TBA

ON CAMPUS COURSE DAY and TIME: Tuesday 3:00-4:45 pm

CLASSROOM: TBA

REQUIRED TEXT:


ISBN#: 9781605473956
WEB SOURCES:

American Nurses Association http://www.ana.org
Arkansas State Board of Nursing http://www.arsbn.org
National Council of State Boards of Nursing http://www.ncsbn.org
Texas Board of Nurse Examiners http://www.bne.state.tx.us/Default.htm

PURPOSE OF COURSE:

A seminar course that explores political, legal, ethical, and policy issues affecting the quality of health care delivery and nursing practice. This course is designed to allow synthesis of material from the other courses and current issues in the health care field. Students lead in the discussions and presentations. The course faculty member serves as a facilitator guiding the students as they identify and explore issues that impact quality of health care and of nursing practice. The responsibility and means by which professional nurses can affect quality are included.

COURSE DESCRIPTION

A seminar course that explores political, legal, ethical, and policy issues affecting the quality of health care delivery and of nursing practice. The responsibility and means by which professional nurses can affect quality are included.

STUDENT LEARNER OUTCOMES:

The student successfully completing this course will have the opportunity to:

1. Compare and contrast the functions of laws, standards, and codes in health care practice.
2. Investigate the legal, ethical and professional issues surrounding current health care practice.
3. Compare the health care standards and models regionally, national and globally.
4. Identify political strategies that may be effective in influencing health care policy at the local, state and federal levels.
5. Discuss the issues affecting nursing which emerge from the politics of the health care system.
6. Analyze issues related to cost, quality and access to the health care system and their affect upon nursing and the health of society.
TEACHING METHODS:
Seminar Format
Student Presentations
Online Modules

EVALUATION METHODS: The course grade will be determined as follows:

Student presentation 40%
Annotated Bibliography 30%
Online assignments (6) @ 5% 30%
100%

GRADING SCALE:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 and below

Successful completion of this course requires a minimum grade of “C”. Incomplete grades will only be assigned as outlined in the Texas A&M University-Texarkana Catalog.

Academic Dishonesty and Plagiarism

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions.” For additional information see the university policy manual.

Disability Accommodation

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling (903)223-3062.

A&M-Texarkana Email Address

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.
Late Work

All work is due on the date assigned. Work submitted after midnight of the due date will be subject to a 10% per day grade reduction unless arrangements are made with the course faculty prior to the assignment due date.

Classroom Participation

- Attendance at all classes is expected. In the event of unavoidable conflicts, circumstances beyond your control, and/or illness, advanced notice is required by informing the faculty of your conflict and/or illness. You may do this by phone, email, or notification of the college secretary. Each student is also expected to arrive on time to class.

- Each student is expected to constructively contribute to each class. It is expected that your informed participation will be based upon critical analysis of the literature, thoughtful deliberation and comparison with other evidence, synthesis of ideas, and application to your own experience or practice setting.

- Each student is expected to complete all course assignments at the scheduled deadlines. If completion of an assignment by the scheduled deadline is problematic, the student should discuss this with the faculty prior to the designated deadline.

- During on campus sessions, cell phones or pagers must be turned off, on vibrate, or on silent.

Student Technical Assistance:

- Solutions to common problems and FAQ’s for your web-enhanced and online courses are found at this link:  
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here:  
  http://www.tamut.edu/webcourses/gethelp2.php
- Blackboard Helpdesk contacts:
  Office hours are: Monday - Friday, 8:00a to 5:00p
  Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
  Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
  Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Topic</th>
<th>Presenter</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/18/11</td>
<td>Orientation, Course Overview, Assignments, Groups</td>
<td>Jo Kahler</td>
<td>On Campus</td>
</tr>
<tr>
<td>1/25/11</td>
<td>Research Day – Computer Room</td>
<td>Jo Kahler</td>
<td>On Campus</td>
</tr>
<tr>
<td>2/01/11</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td>On Campus</td>
</tr>
<tr>
<td>2/08/11</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td>On Campus</td>
</tr>
<tr>
<td>2/15/11</td>
<td>Evidence-Based Practice Simulation in Nursing</td>
<td>Jerri Post</td>
<td>Online Module 1 Due 2/21/11 at midnight</td>
</tr>
<tr>
<td>2/22/11</td>
<td>Politics, Policies and Healthcare</td>
<td>Jerri Post</td>
<td>Online Module 2 Due 2/28/11 at midnight</td>
</tr>
<tr>
<td>3/01/11</td>
<td>Whistle-Blowing in Nursing</td>
<td>Jerri Post</td>
<td>Online Module 3 Due 3/07/11 at midnight</td>
</tr>
<tr>
<td>3/08/11</td>
<td>Nursing and Public Policy: Getting Involved</td>
<td>Jerri Post</td>
<td>Online Module 4 Due 3/14/11 at midnight</td>
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<tr>
<td>3/15/11</td>
<td>Springbreak</td>
<td>Springbreak</td>
<td>Springbreak</td>
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<tr>
<td>3/22/11</td>
<td>Entry into Practice</td>
<td>Jerri Post</td>
<td>Online Module 5 Due 3/28/11 at midnight</td>
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<tr>
<td>3/29/11</td>
<td>Capstone Module</td>
<td>Jerri Post</td>
<td>Online Module 6 Due 3/28/11 at midnight</td>
</tr>
<tr>
<td>4/05/11</td>
<td>Online Presentation</td>
<td>Jerri Post</td>
<td>Post your Presentation to the Discussion Area. Due by 4/04/11 at midnight</td>
</tr>
<tr>
<td>4/12/11</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td>On Campus</td>
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<tr>
<td>4/19/11</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td>On Campus</td>
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<td>4/26/11</td>
<td>Guest Lecturer</td>
<td>TBA</td>
<td>On Campus</td>
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<tr>
<td>5/03/11</td>
<td>Course Evaluations</td>
<td>Jo Kahler</td>
<td>On Campus</td>
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**NURS 407**
**Annotated Bibliography**
**Grading Criteria**

**Purpose:** Accessing, analyzing, and evaluating nursing literature is an important role of the professional nurse. Annotated bibliographies will assist the student in that process and will also facilitate discussion of selected issues.

**Due Date:** One (1) week prior to your presentation. Please post it in the Discussion Board under Annotated Bibliographies.

<table>
<thead>
<tr>
<th>Student ___________________________</th>
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<tr>
<th>Topic ______________________________</th>
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<table>
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<tr>
<th>CRITERIA</th>
<th>Points Possible</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Typed annotated bibliographies from two peer-reviewed nursing/healthcare publications addressing your assigned topic. Each annotated bibliography should be at least ½ page in length.</td>
<td>10 points</td>
<td></td>
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<tr>
<td>The first paragraph should summarize the contents of the article. The second paragraph should discuss the significance of the article for the reader, the profession and practice. It must reflect critical thinking and reflection relating the article to current nursing practice. The summary paragraph must be concise and identify key points in the article.</td>
<td>15 points</td>
<td></td>
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<td>Grammar, spelling, punctuation, and sentence structure must be correct utilizing APA format. Title and reference pages are required.</td>
<td>5 points</td>
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<td><strong>Total Score</strong></td>
<td><strong>30 points</strong></td>
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STUDENT PRESENTATION

Each student will discuss nursing and health care issues that impact individuals, families, communities, states, our nation and/or the world. Critical thinking will be used to analyze and evaluate the pros and cons concerning the issues. The purpose is to highlight the unique role nursing can play to shape a healthy future nationally and globally.

Guidelines:

1. Students will present an issue. During the first class session, students will select an issue and the date of the presentation.
2. Each presentation will be about a different issue. Issues must be approved by the course faculty.
3. Conduct a search of nursing and other professional literature on the selected issue.
4. Students will provide an annotated bibliography **one week** prior to the presentation.
6. The length of each presentation will be 30 minutes, including the presentation and other students’ feedback and contribution to the discussion.

Topics:

The following are some suggested broad topics for presentation consideration. The presentation should reflect a critical analysis of the broad area condensed to an appropriate focused area.

1. Women’s health
2. Health care reform in the US
3. Baccalaureate and nurse practitioners as the only nurse providers
4. Procreation: Technologic advances and sterilization for population control
5. Current legislation under review which affects health care
6. Environmental hazards and risks to health care workers
7. Workplace rights of nurses and other health care workers
8. Mandatory treatment for persons with infectious diseases

Below please find broad goals and content guides which may assist you in the development of your presentation.
<table>
<thead>
<tr>
<th><strong>Goals</strong></th>
<th><strong>Content Guides</strong></th>
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<tbody>
<tr>
<td>1. Analyze how general predictors (indicators) of a nation’s health might be used to influence nursing/health care practice</td>
<td>*Demographics Indicators&lt;br&gt; *Epidemiological trends and analysis&lt;br&gt; *Prevention focus&lt;br&gt; *Reordering of research monies&lt;br&gt; *Influence on nursing practice&lt;br&gt; *Values&lt;br&gt; *Economic&lt;br&gt; *Geography&lt;br&gt; *Gender and health care&lt;br&gt; *Gender and research&lt;br&gt; *Cultural diversity&lt;br&gt; *Culturally sensitive practice&lt;br&gt; *Migrant populations&lt;br&gt; *The new immigrants: new communities&lt;br&gt; *Human rights&lt;br&gt; *Implication of aging&lt;br&gt; *Nursing’s role&lt;br&gt; *Public policy&lt;br&gt; *Health care reform plans&lt;br&gt; *Economic/workplace&lt;br&gt; *Reimbursement and pay issues&lt;br&gt; *Family leave provision&lt;br&gt; *Legislative issues affecting nursing practice (state/nation)&lt;br&gt; *Effects of emerging global economy on health care&lt;br&gt; *Global perspectives&lt;br&gt; *International nursing issues&lt;br&gt; *Women’s rights: world perspectives&lt;br&gt; *Financial planning&lt;br&gt; *Assertiveness&lt;br&gt; *Conflict resolution: negotiating and compromise&lt;br&gt; *Computers in your life&lt;br&gt; *Self governance&lt;br&gt; *Career planning&lt;br&gt; *Publishing&lt;br&gt; *Use of research findings</td>
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<tr>
<td>2. Discuss barriers to America’s health</td>
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<td>3. Discuss health care problems in relation to special and culturally diverse populations</td>
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<tr>
<td>4. Articulate important strategies essential to shaping America’s health</td>
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<td>5. Discuss the relationship of America’s healthcare to that of the world</td>
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<tr>
<td>6. Elaborate on self development: The nurse as a person first</td>
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</table>
7. Discuss ethical issues impacting the present and future trends in health care

8. Discuss the significance of quality education in the nation and its relationship to health care
SAMPLE PRESENTATION OUTLINE

I. Introduction
   Statement of the issue
   Definition of terms (no Wikipedia allowed)
   Significance of the issue to nursing practice and health care today

II. Historical and current influences (social, economical, educational, political, ethical, legal, etc.)

III. Presentation of arguments (pros and cons)

IV. Introduce new perspectives on the issue
   Restatement of the issue and class debate
   Problems – give examples, anecdotal accounts
   Possible solutions/legislation needed
   Scope of the issue: is there more than one desired outcome?

V. Presentation of individual position and relate it to nursing or health care

VI. Summary statement/closing arguments
NURS 407  
Quality Issues and Responsibilities in Professional Nursing Practice  
EVALUATION CRITERIA  
STUDENT PRESENTATION

<table>
<thead>
<tr>
<th>Issue Topic: ____________________________</th>
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<tbody>
<tr>
<td>Student(s): ____________________________</td>
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### I. Introduction  
5% __________________

- **Issue**  
  States significance of issue  
  Defines terms

### II. Comprehensiveness  
5%_________________

- Presents complete account of issue,  
- Cites references during presentation  
- Demonstrates indepth knowledge  
- Presents convincing case  
- Acknowledges each side

### III. Problem solving  
10% _________________

- Introduces new perspective on the issue  
- Suggests possible solutions  
- Cites groups’ position in relation to issue  
- Addresses how the issue relates to nursing/health care

### IV. Strategies of presentation  
10% _________________

- States issue clearly  
- Presents in an interesting/appealing manner  
- Stimulates thoughts and engages audience  
- Presents in a logical & creative manner  
- Uses appropriate aids/props

### V. Summary statement  
5% _________________

- Involves class in discussing the issue  
- Includes group/class ideas in summary  
- Brings closure to presentation

### VI. References  
5%_________________

- Provides annotated bibliography to class one week prior to presentation  
- Other references at end of slide or hard copy

**TOTAL POSSIBLE** 40%_______
BIBLIOGRAPHY


ADDITIONAL BIBLIOGRAPHY


U.S. Army to test company’s antibiotics as potential anti-bioterrorism drugs. (2002, April 16). *TB & Outbreaks Week*, 11
