TRENDS IN NURSING
ADN 31B

INSTRUCTORS:
Debbie Chow, RN, MSN, FNP
Dr. Brenda Harrell, RN, MSN

TERM: Spring 2011
# 30270
# 30269

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To be turned in on the first day of class.

Name __________________________
Print legibly
LONG BEACH CITY COLLEGE  
Associate Degree Nursing Program  
ADN 31B, Trends in Nursing  
COURSE INFORMATION Spring 2011

TIME ALLOTMENT: 1 hour lecture per week, 1 unit


Nursing Practice Act 2011

COURSE DESCRIPTION: Designed to continue the study of the trends and issues in nursing. Major foci include preparation for and exploration of employment opportunities, continuing education opportunities, preparation for licensing exam, development of a personal philosophy of nursing, the current role of the nurse and transition into the RN role.

COURSE REQUIREMENTS:
- Attendance at lecture
- Participation in discussion
- Written assignments
- Participation in Group presentations
- Community Volunteer Activity

GRADING: Credit - No Credit
75 points are required for credit grade. All required parts must be completed.
Students in this class will be held to the standards of the College Policy on Academic Honesty.

STUDENT EVALUATION: will be based on a total of 100 points.

1. Paper - Personal Philosophy of Nursing 25
2. Attendance & participation in lecture 32
3. Group Presentation & Group Dynamics Work Sheet & Bib. 15
4. Participation in Community Volunteer Activity 8
5. Proof of filing application and certificate for graduation on or before February __, 2011 3
6. Final Examination (only if less than 75% earned) 10
7. Evaluation of ADN Program 3
8. Course Evaluation 2
9. Student Survey at Program Completion 2

Total 100

* NOTE - Late work will be penalized as follows:
Each assignment will lose 10% for each working day of lateness.

INSTRUCTORS:
Debbie Chow, RN, MSN, FNP  938-4888
Dr. Brenda Harrell, RN, MSN  938-4172
## ADN 31B Trends in Nursing
### Monday 8-9 AM Room D135

**CLASS SCHEDULE — SPRING 2011**

<table>
<thead>
<tr>
<th>WEEK</th>
<th>CONTENT</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1. Jan. 10</td>
<td>Introduction to the course</td>
<td>Bring Syllabus</td>
</tr>
<tr>
<td>2. Jan. 17</td>
<td>Martin Luther King Holiday</td>
<td>ENJOY!!!</td>
</tr>
<tr>
<td>3. Jan 24</td>
<td>Effective Communication</td>
<td>Reading assignment</td>
</tr>
<tr>
<td>4. Jan 31</td>
<td>Preparation for Completion</td>
<td>Voting</td>
</tr>
<tr>
<td>5. Feb 7</td>
<td>Philosophy of Nursing</td>
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<tr>
<td>6. Feb 14</td>
<td>Student Presentations</td>
<td>Meet in D135 or C302</td>
</tr>
<tr>
<td>7. Feb. 21</td>
<td>HOLIDAY – Washington Birthday</td>
<td>Proof of application for graduation and certificate due by <strong>February 24, 2011</strong></td>
</tr>
<tr>
<td>8. Feb 28</td>
<td>Student Presentations</td>
<td>Meet in D135 or C302</td>
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<tr>
<td>9. Mar 7</td>
<td>Student Presentations</td>
<td>Meet in D135 or C302</td>
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<tr>
<td>10. Mar 14</td>
<td>Student Presentations</td>
<td>Meet in D135 or C302</td>
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<tr>
<td>11. Mar 21</td>
<td><strong>NCLEX-RN</strong> Applications</td>
<td>Bring <em>black</em> pen &amp; forms</td>
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<tr>
<td>12. Mar 28</td>
<td>Professional Opportunities</td>
<td>Guests</td>
</tr>
<tr>
<td>13. Apr 4</td>
<td>Professional Opportunities</td>
<td>Guests</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<tr>
<td>14. Apr 11</td>
<td>Professional Opportunities</td>
<td>Guests</td>
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<tr>
<td></td>
<td>Personal Philosophy</td>
<td>Papers Due</td>
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<td>15. Apr 18</td>
<td>Local Educational Opportunities</td>
<td>Be Safe</td>
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<td>Spring Break</td>
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<td></td>
<td>April 23-May 1</td>
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<tr>
<td>16. May 2</td>
<td>Professional Opportunities</td>
<td>Volunteers Hours Due</td>
</tr>
<tr>
<td>17. May 9</td>
<td>Professional Opportunities</td>
<td>Guests</td>
</tr>
<tr>
<td>18. May 16</td>
<td>Evaluations</td>
<td>Survey Gizmo</td>
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<td>(Finals May 16-24)</td>
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COURSE LEARNING OUTCOMES

Upon satisfactory completion of this course, the student will be able to:

Professional Role
• Formulate a personal nursing philosophy.
• Prepare for licensure.

Communication
• Develop collaboration techniques.
• Exhibit personal communication styles.

Orem’s Self-Care Theory
• Synthesize the nursing process as it relates to the national patient safety goals.

Critical Thinking
• Synthesize current trends and issues in nursing.

Safety
• Analyze the National Patient Safety Goals.

Teaching and Learning
• Develop a plan for the role of the new graduate

Collaborative Management of Care
• Demonstrate effective shift report.
I. Interpersonal Relationship/Group Dynamics
   A. Group process and goals
   B. Phases of group development
   C. Common group problems

II. Communication
    A. National Patient Safety Goals
    B. Communication Styles
    C. Shift report

III. Current trends and issues in nursing
    A. Information technology in clinical setting
    B. Shortage of nurses and faculty
    C. Emergency preparedness and response

IV. Philosophy of Nursing
    A. Personal philosophy
    B. Professional philosophy

V. Preparation of Licensure
    A. Application for licensure
    B. Resources for assistance with license

VI. Professional/Community Activities
    A. Employment Opportunities
    B. Educational Opportunities
    C. Volunteer Opportunities

VII. Nursing Leadership
    A. New graduate role
    B. Professionalism
Trends in Nursing

THEORY CONTENT: Community Involvement

BEHAVIORAL OBJECTIVES:

1. In class, describe volunteer and official organization that can benefit from nursing input and leadership.

2. In class, describe options for community involvement this semester. (Instructor will present local opportunities)

ASSIGNMENT

1. Sign up for **5 hours** of volunteer activity to be completed before week 16 of the course. The instructor may identify and post information about appropriate volunteer activities. If a student identifies a volunteer activity that was not identified by the instructor, he or she may submit the idea to the instructor (in writing) for consideration. Each student is to submit his or her idea separately. Only activities that are pre-approved by the instructor will be accepted.

2. Complete the Community Involvement Worksheet and return to the instructor by the week 16 as listed on the class schedule.

3. **Volunteer work must be completed and Worksheet(s) submitted by 0800 on the date assigned.** Points will be deducted for late submission as stated on page 2.0 of the syllabus. Failure to submit proof of the required number of volunteer hours by the Final Exam date will result in an “incomplete” for the course.
COMMUNITY INVOLVEMENT WORKSHEET

BEHAVIORAL OBJECTIVES:
At the completion of the community volunteer hours, the student will:
1. Describe at least one resource available in the community to prevent hazards and promote normalcy via promotion of preventive health activities.
2. Describe at least one function of the nurse in an educative-supportive mode in the volunteer or official agency.

REPORT

Place of volunteer activity __________________________________________________

Date and hours of student's volunteer activity ___________________________________

Signature: agency personnel _________________________________________________

1. Briefly describe how the activities of the agency promote normalcy and prevent hazards.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Briefly describe your volunteer nursing role in the agency:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comments:______________________________________________________________

_________________________________________________________
Effective Communication Involving Nurses

Behavioral Objectives:
1. Review and discuss the National Patient Safety Goals for 2010 involving effectiveness of communication.
2. Describe and demonstrate various styles of communication among nurses.
3. Discuss utilizing the “chain of command” as a means of communication.
4. Identify key elements in giving and receiving report with regards to:
   a. Receiving a patient from another unit.
   b. Giving report to a physician and other members of the multidisciplinary team.
5. Come to class prepared to give a change of shift report on one of your most recent patients.
6. Listen to and evaluate “change of shift report” demonstrated in class.

Assignment:


Website: [www.jointcommissionreport.org](http://www.jointcommissionreport.org)

Articles:


ADN 31B - Trends in Nursing

THEORY CONTENT: Philosophy of Nursing

BEHAVIORAL OBJECTIVES:

1. In class, discuss purpose of writing paper on personal philosophy
2. Describe methods of organizing beliefs about nursing
3. Describe requirements for paper
4. Review Associate Degree Nursing Program Philosophy published in the Student Handbook. Is your personal philosophy of nursing compatible with the program philosophy? Discuss how the program philosophy has influenced your philosophy.

ASSIGNMENT:

1. Write a paper about your personal philosophy of nursing using the guidelines listed in the syllabus and discussed in class.
2. Attach the critical elements to your philosophy paper. Unless you request otherwise, content from the philosophy paper may be used as part of the completion ceremony speeches.
3. Paper is due by the 14th week of the course.
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<tr>
<th>MECHANICS (6 possible points)</th>
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<tr>
<td>Typed &amp; double spaced (1)</td>
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<tr>
<td>At least 2, but not more than 4 pages (1)</td>
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<tr>
<td>Correct grammar usage and spelling (3)</td>
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<tr>
<td>Logical paragraph and sentence structure (1)</td>
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<table>
<thead>
<tr>
<th>CONTENT OF PAPER (19 possible points)</th>
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<tbody>
<tr>
<td>Introduction (2)</td>
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<tr>
<td>Body of Paper (15)</td>
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<tr>
<td>depth and presentation of ideas</td>
<td></td>
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<tr>
<td>Summary briefly reviews what you wrote (2)</td>
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TOTAL POINTS (25 possible points) ________________

**DIRECTIONS:** Attach this form to the back of your philosophy paper. **One point will be deducted if grading criteria is not attached.**
GUIDELINES FOR STUDENT PRESENTATION OF ISSUES IN NURSING

1. The purpose of this exercise is:
   A. learn how to research a topic of interest from list
   B. improve student's skills in group work
   C. increase the knowledge of your peers

2. Sign up sheets will be available when the course starts.

3. Students within each group should plan on meeting together several times before the oral presentation.

4. During the group work, students should be aware of both process and content.

5. The presentation in class should be 15 to 20 minutes each group.

   It is not appropriate for a guest speaker to present all of the material. Students can present a panel, group discussion, serial presentation, skit, etc. All students must participate in the oral presentation to get a grade. Points will be deducted for lack of participation, reading the content of the report, late paperwork, etc. One point will be deducted for each person in the group who reads their presentation. Five points will be deducted for uninformative, dull presentations.

6. The behavioral objectives listed under each heading should serve as guidelines or minimum requirements for the project.

7. Before your group presentation, each student is to turn in a completed Group Dynamics Worksheet. The group must hand in one reference list used to prepare the group presentation. It is not necessary to turn in the text of the oral presentation. Please attach all papers for the entire group together before turning them in to the instructor.

8. All students in the group will receive the same grade. It is therefore wise to work together as a team to get a good grade.
SCHEDULE FOR STUDENT PRESENTATIONS

February 14, 2011  Transcultural Nursing
February 14, 2011  Medication Errors
February 28, 2011  Nursing Organizations
February 28, 2011  Collective Bargaining
March 7, 2011      Ethical Issues Around Death
March 7, 2011      Advanced Nursing Practice
March 14, 2011     Disaster and Bioterrorism
March 14, 2011     Patient Abuse
BEHAVIORAL OBJECTIVES FOR STUDENT PRESENTATIONS

Note: These behavioral objectives represent the minimum content to be covered. Please be creative and enlightening. You must provide visual aids.

PROJECT 1: Advanced Nursing Practice

A. Define advanced practice nursing.

B. Discuss advantages and disadvantages of advanced practice nursing.

C. Describe the educational requirements, job descriptions, legal limitations in California, and salary for the following advanced practice nurses:
   1. Clinical nurse specialist
   2. Nurse practitioner
   3. Nurse anesthetist
   4. Nurse midwife
   5. Nurse researcher

D. Identify settings where advanced practice nurses are utilized.

E. Provide at least two (2) case scenarios regarding the role of advanced practice nurses to be utilized in class for group discussion.

PROJECT 2: Nursing Organizations

A. List the functions and goals of the major national nursing organizations (such as National League for Nursing, American Nurses Association, California Nurses Association and Sigma Theta Tau).

B. Identify and bring copies the official publications of the national nursing organizations.

C. List the functions and goals for the major California nursing organizations.

D. Identify and bring to class copies of the official publications of the California nursing organizations.

E. Provide at least two (2) case scenarios illustrating pros and cons for joining nursing organizations to be utilized in class for group discussion.
PROJECT 3: Transcultural Nursing

A. Define transcultural nursing.

B. Describe the philosophy of transcultural nursing.

C. Give several examples of how cultural beliefs impact provisions of health care.

D. Give several examples of ways nurses can help patients achieve health goals while working with cultural patterns, beliefs and values.

E. Provide at least two (2) case scenarios illustrating the use of transcultural nursing in the clinical setting to be utilized in class for group discussion.

PROJECT 4: Ethical Issues Around Death

A. Provide legal definition of death.

B. Discuss issues around the patient's right to be told he/she is dying.

C. Discuss the patient's right to choose how and where to die. Include euthanasia and the laws regarding it.

D. Define advanced directives and describe the process of decision making for an order not to resuscitate (DNR).

E. Discuss the use of drugs for the dying patient: pain control, addiction, prolongation of life, shortening life, etc.

F. Describe the nurse's role in procuring and harvesting organs for transplant from the dying patient.

G. Provide at least two (2) case scenarios regarding ethical issues around death to be utilized in class for group discussion.
PROJECT 5: Disaster and Bioterrorism

A. Discuss how act(s) of terrorism or a natural disaster would affect the city of Long Beach.

B. Describe the resources, special training, planning and preparation needed to be ready for disasters.

C. Describe the disaster plan for the city of Long Beach and the hospitals in Long Beach.

D. Compare and contrast the roles and responsibilities of nurses in the time of a major disaster and time during usual emergencies.

E. List and discuss ways in which a disaster can affect patients and their care.

PROJECT 6: Patient Abuse

A. Define and describe “patient abuse” giving examples of indicators of abuse.

B. Discuss the responsibility of nurses in identifying, reporting, and preventing patient abuse.

C. Present at least three different cases involving patient abuse. Provide source of information.

D. Discuss the legal ramifications involving nurses who abuse their patients.

PROJECT 7: Medication Errors

A. Define and describe what constitutes a medication error.

B. Discuss the National Patient Safety Goals for 2008 with regards to medication administration and prevention of medication errors.

C. Present at least three different cases involving medication errors which lead to patient harm. Provide source of information.

D. Discuss the legal ramifications involving nurses who make medication errors.

E. Discuss and describe ways in which you can prevent medication errors.
PROJECT 8: Collective Bargaining

A. Discuss the effect of federal labor legislation on collective bargaining for nurses (give a brief history of collective bargaining).

B. Explain the purpose of a contract.

C. Discuss at least three items that should be considered in a contract for professional nurses.

D. Present concerns of nurses about joining a bargaining unit.

E. Identify advantages and disadvantages of having the state nurses' association serve as the bargaining agent for the state's nurses.

F. Provide at least two (2) case scenarios regarding advantages and disadvantages of collective bargaining in nursing to be utilized in class for group discussion.
THEORY CONTENT: Interpersonal Relationship - Group Dynamics

BEHAVIORAL OBJECTIVES:

1. Define small groups
2. Identify the goals of your assigned group: task and psychological
3. Define and differentiate between group process and group goals.
4. Discuss small group structure in terms of:
   A. Communication patterns
   B. Roles
   C. Power
5. Discuss the phases of group development.
6. Discuss common group problems.

ASSIGNMENT:
Participate fully in developing, presenting and evaluating the group project.

GROUP ROLES AND FUNCTIONS

**ROLE**

<table>
<thead>
<tr>
<th>Maintenace Roles:</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourager</td>
<td>To be positive influence, accepts/praises</td>
</tr>
<tr>
<td>Harmonizer</td>
<td>To make/keep peace</td>
</tr>
<tr>
<td>Compromiser</td>
<td>To minimize conflict yields his/her position</td>
</tr>
<tr>
<td>Gatekeeper</td>
<td>To promote open communication and participation</td>
</tr>
<tr>
<td>Standard Setter</td>
<td>To evaluate standards to evaluate group process</td>
</tr>
<tr>
<td>Commentator</td>
<td>To record group process and provide feedback</td>
</tr>
<tr>
<td>Follower</td>
<td>To accept group’s ideas/listen to discussion &amp; decision</td>
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<table>
<thead>
<tr>
<th>Task Roles:</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leader</td>
<td>To set direction</td>
</tr>
<tr>
<td>Coordinator</td>
<td>To clarify/coordinate ideas and suggestions</td>
</tr>
<tr>
<td>Orientor</td>
<td>To keep group focused; summarizes decisions</td>
</tr>
<tr>
<td>Summarizer</td>
<td>To state current position of the group</td>
</tr>
<tr>
<td>Evaluator</td>
<td>To assess performance of the group</td>
</tr>
<tr>
<td>Initiator</td>
<td>To begin group discussion</td>
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<table>
<thead>
<tr>
<th>Individual Roles:</th>
<th>Function</th>
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</thead>
<tbody>
<tr>
<td>Help Seeker</td>
<td>To deflect responsibility from self</td>
</tr>
<tr>
<td>Dominator</td>
<td>To actively control and manipulate group</td>
</tr>
<tr>
<td>Mute</td>
<td>To passively seek control through silence</td>
</tr>
<tr>
<td>Blocker</td>
<td>To persist in expressing negative points</td>
</tr>
<tr>
<td>Playboy</td>
<td>To remain uninvolved and demo nonchalance</td>
</tr>
<tr>
<td>Aggressor</td>
<td>To express disapproval of others values/feelings</td>
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GROUP DYNAMICS WORK SHEET  
ADN 31B, Trends in Nursing

Student's Name__________________________________ Date________________

Title of "Issues in Nursing" presentation ______________________________

I. PRODUCT:
   A. What was the task goal of your (Issues In Nursing) group?
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
   B. Identify any psychological needs which were met by the group
      ________________________________________________________________

II. PROCESS:
   A. Communication Patterns:
      1. What was the usual seating pattern? ______________________________
      2. What was the communication pattern at the first meeting? And last meeting
         ________________________________________________________________
         ________________________________________________________________
      3. Describe the usual tone of communication (cooperative, argumentative, etc)
         ________________________________________________________________
         ________________________________________________________________

   B. Roles: (for each listed role, name the person(s) you think filled the role. You do not have to agree with anyone on this. Name yourself also.
      1. Maintenance Roles:
         Encourager____________________________________________________
         Harmonizer___________________________________________________
         Compromiser__________________________________________________
         Gatekeeper___________________________________________________
         Follower_____________________________________________________ 
         Standard Setter______________________________________________
         Commentator__________________________________________________
      2. Task Roles:
         Leader_________________________________________________________ 
         Coordinator___________________________________________________
         Orienter______________________________________________________
         Summarizer___________________________________________________
         Evaluator_____________________________________________________ 
         Initiator______________________________________________________
3. Individual Roles:
   Help Seeker___________________________________________
   Dominator___________________________________________
   Mute_____________________________________________
   Blocker___________________________________________
   Playboy_________________________________________
   Aggressor_________________________________________

III. GROUP DEVELOPMENT:
   A. What was done to get the group going? _________________

   B. What was done to bring the group to closure? _________________

IV. SELF-EVALUATION:

   1. Do you think you were an overall asset? _________________________
      In what way? ____________________________________________
Behavioral Objectives

1. In class, review detailed instructions of how to complete application for NCLEX-RN and interim permit.

2. In class, describe how to complete application for Live Scan service (fingerprints). Discuss how to locate Live Scan sites.

3. In class, describe acceptable size of pair of photographs: one for Board of Registered Nursing licensure application, one for NCLEX-RN examination day.

4. Discuss timeline for mailing application, money, Live Scan application, reply card and photograph to the BRN office in Sacramento.

5. Complete Part A of BRN Request for Transcript and give signed form (LIC-A-RN.2) to program director. Explain when and how this form is sent to Sacramento.

6. Complete LBCC Transcript Request form as directed in class. Take the completed form requesting two (2) copies of transcripts showing date of graduation and degree to LBCC Admissions and Records Office to be processed. Many students will need to pay $3.00 or more for the transcripts. Explain when and how your official LBCC transcript will be sent to BRN licensing unit in Sacramento.

7. Complete draft of Individual Candidate Roster. Discuss when and how this form is sent to Sacramento.

ASSIGNMENT:

1. Bring black ink pen

2. Board of Registered Nursing Application for Licensure packet must be downloaded from [www.rn.ca.gov](http://www.rn.ca.gov) prior to class

3. LBCC Transcript Request form