

**WAYNE COMMUNITY COLLEGE  
ASSOCIATE DEGREE NURSING  
NUR 255: PROFESSIONAL ISSUES  
SPRING, 2005**

Class Hours: 3      Lab Hours: 0      Clinical Hours: 0      Semester Hours: 3

**Course Description:**

This course explores basic concepts of practice in the management of patient care in a complex health care system. Emphasis is placed on professional, legal, ethical, political issues and management concepts. Upon completion, Students should be able to articulate professional and management concepts.

**Prerequisite(s):**

NUR 125 and NUR 188 or Permission of Instructor

**Co-requisite(s):**

None

**Program Learning Outcomes:**

Upon satisfactory completion of the program, the new graduate will be able to:

- (1) Apply the nursing process to provide individualized, safe and effective nursing care in structured and non-structured settings.
- (2) Utilize resources and technologies in the delivery of nursing care.
- (3) Use a variety of communication skills to establish and maintain a therapeutic and/or effective relationship with patients/clients, families, and health care providers.
- (4) Identify learning needs and implement teaching based on developmental, educational, psychosocial, and cultural differences.
- (5) Utilize beginning management and leadership skills to organize, prioritize and implement care for diverse groups of patient/clients.
- (6) Demonstrate accountability for personal nursing practice and professional growth.

**Course Learning Outcomes:**

Upon successful completion of NUR 255, the student will demonstrate competency in:

- (1) Differentiating between leadership and management skills utilized by a nurse in a front-line management role.
- (2) Discussing the role of front-line nurse managers delivering patient care within groups and organizations.
- (3) Relating principles from the behavioral sciences to situations involving patient care management.
- (4) Describing major issues confronting health care and professional nursing practice and education.
- (5) Discussing the key aspects and importance of credentialing and organizations for nursing.
- (6) Describing laws and political issues that impact on nursing practice.
- (7) Utilizing ethical principles in analyzing situations in nursing practice.
- (8) Discussing guidelines and principles which prepare and assist in the transition from student to practitioner.

**Required Textbook(s):**

Ellis, J. and Hartley, C. (2004). NURSING IN TODAY'S WORLD – TRENDS, ISSUES, AND MANAGEMENT. (8<sup>th</sup> Edition). St. Louis: J. B. Lippincott.

Selected Readings found on the syllabus: Learning Activities

REFERENCES OVER FIVE (5) YEARS OLD MUST NOT BE USED WITHOUT INSTRUCTOR'S PERMISSION.

**Other Required Materials/Software**

Notebook, Notebook Paper, Index Cards (5 x 8)

**Learning/Teaching Methods**

Lecture/Discussion	Independent Study
Audiovisuals	Computer Simulation
Self-Evaluation	Group Exercises

**Learning Environment**

Class will be conducted 1.5 hours, 2 days a week at WCC. Classroom discussion and exercises; independent study, computer simulations are designed to stimulate consciousness raising regarding current issues impacting upon nursing.

**Course Requirements / Methods of Evaluation**

1. Prepare and submit for review:
  - a. Resume
  - b. Cover letter/Letter of Application
2. Prepare and submit (5) Bibliography cards from current literature (2001-present) one each on the following issues influencing the health care delivery system and nursing:
  - a. Management / Leadership
  - b. Professional
  - c. Legal
  - d. Ethical
  - e. Political

Cards must be 5” x 8” and follow the course guidelines for bibliography. (Attached) Information for two of the five issues must be obtained from current periodicals. Information for two of the five issues must be obtained via Electronic Media (Internet).

To establish competency in NUR 255: Professional Issues, the student must achieve an overall average of 78% on all subcompetencies.

Bibliography Cards (5)	15%
Tests (3)	<u>85%</u>
<b>TOTAL</b>	100%

**Grading Policy/Criteria**

The following seven-point grading scale will be used by the Nursing Department:

- A 93 - 100
- B 85 - 92
- C 78 - 84
- D 77 - 70
- F < 70

**GRADES FOR ASSIGNMENTS TURNED IN LATE (AFTER 4:00 ON THE DAY ASSIGNED) WILL BE REDUCED BY FIVE (5) POINTS.**

**Rounding Policy:** All test and exam grades or mathematical percentages thereof, are held to the nearest tenth throughout the entire semester. The final course grade is calculated to the nearest whole number with 0.4 or less rounded down to the nearest whole number, and 0.5 or more rounded up to the nearest whole number.

**Academic Integrity Statement**

See WCC Student Handbook or the College Catalog for the WCC Code of Student Academic Integrity Policy. Any student caught violating the WCC Code of Student Academic Integrity Policy, (i.e., cheating, plagiarizing, or other dishonorable acts) in academic work is subject to disciplinary action.

**Students with Disabilities**

WCC is committed to seeing that students with disabilities have equal access to and participation in all programs of study. For further explanation, please note the Students With Disabilities policy in the WCC catalog ([link](#)).

Students with disabilities can contact the Disability Coordinator, Mrs. Caroline Smith, in the Student Development office, Room WLC 115, or at 919-735-5152, extension 223 or at [csmith@waynecc.edu](mailto:csmith@waynecc.edu).

**Non-Discriminatory Statement**

Wayne Community College is committed to a policy of providing educational opportunities to all students regardless of economic or social status, beliefs, sexual orientation, national origin, or physical or mental disability.

**Student Attendance Policy**

The Nursing department believes students demonstrate responsibility for and commitment to their educational goals through regular attendance; therefore, students must attend 88% of the total hours for NUR 255 to receive a passing grade. Instructors will excuse no absences under this policy. When absences in a nursing course exceed 12% of the total contact hours for any one course, the student will be given an automatic “W” if prior to the last day to drop a class or a “WF” if after the last day to drop a class and must withdraw from the nursing program. It is the student’s responsibility to obtain assignments and materials missed when absent from class. Students should come to class on time and should not ask to leave early. If students are late for class, he/she will be counted absent unless he/she asks the instructor after class to have the absence changed to a tardy. When a student has been tardy three (3) times, this will constitute one (1) hour of absence. (See [Nursing Student Manual](#) for additional policies on attendance).

**THE COLLEGE CONSIDERS COURSE ATTENDANCE A STUDENT’S RESPONSIBILITY. ABSENCES DO NOT RELIEVE THE STUDENT OF MEETING ALL THE REQUIREMENTS OF THE COURSE.**

**Additional Information from the Instructor / Miscellaneous**

**1. Phones/Pagers/Beepers**

Cell phones, beepers, and walkie-talkies cause unnecessary disruption to the learning/teaching process in the classroom, lab or library setting. Out of courtesy to others, all systems of communication should be in quiet position during instructional, lab or library time.

**INSTRUCTOR INFORMATION:**

Course Coordinator: Sue Beaman, RN, MSN  
Office Location Pine 205  
Telephone Number (919) 735-5151, Ext. 785  
Office Hours See Instructor Door School  
E-Mail Address [sbeaman@waynecc.edu](mailto:sbeaman@waynecc.edu)

**INSTRUCTOR INFORMATION:**

Instructor Cindy Archie, RN, MSN, Ed.D.  
Office Location Pine 206  
Telephone Numbers (919) 735-5151, Ext. 297  
Office Hours See Instructor Door Schedule  
E-Mail Address [archie@waynecc.edu](mailto:archie@waynecc.edu)

Rachel Hall, RN, MSN  
Pine 209  
(919) 735-5151, Ext. 366  
See Instructor Door Schedule  
[rah@waynecc.edu](mailto:rah@waynecc.edu)

Instructor Patty Pfeiffer  
Office Location Pine 207  
Telephone Number (919) 735-5151, Ext. 397  
Office Hours See Instructor Door Schedule  
E-Mail Address [pfeiffer@waynecc.edu](mailto:pfeiffer@waynecc.edu)

**UNIT I: TRANSITION INTO PRACTICE**

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><b><u>SUBCOMPETENCY I:</u></b>                      The student will demonstrate competency in discussing guidelines and principles which prepare them for and assist them in the transition from student to practitioner by being able to:  <u>Task:</u> Develop personal career goals.   <u>Task:</u> Describe the process for applying for a job.  <u>Task:</u> Write a sample cover letter for a job application.   <u>Task:</u> Write a sample resume.  <u>Task:</u> Identify expectations and realities of the workplace.   <u>Task:</u> Describe preparations for an employment interview.  <u>Task:</u> Identify expectations of employers.</p>	<p>A. Preparing for Employment</p> <ol style="list-style-type: none"> <li>1. Personal Career Goals                             <ol style="list-style-type: none"> <li>a. Short range</li> <li>b. Long range</li> </ol> </li> <li>2. Applying for a job                             <ol style="list-style-type: none"> <li>a. Letter of Application</li> <li>b. Resume</li> </ol> </li> <li>3. Letter of Resignation</li> </ol> <p>B. Interview process</p> <ol style="list-style-type: none"> <li>1. Preparation</li> <li>2. Dress</li> <li>3. Behavior During Interview</li> </ol> <p>C. Expectations of Employers</p>	<p>Read Ellis &amp; Hartley                      Chp. 11, pgs. 442 +</p> <p><a href="http://www.discovernursing.com">www.discovernursing.com</a></p> <p>Read Handouts and                      * Prepare:</p> <ol style="list-style-type: none"> <li>1. Letter of Application</li> <li>2. Resume</li> </ol>
<p><b>EVALUATION:</b> * Evaluation of: (1) Letter of Application, (2) Resume                      The grades of these two will be averaged and constitute one grade.</p>		

## UNIT II: MANAGEMENT OF PATIENT CARE

### UNIT COMPETENCIES

### CONTENT OUTLINE

### LEARNING ACTIVITIES

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><b><u>SUBCOMPETENCY II:</u></b> The student will demonstrate competency in differentiating between leadership and management skills utilized by a nurse in a front-line management role by being able to:</p> <p><u>Task:</u> Assess own competencies and personal attributes that may be used in effectively managing patient care.</p> <p><u>Task:</u> Define the term leadership.</p> <p><u>Task:</u> Identify two types of leaders.</p> <p><u>Task:</u> Identify eleven characteristics of an effective leader according to Stodgill.</p> <p><u>Task:</u> Compare the authoritarian, democratic, permissive, and situational styles of leadership.</p> <p><u>Task:</u> Apply situational leadership principles.</p> <p><u>Task:</u> Recall the definition of the terms manager and management.</p> <p><u>Task:</u> Recall the key aspects of the management process in relationship to the functions of the nurse manager.</p> <p><u>Task:</u> Differentiate between leadership and management.</p> <p><u>Task:</u> Describe how eight types of power related to leadership and management.</p> <p><u>Task:</u> Analyze effective strategies and techniques for effective delegation.</p> <p><u>Task:</u> Analyze communication and management problems encountered in delegation.</p>	<p>A. Self-Assessment</p> <ol style="list-style-type: none"> <li>1. Competencies</li> <li>2. Personal characteristics</li> </ol> <p>B. Leadership</p> <ol style="list-style-type: none"> <li>1. Definitions</li> <li>2. Types of leaders               <ol style="list-style-type: none"> <li>a. Formal</li> <li>b. Informal</li> </ol> </li> <li>3. Leader characteristics / Style               <ol style="list-style-type: none"> <li>a. Authoritarian</li> <li>b. Democratic</li> <li>c. Permissive</li> <li>d. Situational</li> </ol> </li> </ol> <p>C. Management</p> <ol style="list-style-type: none"> <li>1. Definition</li> <li>2. Process</li> </ol> <p>D. Leadership and Management</p> <ol style="list-style-type: none"> <li>1. Compare</li> <li>2. Contrast</li> </ol> <p>E. Power</p> <ol style="list-style-type: none"> <li>1. Types of               <ol style="list-style-type: none"> <li>a. Legitimate</li> <li>b. Referent</li> <li>c. Reward</li> <li>d. Coercive</li> <li>e. Expert</li> <li>f. Informational</li> <li>g. Connection</li> <li>h. Motivational</li> </ol> </li> <li>2. Empowerment</li> </ol> <p>F. Delegation and Management</p> <ol style="list-style-type: none"> <li>1. Strategies</li> <li>2. Problems/Issues               <ol style="list-style-type: none"> <li>a. Communication</li> <li>b. Accountability</li> <li>c. Responsibility</li> </ol> </li> </ol>	<p>Complete:</p> <ol style="list-style-type: none"> <li>(1) MBTI Personal Profile</li> <li>(2) Complete T-P <u>Leadership Questionnaire</u></li> </ol> <p>HANDOUT: MBTI - Effects of Preference in Work Situations.</p> <p>Read: Kozier and Erb, Chp. 27</p> <p>Application also in NUR 235 taught concurrently.</p> <p>HANDOUT: Situational Leadership -Leader Behaviors</p> <p>Read Ellis, pp. 530-537 Classroom Exercise: Delegation AV: Effective Delegation * Application also in NUR 235 clinical taught concurrently.</p>
<p><b>EVALUATION:</b> Written test and evaluated in NUR 235</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> List significant data to be gathered and summarized for a shift report.</p> <p><u>Task:</u> Describe the use of the critical pathway in monitoring care.</p> <p><u>Task:</u> Identify the key elements of employee performance appraisal</p> <p><b><u>SUBCOMPETENCY III:</u></b> Discuss the role of the front-line nurse manager within groups and organizations delivering patient care.</p> <p><u>Task:</u> Define terms related to organizational structure.</p> <p><u>Task:</u> Identify two major forms of organizational structure and their significance.</p> <p><u>Task:</u> Identify common categories and issues related to health care providers.</p> <p><u>Task:</u> Define patterns of nursing care.</p> <p><u>Term:</u> Compare functional, total care, team, primary, and modular nursing.</p> <p><u>Task:</u> Describe case management as it relates to patient care delivery systems.</p> <p><u>Task:</u> Discuss planning as it relates to the role of the front-line manager.</p> <p><u>Task:</u> Describe approaches to decision making.</p> <p><u>Task:</u> Apply Covey's approach to prioritizing.</p> <p><u>Task:</u> Use cognitive processes (MBTI) to effectively problem-solve and think critically.</p>	<p>G. Communication and health care</p> <ol style="list-style-type: none"> <li>1. Direction giving</li> <li>2. Reports (e.g., End-of-Shift)</li> <li>3. Critical Pathway / Care Plans</li> </ol> <p>4. Performance Appraisals</p> <p>A. Organizational Structure</p> <ol style="list-style-type: none"> <li>1. Definitions</li> <li>2. Organizational Structure</li> <li>3. Organizational Process</li> <li>4. Organizational Issues <ol style="list-style-type: none"> <li>a. Accreditation</li> <li>b. Outcome measures</li> </ol> </li> </ol> <p>B. Colleagues in Health Care</p> <ol style="list-style-type: none"> <li>1. Categories of providers</li> <li>2. Issues <ol style="list-style-type: none"> <li>a. Supply of workers</li> <li>b. Reimbursement for services</li> <li>c. Expectations of public</li> </ol> </li> </ol> <p>C. Patterns of Patient Care Delivery</p> <ol style="list-style-type: none"> <li>1. Functional</li> <li>2. Total care</li> <li>3. Team</li> <li>4. Primary</li> <li>5. Modular</li> <li>6. Case Management</li> </ol> <p>D. Comparison of patterns</p> <ol style="list-style-type: none"> <li>1. Patient assignment</li> <li>2. Implementation</li> <li>3. Documentation</li> <li>4. Evaluation</li> <li>5. Reporting</li> <li>6. Decision Making</li> <li>7. Accountability</li> </ol> <p>E. Patient Care Delivery</p> <ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Decision Making</li> <li>3. Prioritizing</li> <li>4. Problem Solving</li> <li>5. Critical Thinking</li> </ol>	<p>Handout: Report Guide-Lines and Critical Pathways</p> <p>Read Ellis, pp. 504-512</p> <p>Read: Ellis &amp; Hartley, pp. 456-460</p> <p>Read Ellis, pp. 58-60</p> <p>Read Ellis, pp. 18-24</p> <p>Handout: Comparison of Methods Read: Ellis pp. 501-505</p> <p>Class Discussion/Exercise Problem Solving</p> <p>Read: Ellis, Chp. 14, pp. 519-529</p> <p>Classroom Exercises: Decision Making Priority Setting</p>

**EVALUATION:** Written test on content cover.

**UNIT COMPETENCIES**

**CONTENT OUTLINE**

**LEARNING ACTIVITIES**

<p><b>SUBCOMPETENCY IV:</b> Relate principles from the behavioral sciences to situations involving patient care management.</p> <p><u>Task:</u> Identify the characteristics of passive, aggressive, and assertive and passive-aggressive behavior.</p> <p><u>Task:</u> Assess own behavior in selected experiences.</p> <p><u>Task:</u> Define the term conflict.</p> <p><u>Task:</u> Describe 4 sources of conflict.</p> <p><u>Task:</u> Describe two (2) types of conflict in organizational settings.</p> <p><u>Task:</u> Identify 5 modes of conflict resolution according to the Thomas Killman instrument.</p> <p><u>Task:</u> Discuss methods utilized in conflict resolution.</p> <p><u>Task:</u> Discuss methods utilized in conflict resolution.</p> <p><u>Task:</u> Define planned change.</p> <p><u>Task:</u> Describe two forces that influence change.</p> <p><u>Task:</u> Describe the change process.</p> <p><u>Task:</u> Apply the change process to clinical situations.</p> <p><u>Task:</u> Given situations involving patient care, apply concepts of management, supervision, and delegation.</p>	<p>G. Behavioral Concepts Related to Management and Delegation of Patient Care</p> <p>1. Behaviors</p> <p>a. Types</p> <ol style="list-style-type: none"> <li>1) Passive</li> <li>2) Aggressive</li> <li>3) Assertive</li> <li>4) Passive-aggressive</li> </ol> <p>b. Self-assessment</p> <p>d. Application to work setting</p> <p>2. Conflict</p> <p>a. Definition</p> <p>b. Sources of conflict</p> <ol style="list-style-type: none"> <li>1) Intrapersonal</li> <li>2) Interpersonal</li> <li>3) Intergroup</li> <li>4) Intragroup</li> </ol> <p>c. Types of conflict</p> <ol style="list-style-type: none"> <li>1) Horizontal</li> <li>2) Vertical</li> </ol> <p>d. Conflict resolution modes</p> <ol style="list-style-type: none"> <li>1) Competing</li> <li>2) Accommodating</li> <li>3) Avoiding</li> <li>4) Compromising</li> <li>5) Collaborating</li> </ol> <p>e. Methods of Conflict Resolution</p> <p>3. Change</p> <p>a. Definition</p> <p>b. Forces influencing change</p> <p>c. Change process</p> <ol style="list-style-type: none"> <li>1) Perception of need</li> <li>2) Group interaction</li> <li>3) Implementation</li> <li>4) Evaluation.</li> </ol> <p>H. Application of management principles to patient care.</p>	<p>Read Handout: “Types of Behaviors.”</p> <p>Participate in class discussion</p> <p>AV: Management: Development Conflict Vignettes (22” – optional)</p> <p>Read: Ellis, pp. 542-549 * Participation in class exercise: Thomas Killman Conflict Resolution Mode</p> <p>Handout: Conflict Resolution Guidelines</p> <p>Read Ellis, pp. 537-542</p> <p><i>** Optional: Complete Computer Simulation: Nursing Management Issues (Williams and Wilkins)</i> <i>***Also, application in NUR 235: taught concurrently.</i></p>
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**EVALUATION:** \* Self-Evaluation utilizing the results of exercise.  
 \*\* Score indicator: Completion of CAI “Nursing Management Issues.”  
 \*\*\* Also to be evaluated in NUR 235 taught concurrently.

## UNIT IV: PERSPECTIVES ON NURSING

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><b><u>SUBCOMPETENCY V:</u></b> The student will demonstrate competency in describing major issues confronting nursing practice and education.</p> <p><u>Task:</u> Discuss the historical development of professional nursing, and nursing education.</p> <p><u>Task:</u> Describe the images of nursing including folk, religious, servant, and professional.</p> <p><u>Task:</u> Compare types of nursing education programs preparing for RN licensure.</p> <p><u>Task:</u> Identify the key findings of selected studies and reports about nursing education.</p> <p><u>Task:</u> Discuss the stand about nursing education taken by the ANA in its Position Paper of 1965.</p> <p><u>Task:</u> Discuss the major controversial issues associated with the Entry Into Practice issue.</p> <p><u>Task:</u> Discuss the concept of grandfathering.</p> <p><u>Task:</u> Define continuing education (CE).</p> <p><u>Task:</u> Discuss the purpose of continuing education.</p> <p><u>Task:</u> Discuss the historical perspective of continuing education.</p> <p><u>Task:</u> Define CEU (Continuing Education Unit).</p> <p><u>Task:</u> Discuss the major issues surrounding mandatory continuing education.</p>	<p>A. Historical Perspectives</p> <ol style="list-style-type: none"> <li>1. Practice</li> <li>2. Education</li> <li>3. Image(s)</li> </ol> <p>B. Nursing Education</p> <ol style="list-style-type: none"> <li>1. Associate Degree</li> <li>2. Baccalaureate</li> <li>3. Diploma</li> <li>4. Higher education</li> </ol> <p>C. Issues in Nursing Professional</p> <ol style="list-style-type: none"> <li>1. Entry Into Practice               <ol style="list-style-type: none"> <li>a. ANA Position Paper, 1965, 1985</li> <li>b. Problems associated with the entry issue                   <ol style="list-style-type: none"> <li>1) Titling</li> <li>2) Scope of Practice</li> <li>3) Grandfathering</li> <li>4) Interstate Endorsement</li> </ol> </li> <li>c. Entry into practice: to date</li> </ol> </li> <li>2. Continuing Education               <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Purpose</li> <li>c. Historical perspective</li> <li>d. CEU (Continuing Education Units)</li> <li>e. Issues                   <ol style="list-style-type: none"> <li>1) Availability</li> <li>2) Who should pay</li> <li>3) Voluntary vs. Mandatory</li> <li>4) How to evaluate</li> <li>5) Quality assurance</li> </ol> </li> <li>f. Present status of Continuing Education by State (NC)</li> <li>g. Sponsors of CE programs</li> </ol> </li> </ol>	<p>Read Ellis pp. 106-187</p> <p><u>NORTH CAROLINA NURSING PRACTICE ACT</u></p>
<p><b>EVALUATION:</b></p>		

## UNIT V: CREDENTIALING IN NURSING

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><b><u>SUBCOMPETENCY VI:</u></b> The student will demonstrate competency in discussing the key aspects and importance of credentialing for nursing.</p> <p><u>Task:</u> Outline the historical development of nursing licensure.</p> <p><u>Task:</u> Define licensure, certification, accreditation, and registration.</p> <p><u>Task:</u> Differentiate between mandatory and permissive licensure.</p> <p><u>Task:</u> Discuss some of the major issues related to credentialing.</p> <p><u>Task:</u> Discuss the primary purposes, duties, powers, and functions of State Boards of Nursing.</p> <p><u>Task:</u> Identify the official publications of the National Council of State Boards of Nursing.</p> <p><u>Task:</u> Identify North Carolina as the first and only state to elect members to the Board of Nursing by popular vote.</p> <p><u>Task:</u> Discuss the key components of the Nursing Practice Acts.</p> <p><u>Task:</u> Compare and contrast components of practice for the RN and the LPN</p> <p><u>Task:</u> Discuss selected interpretative statements R/T categories of nursing practice contained in documents published by the NCBON.</p>	<p>A. Historical Perspective</p> <p>B. Types of Credentialing</p> <ol style="list-style-type: none"> <li>1. Licensure               <ol style="list-style-type: none"> <li>a. Mandatory</li> <li>b. Permissive</li> </ol> </li> <li>2. Certification</li> <li>3. Accreditation</li> <li>4. Registration               <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Purpose</li> </ol> </li> <li>5. Issues Related to Credentialing and Institutional Licensure</li> <li>6. N.C. Licensure               <ol style="list-style-type: none"> <li>a) Procedures</li> <li>b) Requirements</li> <li>c) Disciplinary Action</li> </ol> </li> <li>7. NCLEX-RN</li> <li>8. Multistate Licensure</li> </ol> <p>C. Boards of Nursing</p> <ol style="list-style-type: none"> <li>1. NCBSN (National Council of State Boards of Nursing)               <ol style="list-style-type: none"> <li>a. Official publication</li> <li>b. Duties</li> </ol> </li> <li>2. North Carolina State Board of Nursing               <ol style="list-style-type: none"> <li>a. Membership composition</li> <li>b. Election of new members</li> <li>c. Functions/duties/powers</li> </ol> </li> </ol> <p>D. Nurse Practice Acts</p> <ol style="list-style-type: none"> <li>1. Key components</li> </ol> <p>E. North Carolina Nursing Practice Act</p> <ol style="list-style-type: none"> <li>1. Administrative Code T21:36</li> <li>2. Components of Practice</li> <li>3. Scope of Practice</li> <li>4. Interpretative Statements</li> </ol> <p>F. NC Center for Nursing</p> <ol style="list-style-type: none"> <li>1. Mission</li> <li>2. Goals</li> </ol>	<p>Lecture/Discussion</p> <p>Read: Ellis, Chp. 7, pp. 239-266</p> <p>HANDOUTS:</p> <ol style="list-style-type: none"> <li>1) Credentialing</li> <li>2) NC Administrative Code Licensure Renewal and Revocation</li> </ol> <p>Go to <a href="http://www.ncbon.org">www.ncbon.org</a>. go to Licensure</p> <p>Handouts: NCLEX-RN</p> <p>Read Ellis, pp. 251-252</p> <p>Visit web site: <a href="http://www.ncbon.org">www.ncbon.org</a> (NC)</p> <p>Read: Ellis, pg. 72 and pg. 244</p> <p>Read <a href="http://www.ncbon.org/NursePractAct.asp">www.ncbon.org/NursePractAct.asp</a></p> <p><u>Handouts/website</u></p> <ol style="list-style-type: none"> <li>1. NCNP Act.</li> <li>2. N.C. Administrative Code: T21:36</li> <li>3. Components of Practice - RN and LPN</li> <li>4. Advisory Statements</li> <li>5. Interpretive Statements (Selected)</li> </ol> <p>Go to web site: <a href="http://www.ga.unc.edu/NCCN">www.ga.unc.edu/NCCN</a></p>
<p><b>EVALUATION</b>    Written test.</p>		

**UNIT VI: RN'S DUTY OF CARE**

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><b><u>SUBCOMPETENCY VII:</u></b> The student will demonstrate competency in describing laws and political issues that impact on nursing practice.</p> <p><u>Task:</u> Compare implied and informed consent.</p> <p><u>Task:</u> Identify the physician's and nurse's responsibilities regarding "informed consent."</p> <p><u>Task:</u> Discuss the RN's duty of care regarding informed consent.</p> <p><u>Task:</u> Describe a way in which a patient may revoke his consent.</p> <p><u>Task:</u> Compare three sources that support a patient's right to privacy.</p> <p><u>Task:</u> Compare three elements of law that apply to confidentiality.</p> <p><u>Task:</u> Apply the RN's legal duty with regard to ensuring patient's confidentiality and right to privacy.</p> <p><u>Task:</u> Identify at least three situations in which an RN is required to report patient information to authorities.</p> <p><u>Task:</u> Relate the use of physical restraints to false imprisonment.</p> <p><u>Task:</u> Identify three elements of false imprisonment.</p> <p><u>Task:</u> Describe the RN's legal duty of care with regard to use of restraints.</p>	<p>A. Legal Issues Related to RN's Duty of Care</p> <p>1. Informed consent</p> <ol style="list-style-type: none"> <li>a. Terminology</li> <li>b. Legal requirements               <ol style="list-style-type: none"> <li>1) Competent</li> <li>2) Informed</li> <li>3) Voluntary</li> <li>4) Of age</li> </ol> </li> <li>c. Physician's Responsibilities</li> <li>d. Nursing responsibilities               <ol style="list-style-type: none"> <li>1) Obtaining consent                   <ol style="list-style-type: none"> <li>a) Clerical</li> <li>b) Patient advocate</li> </ol> </li> <li>2) Revocation of consent</li> <li>3) Documentation                   <ol style="list-style-type: none"> <li>a) consent forms</li> <li>b) Nurses' notes</li> </ol> </li> </ol> </li> </ol> <p>2. Confidentiality</p> <ol style="list-style-type: none"> <li>a. Right to privacy       <ol style="list-style-type: none"> <li>1) Constitution</li> <li>2) ANA Code</li> <li>3) Patient Bill of Rights</li> </ol> </li> <li>b. Elements       <ol style="list-style-type: none"> <li>1) Defamation</li> <li>2) Invasion of patient's right to privacy</li> <li>3) Willful betrayal of Professional secrets</li> </ol> </li> <li>c. RN duty       <ol style="list-style-type: none"> <li>1) Qualified privilege of professionals</li> <li>2) Hospital Policy</li> <li>3) In confidence</li> <li>4) Disclosure to authorities</li> </ol> </li> </ol> <p>3. False Imprisonment</p> <ol style="list-style-type: none"> <li>a. Methods of false imprisonment       <ol style="list-style-type: none"> <li>1) Physical restraints</li> <li>2) Barriers</li> <li>3) Threats of harm</li> </ol> </li> <li>b. Elements       <ol style="list-style-type: none"> <li>1) Willful detention without consent</li> <li>2) Action of RN without authority of law</li> </ol> </li> <li>c. Legal duty       <ol style="list-style-type: none"> <li>1) Insurance of safety</li> <li>2) Doctor's orders</li> <li>3) Temporary emergency</li> <li>4) Use of proper procedures</li> </ol> </li> </ol>	<p>Application in NUR 235: Taught concurrently.</p>
<p><b>EVALUATION:</b> Written test.</p>		

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><u>Task:</u> Define the terms advance directives, living will, durable power of attorney for health care.</p> <p><u>Task:</u> Discuss the patient's rights to natural death, with or without a "living will," according to N.C. Law</p> <p><u>Task:</u> Recognize the importance of the physician's duty in writing DNR orders and withdrawing life-support systems.</p> <p><u>Task:</u> Describe the RN's duty of care in providing a patient with his right to natural death.</p> <p><u>Task:</u> Identify two legal elements related to improper orders.</p> <p><u>Task:</u> Describe the RN's duty in refusing to follow "Improper" orders.</p> <p><u>Task:</u> Identify three (3) ethical and legal elements related to disclosure of impaired professional.</p> <p><u>Task:</u> Identify three (3) legal elements of contracts.</p> <p><u>Task:</u> Recognize the impact that institutional policies and procedures have upon the practice of nursing.</p> <p><u>Task:</u> Identify the hospital and RN's responsibilities related to the provision of adequate staff.</p> <p><u>Task:</u> Describe four (4) factors that impact upon the floating of RN's within areas of a facility.</p> <p><u>Task:</u> Identify major issues concerning liability insurance.</p> <p><u>Task:</u> Identify 6 basic points to know regarding your liability insurance.</p>	<p>4. Advance Directives</p> <ol style="list-style-type: none"> <li>a. Definitions</li> <li>b. Patient's rights with living will</li> <li>c. Patient's rights without living will</li> <li>d. Revocation of living will</li> <li>e. Physician's duty <ol style="list-style-type: none"> <li>1) Determination of death</li> <li>2) Documentation of "No Code"</li> <li>3) Withdrawal of life support</li> </ol> </li> <li>f. Nurse's duty <ol style="list-style-type: none"> <li>1) Obtaining orders</li> <li>2) Following policy and procedures</li> <li>3) Documentation</li> </ol> </li> </ol> <p>D. Issues Related to Nurse-Physician Concerns</p> <ol style="list-style-type: none"> <li>1. Refusal of improper order <ol style="list-style-type: none"> <li>a. Legal element <ol style="list-style-type: none"> <li>1) Respondeat Superior</li> <li>2) Reasonable and prudent nurse</li> </ol> </li> </ol> </li> <li>2. The impaired professional <ol style="list-style-type: none"> <li>a. Legal/ethical elements <ol style="list-style-type: none"> <li>1) Truth and privilege</li> <li>2) Good faith</li> <li>3) Professional</li> </ol> </li> <li>b. RN's duty <ol style="list-style-type: none"> <li>1) Observation</li> <li>2) Documentation</li> <li>3) Report per policy</li> </ol> </li> </ol> </li> </ol> <p>E. Issues Related to Nurse-Employee Concerns</p> <ol style="list-style-type: none"> <li>1. Contracts <ol style="list-style-type: none"> <li>a. Legal elements</li> <li>b. Obligations as employee <ol style="list-style-type: none"> <li>1) Institutional policy and procedures</li> <li>2) Staffing levels</li> <li>3) Floating of personnel</li> </ol> </li> </ol> </li> <li>2. Liability Insurance <ol style="list-style-type: none"> <li>a. Rationale</li> <li>b. Policies <ol style="list-style-type: none"> <li>1) Monetary limits</li> <li>2) How long effective</li> <li>3) Situations covered</li> <li>4) Legal counsel</li> </ol> </li> </ol> </li> </ol>	<p>N.C. General Statute: 590-320-322 Right to Natural Death</p> <p>Handouts: (1) Living Will (2) Medical Advance Directives</p> <p>Lecture/Discussion</p> <p>AV: The Chemically Impaired Nurse # 2 Identification and Response <b>(REQUIRED)</b></p> <p>Read Ellis, p. 477</p> <p>Read: Ellis, pp 286-288</p> <p>Read Ellis, Chp. 3, pp. 70-81</p>
<p><b>EVALUATION:</b> Written test.</p>		

**UNIT VII: ETHICS AND NURSING PRACTICE**

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><b>SUBCOMPETENCY IX:</b> The student will demonstrate competency in utilizing ethical principles in analyzing situations in nursing practice.</p> <p><u>Task:</u> Compare two (2) theories of ethics: Deontological and teleological.</p> <p><u>Task:</u> Relate the ethical duty of the nurse to current nursing practice situations.</p> <p><u>Task:</u> Define the terms bioethics and ethical dilemma.</p> <p><u>Task:</u> Recognize the impact that ethical dilemmas have on nursing practice.</p> <p><u>Task:</u> Describe the six (6) step process utilized in analyzing an ethical dilemma according to Anne Davis.</p> <p><u>Task:</u> Distinguish between the ethical principles of beneficence, autonomy, and justice.</p> <p><u>Task:</u> Utilize ethical theories and principles in the analysis of selected case situations from nursing practice.</p>	<p>A. Ethics</p> <ol style="list-style-type: none"> <li>1. Terminology               <ol style="list-style-type: none"> <li>a. Ethics</li> <li>b. Morals</li> </ol> </li> <li>2. Theories               <ol style="list-style-type: none"> <li>a. Deontological</li> <li>b. Teleological (Utilitarianism)</li> </ol> </li> <li>3. Professional ethics               <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Guidelines                   <ol style="list-style-type: none"> <li>1) ANA Code for Nurses</li> <li>2) Patient’s Bill of Rights</li> </ol> </li> </ol> </li> <li>4. Bioethics               <ol style="list-style-type: none"> <li>a. Definitions                   <ol style="list-style-type: none"> <li>1) Bioethics</li> <li>2) Ethical Dilemma</li> </ol> </li> <li>b. Impact of health care delivers (RNs)</li> </ol> </li> <li>5. Ethical decision-making process               <ol style="list-style-type: none"> <li>a. Gather facts</li> <li>b. Identify ethical problem</li> <li>c. Consider all persons involved</li> <li>d. Identify all possible courses of action</li> <li>e. Develop and ethical ideal</li> <li>e. Resolution and decision</li> </ol> </li> </ol> <p>B. Bioethical Issues Related Principles And Nursing</p> <ol style="list-style-type: none"> <li>1. Beneficence               <ol style="list-style-type: none"> <li>a. Principle</li> <li>b. Patient situation</li> <li>c. Dilemma</li> </ol> </li> <li>2. Patient autonomy               <ol style="list-style-type: none"> <li>a. Principle</li> <li>b. Patient education</li> <li>c. Dilemma</li> </ol> </li> </ol>	<p>Read Ellis and Hartley, Chp. 9, pp 313-355</p> <p>Review: NUR 115 Ethics in Nursing terminology</p> <p>Read Ellis p. 322</p> <p>Participate in classroom discussion R/T Ethical Dilemmas.</p> <p>Read: Ellis, Chp. 10, pp. 358-404</p> <p>View Audiovisual: “Code Gray” 26”</p>
<p><b>EVALUATION:</b> Written test</p>		

**UNIT VIII: POLITICAL PROCESS / POLITICAL ISSUES**

UNIT COMPETENCIES	CONTENT OUTLINE	LEARNING ACTIVITIES
<p><b>SUBCOMPETENCY VIII:</b> The student will demonstrate competency in discussing the importance of nurse involvement in the political process.</p> <p><u>Task:</u> Describe the political process and its relevance to nursing.</p> <p><u>Task:</u> Discuss the significance of selected federal and state legislation of health care delivery and nursing practice.</p> <p><u>Task:</u> Identify major nursing organizations by name and purpose.</p> <p><u>Task:</u> Discuss primary issues surrounding nursing organizations.</p> <p><u>Task:</u> Discuss ways nurses can influence the political process.</p> <p><u>Task:</u> Identify personal representatives to the U.S. and N.C. General Assembly</p>	<p>A. Political Process</p> <ol style="list-style-type: none"> <li>1. Politics defined</li> <li>2. Political Process</li> <li>3. Legislative Process                             <ol style="list-style-type: none"> <li>a. Structure</li> <li>b. Process</li> <li>c. Legislation / Laws</li> </ol> </li> </ol> <p>B. Political Issues</p> <ol style="list-style-type: none"> <li>1. Federal</li> <li>2. State</li> <li>3. Sunset Legislation</li> </ol> <p>C. Nursing Organizations</p> <ol style="list-style-type: none"> <li>1. Type</li> <li>2. Purpose</li> <li>3. Issues                             <ol style="list-style-type: none"> <li>a. Numbers</li> <li>b. Duplication of services</li> </ol> </li> </ol> <p>D. Politics and Nursing</p> <ol style="list-style-type: none"> <li>1. Membership in professional organizations</li> <li>2. Identification of legislators</li> <li>3. Communication</li> </ol>	<p>Read Ellis, Chp. 3, pp. 60-102</p> <p>See Website: <a href="http://www.ncnurses.org">www.ncnurses.org</a> Legislation</p> <p>Handouts: 1) NCNA: Guide to Lobbying 2) Levels of Political Activity</p>
<p><b>EVALUATION:</b> Written Test.</p>		

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