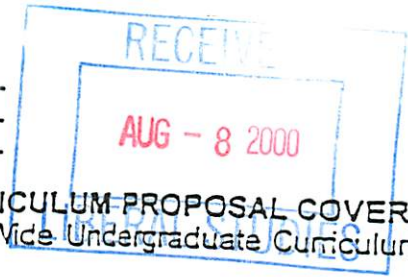


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### CURRICULUM PROPOSAL COVER SHEET

University-Wide Undergraduate Curriculum Committee

#### I. CONTACT

Contact Person Marie Twal Phone 7-3259  
Department Nursing and Allied Health Professions

#### II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE Prof. Nursing II  
Suggested 10 instructor title
- New Course\* NURS 312 Professional Nursing II  
Course Number and Full Title
- Course Revision \_\_\_\_\_  
Course Number and Full Title
- Liberal Studies Approval + \_\_\_\_\_  
for new or existing course Course Number and Full Title
- Course Deletion \_\_\_\_\_  
Course Number and Full Title
- Number and/or Title Change \_\_\_\_\_  
Old Number and/or Full Old Title  
\_\_\_\_\_  
New Number and/or Full New Title
- Course or Catalog Description Change \_\_\_\_\_  
Course Number and Full Title
- PROGRAM:  Major  Minor  Track
- New Program\* \_\_\_\_\_  
Program Name
- Program Revision\* \_\_\_\_\_  
Program Name
- Program Deletion\* \_\_\_\_\_  
Program Name
- Title Change \_\_\_\_\_  
Old Program Name  
\_\_\_\_\_  
New Program Name



#### III. Approvals (signatures and date)

Marie E. Twal 2-25-00  
Department Curriculum Committee

Marie E. Seesh 7/14/00  
College Curriculum Committee

Paul Kseni 2-25-00  
Department Chair

Charles P. Zou 15 July 00  
College Dean

[Signature] 8/2/00  
Provost (where applicable)

+ Director of Liberal Studies (where applicable)

**NURS 312 Professional Nursing II**

**2c-01-2sh**

**Prerequisites:** NURS 212

**Corequisites:** NURS 337 or 339 or permission of instructor

This course provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that governs clinical decisions, determines professional conduct, and guides interactions with clients, families, colleagues, and other health care providers. Students will formulate an ethical decision making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates serves as a guide to professional practice. Using a problem based approach, students will study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

## I. Course Description

### NURS 312 Professional Nursing II

**2 lecture hours**  
**0 lab hours**  
**2 semester hours**  
**(2c-01-2sh)**

**Prerequisites:** NURS 212

**Corequisites:** NURS 337 or 339 or Permission of Instructor

This course provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that governs clinical decisions, determines professional conduct, and guides interactions with clients, families, colleagues, and other health care providers. Students will formulate an ethical decision making framework that, by incorporating personal values, professional values, moral concepts, and legal mandates serves as a guide to professional practice. Using a problem based approach, students will study legal and ethical frameworks that guide professional practice and relate/apply these to actual clinical situations.

## II. Course Objectives

At the end of this course, the student will be able to:

1. Apply the professional nursing code of ethics and professional guidelines to clinical practice situations
2. Use legal and ethical guidelines to advocate for patients
3. Apply the principles of self determination, well being, and equity as an integral part of the nursing process
4. Interpret how state nurse practice acts define the scope of nursing practice
5. Identify appropriate measures to minimize risk and liability
6. Evaluate strategies that enable individuals and families to make quality-of-life and end-of-life decisions to achieve a peaceful death
7. Explain and defend beliefs about professional nursing practice in written form
8. Demonstrate proficiency in formal writing

## III. Course Outline

Week 1	A. Values clarification 1. Assumptions, beliefs, values 2. Ethics vs. law - overview	2 hrs.
Week 2	B. Foundational concepts in nursing that relate to ethics and the law 1. Advocacy 2. Accountability 3. Caring	2 hrs.
Weeks 3-4	C. How professional values of altruism, autonomy, human dignity, integrity, and social justice relate to ethics and the law 1. Vulnerable groups	4 hrs.

	<ul style="list-style-type: none"> <li>2. Privacy and confidentiality issues</li> <li>3. Management of errors</li> <li>4. Truth and accuracy in documentation</li> <li>5. Access to health care</li> <li>6. End of life care</li> </ul>	
Weeks 5-6	<p>D. Ethical principles applied to professional practice</p> <ul style="list-style-type: none"> <li>1. Professional ethics</li> <li>2. Ethical models</li> <li>3. Models of the nurse-patient-physician relationship</li> <li>4. Practicing the ethical decision making process</li> <li>5. Professional conduct</li> </ul>	4 hrs.
Week 7	<b>Mid-term Exam</b>	1 hr.
Weeks 7-10	<p>E. Legal responsibilities of professional practice</p> <ul style="list-style-type: none"> <li>1. Nurse Practice Act</li> <li>2. Licensure</li> <li>3. Role of State Boards of Nursing</li> <li>4. Informed consent</li> <li>5. Common areas of negligence and liability</li> <li>6. Hospital liability employment issues</li> <li>7. Documentation on the medical record</li> </ul> <p>F. Standards and guidelines that impact professional practice</p> <ul style="list-style-type: none"> <li>1. Standards of care</li> <li>2. Patient bill of rights</li> <li>3. JCAHO standards</li> <li>4. Regulatory bodies</li> <li>5. Consumer rights</li> </ul>	7 hrs.
Weeks 11-14	<p>G. Ethical and legal issues for discussion/analysis: (~ 8-10 of these topics will be chosen by the class for discussion)</p> <ul style="list-style-type: none"> <li>1. Human suffering</li> <li>2. Physician assisted suicide</li> <li>3. Poverty</li> <li>4. Resource allocation</li> <li>5. Impaired professionals</li> <li>6. Chronic illness</li> <li>7. Catastrophic illness</li> <li>8. Managed care concept / capitated reimbursement</li> <li>9. School based clinic provision of reproductive counseling</li> <li>10. Telemedicine</li> <li>11. End of life care / Advanced directives</li> <li>12. Technology and information systems</li> <li>13. Cloning</li> <li>14. Reproductive issues: frozen embryos, fertility drugs, in vitro fertilization</li> <li>15. Genetic counseling</li> <li>16. Quality of life</li> <li>17. Organ and tissue transplants</li> </ul>	8 hrs.

## **Finals Week: Final Exam**

### **IV. Evaluation Methods**

- 30% - Ethical decision making paper
- 20% - Exams
- 20% - Case study analysis
- 10% - In-class writing
- 10% - Peer Review
- 10% - Opinion paper

#### **Grading scale:**

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Less than 60%

**\*To progress in the Nursing Program, the student must achieve at least a 70% average grade for the course.**

#### **Learning Assignments:**

##### In Class Writing

At various times during the semester, the student will write a summary of the material covered in class, emphasizing the important issues and how these relate to professional practice (~100 words). One half (50%) of these summaries will be graded on accuracy, clarity, and writing mechanics (spelling, grammar, sentence structure, etc.)

##### Writing Circle Participation/Peer Review

Each student will participate in a group by providing peer review of another student's writing. Using guidelines provided, each student will perform a total of 3 peer reviews (1 for each of the written assignments described below). The review forms must be completed, discussed with, and returned to the author. The author will attach the peer review form to the first draft and submit it to the faculty with the final paper.

##### Opinion Paper

Each student will write a 2-3 page paper logically expressing an opinion about a nursing or health care issue. Examples of the types of topics on which students could write include: "the content of web pages/discussion groups on diseases that are set up by non-health professionals should/should not be monitored;" "psychotic patients with serious physical disease should/should not be considered competent to determine advanced directives for care;" "clean-needle kits should/should not be available to drug addicts to reduce the spread of AIDS;" and "high school students should/should not receive formal sex education."

Students will submit the first draft to their writing circle for feedback during week 3. The second draft is submitted to faculty for review and feedback during week 4. Students will submit the final paper to faculty for evaluation and grading during week 5. Grading criteria are attached.

### Case Study Analysis

Each student will write a 3 to 5 page paper analyzing a case study that presents an issue, frequently encountered by nurses, related to a legal mandate or professional standard. Students must provide support for their analysis drawn from a minimum of two professional journals.

A first draft is submitted to the student's writing circle for feedback during week 7. The final paper will be submitted to faculty for evaluation and grading during week 8. Grading criteria are attached.

### Ethical Decision-Making Paper

Each student will write a 4-6 page paper showing how one ethical decision-making process can be used to resolve an ethical dilemma commonly encountered in health care. The ethical dilemma addressed by the student must be approved by the faculty. The paper should defend the student's point of view and address opposing/different viewpoints. Prior to writing, the student is expected to explore the literature and locate 4 to 5 articles from professional journals that address this dilemma. At least one article must contain a view opposite from the student's own position.

Examples of ethical dilemmas include: parental rights vs. minor children's rights to confidentiality in health care, physician-assisted suicide, the allocation of scarce resources, and the depth of information required for informed consent. Students will present the information gained in their research during class discussions on ethical decision-making.

Students will submit the first draft to their writing circle for feedback during week 10. Students will submit the second draft to faculty for review and feedback during week 11. Students will submit the final paper to faculty for evaluation and grading during week 12. Grading criteria are attached.

### Exams

The midterm and final examinations will consist of essay questions requiring the student to address the impact of a selected code, legal mandate, professional standard or ethical principle on clinical decision-making.

## **V. Required Texts**

Brent, N.J. (1997) Nurses and the law: A guide to principles and applications. Philadelphia: W.B. Saunders Co.

Burkhardt, M.A. & Nathaniel, A.K. (1998). Ethics and issues in contemporary nursing. New York: Delmar Publishers.

## **VI. Special Resource Requirements**

None

## **VII. Bibliography**

Baldonado, A.A. (1996). Transcending the barriers of cultural diversity in health care. Journal of Cultural Diversity, 3(1), 20.

Beck, S.E. & Goldberg, E.K. (1996). Jewish beliefs, values, and practices: Implications for culturally sensitive nursing care. Advanced Practice Nursing Quarterly, 2(2), 15-22.

Begley, A.M. (1998). Beneficent voluntary active euthanasia: A challenge to professionals caring for terminally ill patients. Nursing Ethics, 5(4), 294-306.

Boards of nursing recommend mutual recognition model of regulation. Pennsylvania Nurse, 52(10), 10.

Booth, D. & Carruth, A.K. (1998). Violations of the nurse practice act: Implications for nurse managers. Nursing Management, 29(10), 35-39.

Bradley, E.H., Peiris, V., & Wetle, T. (1998). Discussions about end-of-life care in nursing homes. Journal of the American Geriatrics Society, 46(10), 1235-1241.

Brent, N.J. (1996). The home healthcare nurse and the State Nurse Practice Act: Gaining familiarity is as easy as 1-2-3. Home Healthcare Nurse, 14(10), 788-789.

Brooke, D. (1997). Impairment in the medical and legal professions. Journal of Psychosomatic Research, 43(1), 27-34.

Brower, V. (1997). Vulnerable groups at risk from "commercial" ethical review boards. Nature Medicine, 3(7), 705.

Chaffey, K. (1996). Caring is not enough: Ethical paradigms for community-based care: Nursing and health care. Perspectives on Community, 17(1), 10-15.

Chase, C. (1999). Pediatric ethics, issues, and commentary. Pediatric Nursing, 25(4), 451.

Corbin, J.M. (1998). The Corbin and Strauss Chronic Illness Trajectory model: An update. Scholarly Inquiry for Nursing Practice, 12(1), 33-41.

Day, R.A., Field, P.A., Campbell, I.E., & Reutter, L. (1995). Students' evolving beliefs about nursing: From entry to graduation in a four-year baccalaureate programme. Nurse Education Today, 15(5), 357-364.

Dempsey, P. & Gesse, T. (1995). Beliefs, values, and practices of Navajo childbearing women. Western Journal of Nursing Research, 17(6), 591-604.

Ferrell, B. (1998). End-of-life care: How well do we serve our patients? Nursing, 28(9), 59-60.

Flores, G., Abreu, M., Olivar, M.A., & Kastner, B. (1998). Access barriers to health care for Latino children. Archives of Pediatrics and Adolescent Medicine, 152(11), 1119-1125.

Foley, K.M. (1997). Incompetent care for the dying instead of physician-assisted suicide. The New England Journal of Medicine, 336(1), 54-57.

Gastmans, C. (1998). Challenges to nursing values in a changing nursing environment. Nursing Ethics, 5(3), 236-245.

Halva, K. (1997). Consumer rights in the health care marketplace. Minnesota's 1997 Patient Protection Act. Minnesota Medicine, 80(9), 30-32.

Hughes, L.C., Kosowski, M.M., Grams, K., & Wilson, C. (1998). Caring interactions among nursing students: A descriptive comparison of two associate degree nursing programs. Nursing Outlook, 46(4), 176-181.

Jang, M., Lee, E., & Woo, K. (1998). Income, language, and citizenship status: Factors affecting the health care access and utilization of Chinese Americans. Health and Social Work, 23(2), 136-145.

Johns, C. (1999). Unraveling the dilemmas within everyday nursing practice. Nursing Ethics, 6(4), 287.

Kaye, T. (1996). JCAHO standards out of step with health care needs. American Journal of Health-System Pharmacy, 53(20), 2518, 2521.

Keenan, G. & Aquilino, M.L. (1998). Standardized nomenclatures: Keys to continuity of care, nursing accountability and nursing effectiveness. Outcomes Management for Nursing Practice, 2(2), 81-86.

Kerridge, I.H., Pearson, S., & Rolfe, I.E. (1998). Determining the functioning of a hospital clinical ethics committee: Making ethics work. Journal of Quality in Clinical Practice, 18(2), 117-120

Kopala, B. (1997). The human genome project: Ethics. Maternal Child Nursing, 22, 9-15.

Maas, M.L. (1998). Nursing's role in interdisciplinary accountability for patient outcomes. Outcomes Management for Nursing Practice, 2(3), 92-94.

Maas, M.L. (1998). Structure and process constraints on nursing accountability. Outcomes Management for Nursing Practice, 2(2), 51-53.

McNair, S.M. & Bryan, G.W. (1997). The physician-nurse relationship in family practice. Canadian Nurse, 93(7), 31-33.

Mohr, W. (1996). Ethics, nursing, and health care in the age of "re-form." Nursing and Health Care: Perspectives on Community, 17(1), 16-21.

Molloy, J. & Cribb, A. (1999). Changing values for nursing and health promotion: Exploring the policy context of professional ethics. Nursing Ethics, 6(5), 411.

O'Connor, K. (1996). Ethical/moral experiences of oncology nurses. Oncology Nursing Forum, 23(5), 787-794.

O'Kelly, G. (1998). Countertransference in the nurse-patient relationship: A review of the literature. Journal of Advanced Nursing, 28(2), 391-397.

Parrish, A. & Markwick, A. (1998). Equity and access to health care for women with learning disabilities. British Journal of Nursing, 7(2), 92-96.

Paterson, J.B. (1998). Law, ethics, and risk in nursing practice. Journal of Advanced Nursing, 27(5), 881-883.



Pavlovich-Danis, S., Forman, H., & Simek, P.P. (1998). The nurse-physician relationship: Can it be saved? Journal of Nursing Administration, 28(7-8), 17-20.

Powell, A. (1998). Soul consciousness and human suffering: Psychotherapeutic approaches to healing. Journal of Alternative and Complementary Medicine, 4(1), 101-108.

Riner, M.E., Mueller, C., Ihrke, B., Smolen, R.A., Wilson, M., Richardson, V., Stone, C., & Zwirn, E.E. (1997). Computerized NCLEX-RN and NCLEX-PN preparation programs. Comparative review, 1997. Computers in Nursing, 15(5), 255-267.

Rodgers, B.L. & Cowles, K.V. (1997). A conceptual foundation for human suffering in nursing care and research. Journal of Advanced Nursing, 25(5), 1048-1053.

Ruland, C.M. & Moore, S.M. (1998). Theory construction based on standards of care: A proposed theory of the peaceful end of life. Nursing Outlook, 46(4), 169-175.

Sabatino, C.J. (1999). Reflections on the meaning of care. Nursing Ethics, 6(5), 374.

Silva, M.C. (1997). Ethics of consumer rights in managed care. Nursing Connections, 10(2), 24-26.

Silver, M.H. (1997). Patients' rights in England and the United States of America: The Patients' Charter and the New Jersey Patient Bill of Rights: A Comparison. Journal of Medical Ethics, 23(4), 213-220.

Spetz, J. (1999). Victor Fuchs on health care, ethics, and the role of the nurse. Image: The Journal of Nursing Scholarship, 31(3), 255.

Sprung, C.L. & Oppenheim, A. (1998). End-of-life decisions in critical care medicine—Where are we headed? Critical Care Medicine, 26(2), 200-202.

St. Clair, C.F., Doeksen, G.A., Perry, R.R., Rauth, M.J., & Mowen, J.C. (1997). Managed health care: A concept not understood by rural Oklahomans. Journal Oklahoma State Medical Association, 90(1), 18-25.

Stanley, B.M., Walters, D.J., & Maddern, G.J. (1998). Informed consent: How much information is enough? Australian and New Zealand Journal of Surgery, 68(11), 788-791.

Taylor, B. (1998). The nurse-patient relationship as the common ground of nursing specialties. Australian Journal of Advanced Nursing, 15(3), 6-7.

Tilden, V. (1999). Ethics: Ethics perspective on end of life care. Nursing Outlook, 47(4), 162.

Von-Kanel, R.L. (1997). Confidentiality—An analysis of the issue. Plastic Surgical Nursing, 17(3), 146-147, 154-155.

Yen, I.H. & Kaplan, G.A. (1998). Poverty area residence and changes in physical activity level: Evidence from the Alameda County Study. American Journal of Public Health, 88(11), 1709-1712.

Yoshida, E.M. (1998). Selecting candidates for liver transplantation: A medical ethics perspective on the microallocation of a scarce and rationed resource. Canadian Journal of Gastroenterology, 12(3), 209-215.

## **Writing Summary: NU 312 Professional Nursing II**

NU 312 Professional Nursing II is proposed for identification as a “W” course. The course is taught every Spring and is a required course for nursing majors. All students in the class are in their second year of nursing courses. Most students are in their junior year at IUP although some may have senior status based on credits obtained. The prerequisite for this course is NU 212 Professional Nursing I. Class size is limited to 27.

Since every good writer has an editor, Writing Circles will be created (about 4 students in each circle) for the purpose of peer review. Students comprising each Writing Circle will review the writing assignments of another circle member using guidelines provided, and support them with appropriate encouragement and suggestions for improvement. Peer review will be performed by a different student for each assignment. Class time will be provided.

Four types of writing will occur in this course:

### **1. WRITING TO STIMULATE THINKING**

At the conclusion of 10 classes, students will be asked to summarize the content of the class, emphasizing important points and how these relate to professional practice in approximately 100 words. This exercise will encourage students to think about how material within the class ties together with clinical activities. One half of these summaries will be graded for a total of 10% of the course grade.

### **2. WRITING TO CLARIFY BELIEFS/ATTITUDES**

#### **Opinion Paper**

Students will be required to write an “editorial” expressing his/her opinion on a subject related to nursing or health care. This assignment will be made early in the semester to encourage each student to examine his/her beliefs and attitudes and to present these in a logical and persuasive manner.

This is useful as an initial assignment in a course aimed at helping students to explore personal and professional values. Examples of opinion papers/editorials on relevant topics from professional journals, newspapers, and news magazines will be available for student review. Students will submit their opinion paper to another student in their Writing Circle for review. After receiving feedback, students will submit a revised version to faculty for review and feedback. Guidelines for evaluation, used by both students and faculty, are attached. The opinion paper in final form should be completed within one month of the initial assignment. The assignment constitutes 10% of the course grade.

### **3. WRITING TO INTEGRATE LEARNING AND PROMOTE CRITICAL THINKING**

#### **a. Case Study Analysis.**

The student will write a paper analyzing a case study describing a problematic situation commonly encountered by nurses that is associated with a legal mandate or professional standard. The student must provide support for his/her analysis from the professional literature.

The assignment will be between 3 and 5 pages in length. The guidelines for evaluating the paper used by both faculty and Writing Circle members (attached) should also guide the student in writing the paper. This assignment counts for 20% of the course grade.

#### **b. Ethical Decision-Making Paper**

Students will identify an ethical dilemma (e.g., when confidentiality conflicts with the public health, or the allocation of scarce resources). The student will identify the problem in ethical terms and proceed according to one ethical decision-making model to a course of action. Once the

course of action is chosen, the student must justify the decision, acknowledging the arguments that would be presented from those who follow a different ethical decision-making model and responding to those arguments.

The assignment will be between 4 and 6 pages in length. Guidelines for evaluating the paper, to be used by both faculty and Writing Circle, are included in this packet and will be available to all students when the assignment is made. As in the previous assignments, students are to seek feedback from their Writing Circle and the faculty at appointed times. This assignment constitutes 30% of the course grade.

#### 4. WRITING FOR EVALUATION

##### Mid-term and Final Exams

Essay questions will be used during examinations to evaluate the student's understanding of information presented in the course. The questions will require the student to address the impact of a selected code, legal mandate, professional standard or ethical principle on clinical decision-making. Both the mid-term and final exam activity constitute 20% of the course grade.

**Summary of Writing Assignments for NU312**

<b>Assignment</b>	<b># of Assignments</b>	<b>Total # of Pages</b>	<b>Graded (yes/no)</b>	<b>Revisions (yes/no)</b>	<b>% of Final Grade</b>
In-class writing	5	~ 2	no	no	0
In-class writing	5	~2	yes	no	10
Opinion paper	1	2-3	yes	yes	10
Case Study Analysis	1	3-5	yes	no	20
Ethical Decision-making Paper	1	4-6	yes	yes	30
Exams	2	4-6	yes	no	20

**Scoring Rubric For Opinion Paper**

**1. Paper contains opening paragraph that clearly identifies the area of concern.**

No opening paragraph	Inadequate opening	Opening adequate, but bland	Excellent opening, Stimulates interest
0	1	2	3

Comments:

**2. The body of the paper flows logically. Clear organization of thoughts.**

Thoughts scattered	Some logical development	Adequate development of thoughts	Excellent flow of thoughts
0	1	2	3

Comments:

**3. Concluding paragraph is succinct – contains summary of main point.**

No concluding paragraph	Conclusion weak	Adequate conclusion contains some rambling	Excellent conclusion; summary succinct Main point clear
0	1	2	3

Comments:

**4. Grammar, spelling and sentence structure are correct.**

More than 12 errors	8-11 errors	4-7 errors	0-3 errors
0	1	2	3

Comments:

**5. The paper is 2-3 pages in length (between 600 and 900 words).**

Less than 600 words	Greater than 900 words	Appropriate length
1	2	3

Comments:

Total possible points 15

Number of points received \_\_\_\_\_

## Evaluation Criteria for Case Study Analysis

The student is to respond to the case study provided and address the criteria below. The student is expected to revise the paper based upon comments from the Writing Circle and faculty. The first draft is to be submitted with the final copy. This sheet, including peer comments is to be attached. (5 points will be deducted for failure to submit all 3 components)

Student \_\_\_\_\_ Writing Circle Reviewer: \_\_\_\_\_

**The student can earn a maximum of 10 points for criterion #1 and a maximum of 9 points for criterion # 2 thru 11. Partial credit will be allocated for partial success in fulfilling each criterion.**

Criteria	Comments
1. Is the problem description accurate?	
2. Is (Are) the legal mandate and/or professional standard clearly identified?	
3. Are the goals of the mandate/standard clearly articulated?	
4. Is it clear who the beneficiary(ies) of the mandate and/or standard is (are)?	
5. Is the author clear in stating his/her evaluation of the effectiveness of the mandate/standard in achieving its goal?	
6. Are the described nursing actions appropriate to the mandate and/or standard?	
7. Does the author include at least 2 references to lend support to or to identify concerns about the proposed solution?	
8. Is the paper between 3 and 5 pages long? Does the paper include an opening paragraph and a conclusion? Do thoughts flow logically?	
9. Are references appropriate? Is APA format used? Are the references cited appropriately in the body of the paper?	
10. Are page layout, spacing, pagination, and font consistent with guidelines provided?	
11. Are grammar, spelling, punctuation, and sentence structure correct? (Mark errors in red)	

## Evaluation Criteria for Ethical Decision-Making Paper

The student is to identify an ethical dilemma that may occur in the health care setting and reflect upon the ethical obligations of the nurse in the situation.

The student is expected to revise the paper based upon comments from the Writing Circle and faculty. The first and second drafts are to be submitted with the final copy. This sheet, including peer comments is to be attached. (5 points will be deducted for failure to submit all 4 components)

Student \_\_\_\_\_ Writing Circle Reviewer: \_\_\_\_\_

**The student can earn a maximum of 10 points for criterion #1 and a maximum of 9 points for criterion # 2 thru 11. Partial credit will be allocated for partial success in fulfilling each criterion.**

Criteria	Comments
1. Is the ethical dilemma clearly identified?	
2. Are the relevant ethical principles clearly identified?	
3. Is it clear who is concerned in this ethical situation?	
4. Are the pros and cons of the possible alternatives clear and stated in ethical terms?	
5. Is the author clear in stating how he/she would resolve the dilemma and support this with a justification based upon ethical principles?	
6. Does the author identify arguments of those using a different ethical decision-making model?	
7. Does the author include at least 3 References to lend support to or to identify Concerns about the proposed solution?	
8. Is the paper between 4 and 6 pages long? Does the paper include an opening paragraph And a conclusion? Do thoughts flow logically?	
9. Are references appropriate? Is APA format used? Are the references cited appropriately in the body of the paper?	
10. Are page layout, spacing, pagination, and font consistent with guidelines provided?	
11. Are grammar, spelling, punctuation, and sentence structure correct? (Mark errors in red)	

**COURSE ANALYSIS QUESTIONNAIRE**  
**NURS 312 Professional Nursing II**

Section A: Details of the Course

- A1 This course will fit into the junior year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.
- A2 This course is part of the curriculum revision in the Nursing program.
- A3 This course has never been offered at IUP.
- A4 This course is not intended to be offered as a dual-level course.
- A5 This course is not intended to be taken for variable credit.
- A6 This material on ethics and professionalism would be included in other baccalaureate nursing programs.
- A7 The content in this course is necessary to practice nursing. (Commission on Collegiate Nursing Education, State Board of Nursing Professional and Vocational Standards) The information taught in this course is consistent with the test plan for the licensing exam for nursing (NCLEX-RN)

Section B: Interdisciplinary Implications

- B1 This course will be taught by one faculty within the Nursing Department.
- B2 This course does not overlap with any other courses at the University.
- B3 No seats in the course will be reserved for students in Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course.
- C2 Other Resources
  - a. Current space allocations are adequate to offer this course
  - b. Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: American Journal of Nursing, Nursing Outlook, and Nursing. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals which might be useful to students in this course. These journals include: Research in Nursing and Health, Journal of Professional Nursing, and Journal of Nursing Scholarship. The library also has a holding of references related to nursing. Periodic updates of these holdings are necessary. The department currently has a mechanism in place for identifying needs for updated texts in priority order and recommending future purchases for the library holdings.
- C3 No grant funds are associated with this course

- C4 This course will be offered in the Spring semester.
- C5 Three sections of the course will be offered at a time.
- C6 Approximately 27 students will be accommodated in each section.
- C7 There are limitations in enrollment in a course of this nature. (IUP regulations regarding W)