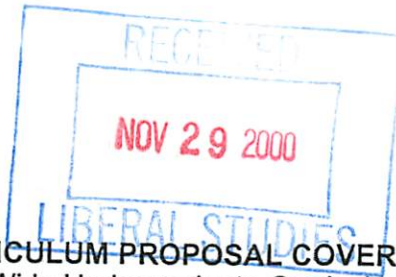


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 00-44a
Submission Date: _____
Action-Date: UWUCC App 4/17/01
Senate App 5/1/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Teresa Shellenbarger Phone 7-2559
Dr. Sheila Barlow Phone 7-3250
Department Nursing and Allied Health

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Transitions in Nursing
Suggested 20 character title

New Course* NURS 334 Transitions in Professional Nursing (W)
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* Nursing, New RN Track
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

II. Approvals (signatures and date)

Maria E. Tawal 11-8-00 Department Curriculum Committee
Paul Kuzman 11-8-00 Department Chair
Mary E. Seemhu 11/15/00 College Curriculum Committee
Carleen C. Zoni 11.15.00 College Dean
Mary E. Seemhu 11/20/00 + Director of Liberal Studies (where applicable)
[Signature] 11/27/00 *Provost (where applicable)

- B. Major Forces of Change in the Health Care Systems (6 hours)
1. The health care delivery system
 2. Economic issues in nursing and health care
 3. Political issues in nursing and health care
 4. Collective bargaining
- C. Cultural Competencies and Social Issues in Nursing and Health Care (6 hours)
1. Defining culture and diversity
 2. Societal factors and ethnic population trends in the United States
 3. Developing cultural awareness
- D. Essential Components of Professional Nursing Practice: Legal and Ethical Issues (6 hours)
1. Legal issues in nursing and health care
 2. Ethical and bio-ethical issues in nursing and health care
- E. A Systems Perspective of Nursing Practice (3 hours)
1. Professional nursing practice
 2. Systems theory and knowledge base
 3. Betty Newman's systems model
- Mid Term Exam (1 hour)
- F. Theories and Conceptual Frameworks for Nursing Practice (4 hours)
1. Introduction to nursing frameworks
 2. Key concepts common to nursing models
 3. The health process
 4. King's mutual goal attainment
 5. Watson's model of human care
 6. Leininger's theory of cultural care diversity and universality
 7. Your personal philosophy
- G. Perspectives on Global Health and International Nursing Roles(8 hours)
1. Overview of international health
 2. Major international health care organizations
 3. Health care systems in developed and developing countries
 4. World health problems and burden of disease
 5. International nursing roles in health care delivery
- H. Creating New Visions for Professional Nursing Practice (5 hours)
1. Future practice environments
 2. Expanding the vision of nursing
- Final Exam/Culminating Activity (Exam Period)

IV. Evaluation Methods

| | |
|------------------------------------|-----|
| Class activities and participation | 5% |
| Written analyses | 10% |
| Reflective assessment | 10% |
| Student paper | 30% |
| Web site evaluation | 10% |
| Research article | 5% |
| Midterm exam | 10% |
| Final exam | 20% |

Grading Scale

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

Written analysis of the case or question

Students will use guidelines distributed in class to write the analysis of the case or question. Students will be provided with examples and practice opportunities for analysis and writing skills. Students will receive instructor feedback have the opportunity to revise two of the five assignments. Minimum number of pages: 1 typewritten page for each analysis. There will be a total of five analyses required.

Written reflective assessment

Students will use guidelines distributed in class at the beginning of the semester. Provisions will be made for faculty feedback via email. Minimum number of pages: 2 pages

Student Paper

Students will use guidelines distributed in class. Each student will be expected to submit, in writing, a topic for instructor approval before starting the paper. Appropriate topics include items such as: nurse/patient ratio and how it is affected by the economy, prescriptive practices of Nurse Practitioners in the state, unions and nursing, language barriers in an English speaking culture, living wills, advanced directives, and the "Captain of the Ship" theory. After a topic is approved, an annotated bibliography is to be submitted for approval.

The paper will include professional literature to support the student's topic and sources are to be cited in the body of the paper per APA format. Students will have an opportunity to have the rough draft evaluated and be provided with written feedback before the final paper is submitted. Minimum number of pages: 10 pages, not including bibliography.

Evaluation of a Nursing or Health Related World Wide Web site

After a web site is chosen, the student will evaluate the site according to criteria distributed in class. Each student will share the evaluation with the class. Minimum number of pages: 2 pages

Summary and Application of a Research Article

Students will choose an article that is relevant to the course content and that is of interest. Students will use guidelines that will be distributed in class to identify and summarize a research article related to clinical nursing practice. Students will also be asked to apply the content in the research article to nursing practice. Students will be provided with examples and will have opportunity for faculty assistance and feedback. Minimum number of pages: 2 pages.

Class activities and participation

Students will complete weekly in class activities and exercises that allow students the opportunity to apply and reflect upon course content. Grading will be based upon critical thinking and application of course content. The quality and quantity of the class participation will be evaluated.

Additional Requirements

All papers will be written in APA format. All papers are due on their specified due dates. Class attendance is crucial to this course to facilitate understanding of course content. Please refer to individual faculty attendance policies. Refer to the course packet for specific writing instructions, assignment guidelines and evaluation criteria for written exercises.

V. Required Texts

Catalano, J.T. (2000). Nursing now! Today's issues, tomorrow's trends. (2nd ed.). Philadelphia: F. A. Davis.

American Psychological Association. (1994). Publication manual of the American Psychological Association (4th ed.). Washington, DC: Author.

Hacker, D. (1999). The writer's reference. New York: VHPS.

Assigned journal readings

VI. Special Resource Requirements

None

VII. Bibliography

American Nurses Association (1996). The acute care nurse in transition. Washington, DC: American Nurses Publishing.

Catalano, J.T. (2000). Nursing now!: Today's issues, tomorrow's trends. (2nd ed.). Philadelphia: F. A. Davis.

Cherry, B., and Jacob, S.R. (1999). Contemporary nursing: Issues, trends and management. St. Louis: Mosby

Chinn, P. and Kramer, M. (1998). Knowledge and nursing: An integrated approach. C.V. St. Louis: Mosby.

Chitty, K. K. (1997). Professional nursing: Concepts and challenges. (2nd ed.). Philadelphia: Saunders.

Creasia, J. L and Parker B. (1996). Conceptual Foundations of Professional Nursing Practice, 2nd ed. St. Louis: Mosby.

Deloughery, G. (1997). Issues and trends in nursing. St. Louis: Mosby.

Faye, A. G., Sigsby, L. M., & Campbell, D. (1998). Preparing for the 21st century: Diversity in nursing education, research, and practice. Journal of Professional Nursing, 14(5), 272-279.

Fitzpatrick, J. & Whall, A. (1996). Conceptual models of nursing: Analysis and application, (3rd ed.). Appleton & Lange: Connecticut.

Giger, J. N., and Davidhizar, R. E. (1999). Transcultural nursing assessment and intervention. St. Louis: Mosby .

Green, C. (2000). Critical thinking in nursing. Upper Saddle River, NJ: Prentice Hall.

Guido, G. W. (1997). Legal issues in nursing. Upper Saddle River, NJ: Prentice Hall.

Kim, H. S. (2000). Nursing Theories: Conceptual and philosophical foundations. New York: Springer.

Kim, H. S. (2000). The nature of theoretical thinking in nursing. New York: Springer.

Kozier, B., Erb, G., & Blais, K. (1997). Professional nursing practice. Upper Saddle River, NJ: Prentice-Hall.

Marriner-Tomey, A., and Alligood, M. R. (1997). Nursing theorist and their work. St. Louis: Mosby.

May, C.A., Schraeder, C., & Britt, T. (1996). Managed care and case management. Washington, DC: American Nurses Publishing.

Nicoll, L. (1992). Perspectives on nursing theory. (2nd ed.). Lippincott: Philadelphia (* a classic reference)

Nunnery, R.K. (1997). Advancing your career: Concepts of professional nursing. Philadelphia: F.A. Davis Company.

Oermann, M. (1997). Professional nursing practice. Upper Saddle River, NJ: Prentice Hall.

Spector, R. E. (2000). Cultural diversity in health and illness. Upper Saddle River, NJ: Prentice Hall.

Zerwekh, J. & Claborn, J. C. (2000). Nursing today: Transitions and trends (3rd ed.). Philadelphia: W. B. Saunders

WRITING SUMMARY NURS 334 Transitions in Professional Nursing

NURS 334 Transitions in Professional Nursing is proposed for identification as a "W" course. The course will be taught once every year for RN-BSN nursing students only. The class size will be limited to 25 and the course will count toward a major in Nursing.

There are five graded writing assignments for this class.

1. Analysis of the case or question of the week

Students will use guidelines distributed in class to write the analysis of the case or question of the week. The case or question of the week will reflect the course content for that week. The written analysis will reflect the student's knowledge of the material being covered in class. The instructor will provide feedback to assist in the writing process. Students will have the opportunity to revise two of the five analysis assignments.

Grading for the analysis will be based on the accuracy and completeness of the analysis as well as writing style. The student will write five analyses in the semester. The minimum number of pages for each analysis is one. Each analysis will count as 2% of the student's final grade for a total of 10% of the student's final grade.

2. Written reflective assessment

Students will utilize guidelines distributed in class at the beginning of the semester. Class time will be provided for questions and feedback to assist in the writing process. Students will be encouraged to use reflection and critical thinking in preparation for this assignment.

Grading for the reflective paper will be based on grammar, format, and critical thinking. The minimum number of pages will be two and the paper will be 10% of the student's total grade.

3. Student paper

For construction of this paper, students will use guidelines distributed in class. They will be expected to submit, in writing, a topic for instructor approval before starting the paper. The topic must reflect course content. After a topic is approved, an annotated bibliography is to be submitted.

The paper will include a literature review to support the student's thesis, and sources are to be cited in the body of the paper according to APA format. Students will be required to submit a rough draft for instructor feedback and have opportunities to revise and resubmit work.

The purpose of this written assignment is to integrate learning and to think critically. Students are asked to do additional reading on the topic of their choice and write a clear essay. This assignment allows students to demonstrate their ability to frame a logical argument on a given subject related to the profession of nursing.

The paper is expected to be proofread and have a minimum length of 10 pages. This will be 30% of the final grade.

4. Evaluation of a Nursing or Health Related World Wide Web site.

The student will choose a nursing or health related web site and will evaluate the web site based upon guidelines received at the beginning of the semester. The student will submit a written evaluation that will also be presented to the class.

The purpose of this assignment is to use evaluative and critiquing skills. The minimum number of pages is two and is worth 10% of the total grade.

5. Summary and Application of a Research Article

Students will choose an article that is relevant to the course content and of interest to the student. Students will use writing guidelines that will be distributed in class to summarize the research article and apply it to nursing practice. Students will be provided with examples and will have ample opportunity for faculty assistance and feedback.

The purpose of the assignment is to evaluate the student's ability to think critically when applying research. Grading will be based upon completeness of the summary. Minimum number of pages: 3. This assignment is worth 5% of the total grade.

**COURSE ANALYSIS QUESTIONNAIRE
NURS 334: Transition in Professional Nursing**

Section A: Details of the Course

- A1 This course is a required course for all registered nurse students enrolled in the Bachelor of Science degree in Nursing program, registered nurse track.
- A2 This course is part of a new track for registered nurses.
- 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 Most baccalaureate nursing programs for Registered Nurses require a course such as this. Examples of such programs include: University of Central Florida, NUR 3809; Southern Connecticut State University, NUR 460; The Pennsylvania State University, NURS 290; and Widener University, NURS 357.
- A7 The content in this course is a necessary component of professional nursing practice as recommended by the American Association of Colleges of Nursing. (See attached documentation).

Section B: Interdisciplinary Implications

- B1 Each section of this course will be taught by one faculty member within the Nursing Department.
- B2 This course does not overlap with any other courses at the University.
- B3 Two seats will be available for Continuing Education students who meet course pre-requisites.

Section C: Implementation

- C1 No new faculty are needed to teach this course. See faculty resource section of proposal.
- 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, RN, Nursing, Nursing Research, Nursing Outlook, and Advances in Nursing Science. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals that might be useful to students in this course. These journals include: Research in Nursing and Health, Journal of Professional Nursing, and Image: Journal of Nursing Scholarship. The library has a satisfactory holding of references related to nursing and the Internet provides additional reference materials for students. Periodic updates of library holdings are necessary. The department has a mechanism in place for identifying and recommending future purchase for library holdings.

- C3 No grant funds are associated with this course.
- C4 This course will be offered every Fall semester
- C5 One section of the course will be offered at a time.
- C6 Twenty-five students will be accommodated in this section.
- C7 No professional society limits enrollments in a course of this nature; however, there are limitations in course enrollment due to the writing intensive nature of the course (IUP guidelines).

Summary of Writing Assignments for NURS 334

| Assignment | # of Pages | # of Assignments | Graded (yes/no) | Revisions (yes/no) | % of Final Grade |
|--|-----------------------|-------------------------|------------------------|---------------------------|-------------------------|
| Analysis of the case or question of the week | 1 per analysis | 5 | Yes | 2 of 5 | 10% |
| Reflective Assessment | 2 | 1 | Yes | Yes | 10% |
| Student Paper | 10 | 1 | Yes | Yes | 30% |
| Evaluation of a Nursing or Health Related World Wide Web site | 2 | 1 | Yes | No | 10% |
| Summary and Application of a Research Article | 2 | 1 | Yes | Yes | 5% |
| Annotated Bibliography | 2 | 1 | No | No | 0% |

Liberal Studies Office
110 Gordon Hall X 7-5715

Mary Sadler
email: msadler

Date: October 10, 2000

To: Dr. Teresa Shellenbarger
Nursing & Allied Health Professions Department

From: Mary Sadler, Director Liberal Studies

Subject: Liberal Studies – Type II Writing Approval

At the September 21, 2000 meeting the Liberal Studies Committee approved a Type II departmental writing designation for NURS 334 Transitions in Professional Nursing. Type II approval provides that NURS 334 may be designated as a writing-intensive course when taught by any professor in the department who commits to teaching the course in a writing intensive manner. The statement of departmental responsibility from the curriculum committee chairperson is acknowledged.

We ask that you clarify the following concerns before the proposal advances to the senate agenda as a new course: 1) the analysis of the case or question of the week suggests that the instructor provides feedback on writing for 5 papers when actually only 2 of the 5 receive feedback. This should be clear in the writing summary as well as in the syllabus of record; 2) if the written reflective assessment of a culture assignment is tied to objective #6, then it should be clear to students that a culture/nation outside the U.S. should be selected; 3) use of the word “scholarly paper” raised questions and the final recommendation is to refer to verbiage used in the APA manual for the type of paper you are expecting; 4) the grade percentage for the scholarly paper is identified as 25% on the writing summary and 30% elsewhere in the syllabus; 4) specify that a nursing or health related web site is to be used for the web site evaluation assignment - the descriptors appear on the rubric but are not found in the description of the assignment; 5) summary of a research article – the word “summary” is used several times in the assignment description – if critical thinking is an expected cognitive activity, then perhaps the explanation of the assignment needs to emphasize descriptors that require a level of thinking beyond summarizing and reflecting.

Thank you for submitting a strong proposal and making a commitment to improve student writing. Liberal Studies approval of NURS 334 will be reported to the UWUCC once our recommendations are addressed and the course is ready for UWUCC approval as a new course.

Please feel free to call me if any comment is unclear. These revisions can be made along with other revisions recommended by the college curriculum committee or UWUCC. As soon as the revisions are complete, please forward a copy of the final syllabus (including the writing summary) to the Liberal Studies Office where official copies of all writing courses are filed.

CC: Dr. Carleen Zoni, Dean
Mrs. Jodell Kuzneski, Department Chair

To: Liberal Studies

From: Department of Nursing and Allied Health Professions
Sheila Barlow

Date: March 20th, 2001

Re: Statement of Department Commitment

This memo documents that the faculty of the Department of Nursing and Allied Health Professions have agreed to support the designation of NURS 334, - Transitions in Professional Nursing, as a writing intensive course.

The faculty voted on May 9, 2000 to accept this course as a writing intensive course. Faculty understand that this course will be writing intensive regardless of who will be assigned to teach the course. The vote also included the acceptance of the course's description, objectives, and overview of the syllabus on record for the department to use whenever the course is offered.

Faculty will be assigned to teach this course based on their expertise in the subject material and the department needs.

Sheila Barlow