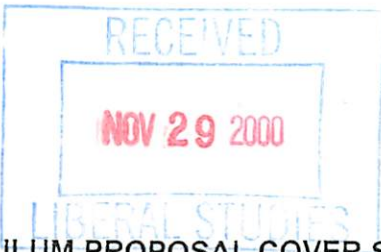


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 00-45
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 Seminar in Nursing
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision NURS 480: Seminar in Nursing
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)

Maria E. Tawal 11-8-00 Department Curriculum Committee
Loann Kuznetsov 11-8-00 Department Chair

Mary E. Seemelin 11/15/00 College Curriculum Committee
Carleen A. Zoni College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

**Course Revision
NURS 480: Seminar in Nursing**

Part II. Description of the Curriculum Change

1. New syllabus of record—see attached example of a three credit seminar
2. A summary of the proposed revision

Currently this course is a one credit course that allows faculty to offer special topics in seminar format to nursing majors. The proposed revision involves a change from a one credit course to a variable credit course from 1 to 3 credits. Depending upon topics and content, this course could be offered as a one credit, two credit, or three credit seminar.

3. Justification/rationale for the revision

Allowing variable credit offerings for this course allows faculty and students more options for course topics and depth of material explored in the course.

4. The old syllabus of record—see attached

I. Catalog Description:

NURS 480 Seminar in Nursing

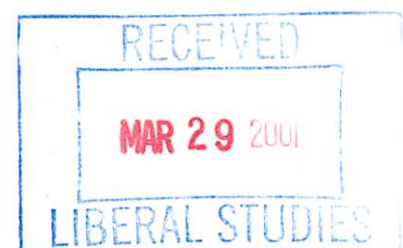
Variable 1-3sh

Prerequisites: none

A seminar which provides a forum for the exploration and discussion of issues relevant to the professional nurse. Emphasis is placed on the development of professional values, critical thinking, decision-making, and communication skills. A selection of topics on current issues and trends will be offered; each will focus on a particular theme related to nursing practice.

II. General Course Objectives: At the completion of this course students will be able to:

1. Utilize critical thinking and decision making skills.
2. Define and describe a relevant issue(s) or trend(s) in nursing and health care.
3. Refine written and verbal communication.
4. Investigate research and other professional literature related to identified topic.
5. Examine the relationship between professional nursing values and health care issues.



Sample of a 3 Credit NURS 480 Seminar in Nursing

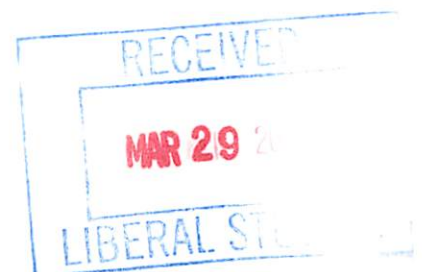
NURS 480 Seminar in Nursing: Women's Health

3 class hours
0 lab hours
3 semester hours
(3c-0l-3sh)

Focus of this Course: This seminar course will focus on the investigation of various factors that influence women's health across the life span. Existing barriers that impede adequate health care for women will be analyzed. The course will allow students to explore a wide variety of women's health problems. Primary, secondary, and tertiary prevention/intervention as they relate to women's health will be discussed.

III. Course Outline for Women's Health Seminar

- A. Introduction/Overview (3 hours)
1. Historical perspectives
 2. Factors influencing women's health
 3. Barriers to women's health
- B. Primary, Secondary, and Tertiary Prevention/Intervention Throughout the woman's life cycle (5 hours)
1. Developmental theories related to women
 2. Women and sexuality
 3. Health assessments, screenings and history
- C. Physiological problems related to reproductive health (10 hours)
- Prospective topics for seminar discussion include:
Menstrual disorders, Pelvic infections and disorders,
Women and HIV, Sexually transmitted diseases,
Breast disease
- D. Fertility and fertility control (6 hours)
- Prospective topics for seminar discussion include:
Pre-conceptual counseling and care, Pregnancy,
Genetic counseling, Choices of contraceptive use,
Infertility
- Mid-term exam (1 hour)
- E. Climacteric/Menopause (4 hours)
- Prospective topics for seminar discussion include:
Physiology and symptomology of menopause,
Health promotion, Hormone replacement therapy



- F. Common medical conditions (6 hours)
 Prospective topics for seminar discussion include:
 Cardiovascular disorders, Musculoskeletal disorders,
 Urological disorders
- G. Psychosocial concerns (7 hours)
 Prospective topics for seminar discussion include:
 Psychosocial factors associated with maternal role taking,
 Abuse of women, Substance abuse, Mental health disorders
- Final exam/culminating activity (Final Exam Period)

IV. Evaluation Methods

Examinations (2)	20%
Issue Paper	35%
Class Participation	10%
Class Presentation	35%

Examinations: Two essay examinations that reflect seminar content will be given.

Issue Paper: Students will select a women's health topic and write a scholarly paper based upon the guidelines distributed in class. The paper will use professional and research literature as sources of support for the issue presented.

Class Participation: Students are expected to participate in seminar discussions. The quality and quantity of the discussion will be evaluated per course instructor grading guidelines that will be distributed to the class.

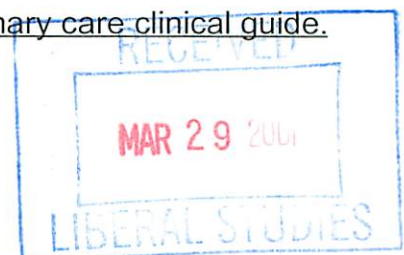
Class Presentation: Students will be expected to formally present issues relevant to the seminar topic. Further guidelines about this presentation will be provided in class.

Grading scale

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

V. Required Text:

Youngkin, E. & Davis, M. (1998). Women's health: A primary care clinical guide.
 Stamford, CT: Appleton and Lange.



VI. Special Resource Requirements

none

VII. Bibliography

Britton, G. A. (1998). A review of women and tobacco: Have we come such a long way? JOGNN, 27(3), 241-249.

Fishwick, N. (1998). Assessment of women for partner abuse. JOGNN, 27(6), 661-670.

Fleschler, R. (1998). Heart healthy eating-good nutrition can help prevent CAD in women. AWHONN Lifelines, 2(2), 33-37.

Foulks, M. (1998). The papanicolaou smear: Its impact on the promotion of women's health. JOGNN, 27(4), 367-373.

Gantt, L., & Bickford, A. (1999). Screening for domestic violence-how one hospital network started asking about abuse. AWHONN Lifelines, 3(3), 36-42.

Grabo, T., Fah, P.S., Nataupsky, L.G., & Reich, H. (1999). Uterine myomas: Treatment options. JOGNN, 28(1), 23-31.

Hahn, S., Butkowski, C., & Copper, L. (1994). Ovarian hyperstimulation syndrome: Protocols for nursing care. JOGNN, 23(3), 217-226. (* a classic reference)

Hopko-Sharts, N. (1997). Sexually transmitted diseases in women: What you need to know. AJN, 97(4), 46-53.

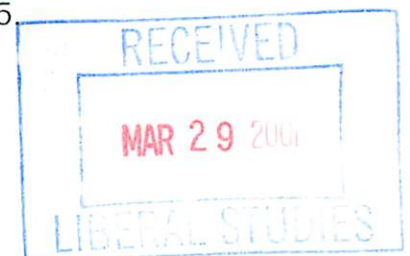
Jensen, L., & King, K. (1997). Women and heart disease: The issues. Critical Care, 17(2), 45-53.

Jirka, J., Shurett, S., & Foxall, M. (1996). Lonliness and social support in infertile couples JOGNN, 25(1), 55-60.

Johnson, C. (1996). Regaining self-esteem strategies and interventions for infertile women. JOGNN, 27(4), 291-295.

Kending, S., & Sanford, D. (1998). Alternative aging-using complimentary therapies for midlife and menopause. AWHONN Lifelines, 2(3), 55-58.

Kuehn, J., McMahon, P., & Creekmore, S. (1999). Stopping a silent killer: Preventing heart disease in women. AWHONN Lifelines, 3(3), 31-35.



Landenburger, K. (1998). The dynamics of leaving and recovering from an abusive relationship. JOGNN, 27(6), 700-706.

Laurier, D., Baggat, A., & Kruse, K. (1999). Women's experiences in coping with abnormal papanicolaou results and follow-up colposcopy. JOGNN, 28(3), 283-290.

Learn, C.D., & Higgins, P.G. (1999). Harmonizing herbs-managing menopause with help from mother earth. AWHONN Lifelines, 3(5), 39-43.

Lindsay, S. (1999). Menopause, naturally-exploring alternative to traditional HRT. AWHONN Lifelines, 3(5), 32-38.

Love, S. (1998). Dr. Susan Love's hormone book: Making informal choices about menopause. New York: Random House.

McKeon, V. (1999). The breast cancer prevention trial-Should women at risk take tamoxifen? Supplement to JOGNN, 28(6), 34-38.

Morse, G. (1999). Positively reframing perceptions of the menstrual cycle among women with premenopausal syndrome. JOGNN, 28(2), 165-174.

Osborn, M.R. (1998). Selective reduction in multiple gestation Journal of Perinatal/Neonatal Nursing, 3(1), 14-21.

Phillips, D.S.H. (1998). Culture and systems of oppression in abused women's lives. JOGNN, 27(6), 678-683.

Phillips, C., Himwich, D.B., & Fitzgerald, C. (1999). The business of women's health: What nurses need to know now and in the 21st century. AWHONN Lifelines, 3(2), 22-29.

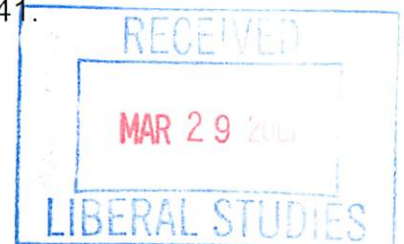
Prevatt, B. (1998). Gynecologic care for women with mental retardation. JOGNN, 27(3), 251-256.

Reame, N. (1999). Informed consent issues in assisted reproduction. JOGNN, 28(3), 331-338.

Robrecht, L., & Anderson, D. (1998). Interpersonal violence and the pregnant homeless women JOGNN, 27(6), 684-691.

Rogge, K. (1998). Reforming manage care: Carving out women's rights in health care AWHONN Lifelines, 2(6), 17-18.

Ryan, J., & King, C. (1998). Scanning for violence-education educational strategies for helping abused women. AWHONN Lifelines, 2(3), 36-41.



Shandler, N. (1997) Estrogen: the natural way. New York: Villard.

Sinclair, B.P. (1999). The dilemma of HIV in women AWHONN Lifelines, 3(3), 9-10.

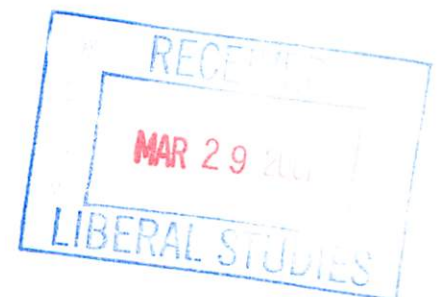
Taylor, D., & Woods, N. (1999). Changing women's health, changing nursing practice. Supplement to JOGNN, 28(6), 1-12.

Tiedje, L.B. (1998). Alternative health care: an overview. JOGNN, 27(5), 557-562.

Walker, L., Cooney, A., & Riggs, M. (1999). Psychosocial and demographic factors related to health behaviors in the 1st trimester. JOGNN 28(6), 606-614.

Wilbur, J.E., Miller, A.M., Montgomery, A., Chandler, P. (1998). Women's physical activity patterns: nursing implications" JOGNN 27(4), 383-392.

Youngkin, E., & Davis, M. (1998). Women's health: A primary care clinical guide. Stamford, Connecticut: Appleton and Lang.



Part IV. Course Proposals

I. Catalogue Description

NU 480 Seminar in Nursing 1c-0l-1c

Prerequisites: NU 280, NU 285

A seminar which provides a forum for the exploration and discussion of issues relevant to the professional nurse. Emphasis is placed on the development of professional values, critical thinking, decision-making, and communication skills. A selection of topics on current issues and trends will be offered each semester; each will focus on a particular theme related to nursing practice. One credit hour of seminar is required in each semester in the upper division nursing courses.

II. Course Objectives

1. Utilize critical thinking and decision-making skills.
2. Define and describe a relevant issue(s) or trend(s) in nursing and health care.
3. Refine written and verbal communication skills.
4. Investigate research and other professional literature related to identified topic.
5. Examine the relationship between professional nursing values and health care issues.

III. Course Outline

A course outline will be developed for each section of seminar offered and will be distributed to students as part of the course syllabus. Each outline will reflect the interests of the faculty member teaching the course and the nature of the topic selected. Outlines may include varied emphasis on historical, ethical, legal, social and political perspectives of an issue or trend.

IV. Evaluation Methods

Evaluation methods will include those that are supportive of the course objectives. Specific methods to be identified in each course syllabus and may include methods from the following list. Weighting of the evaluation criteria would also be determined by the faculty teaching the course but will comply with the following ranges:

Student Projects	0-100%
Seminar Participation	0-100%
Student Presentations	0-100%

Faculty in the department follow a traditional grading scale:

90-100	A
80-89	B
70-79	C
60-69	D
59-0	F

V. Required textbooks, supplemental books and readings:

Required readings will differ for each section of seminar depending on the topic and will be identified in the course syllabus. See attached sample seminars.

VI. Special resource requirements

All special resource requirements for each section of seminar will be identified in the course syllabus for each section. See the attached sample seminars.

VII. Bibliography

A bibliography or appropriate/current literature/media will be identified in the course syllabus for each section.