

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-249.	App 10/12/10	App 11/2/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Department of Nursing and Allied Health	Phone 724-357-3257

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Deletion	
<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change	
NURS 312 Professional Nursing II		
<u>Current Course prefix, number and full title</u>	<u>Proposed course prefix, number and full title, if changing</u>	
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change	
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Title Change	
<input type="checkbox"/> New Track	<input type="checkbox"/> Program Revision	
<input type="checkbox"/> Other		
<u>Current program name</u>	<u>Proposed program name, if changing</u>	
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	Date 9/14/10
Department Chair(s)	<i>Elizabeth Palmer</i>	9/14/10
College Curriculum Committee Chair	<i>Robert Kaselub</i>	9/16/2010
College Dean	<i>Mary C. Seuer</i>	9/16/10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Schust</i>	9-29-10

* where applicable

Received

SEP 22 2010

Liberal Studies

I. Course Description

NURS 312 Professional Nursing II

**2 lecture hours
0 lab hours
2 credit hours
(2c-0l-2cr)**

Prerequisites: NURS 212 or permission

Corequisites: NURS 337 or 331 and 333 or permission

Provides the nursing major with a working knowledge of the values, code of ethics, ethical principles, professional standards and legal framework that govern clinical decisions, determine professional conduct, and guide interactions with clients, families, colleagues, and other health care providers. Students 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 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 2. Privacy and confidentiality issues 3. Management of errors	4 hrs.

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

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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

American Psychological Association. (2008). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC.

Burkhardt, M. A. & Nathaniel, A. K. (2008). *Ethics & Issues in Contemporary Nursing*. (3rd ed.). Clifton Park, New York: Thomson Delmar Learning.

Fowler, M. (2008). *Guide to the Code of Ethics for Nurses: Interpretation and Application*. American Nurses Association.

VI. Special Resource Requirements

None

VII. Bibliography

American Society for Gastrointestinal Endoscopy. (2007). Informed consent for GI endoscopy. *Gastrointestinal Endoscopy*. 66(2), 213-218.

Burneo, J., (2008). The real truth behind seizure count. *Epilepsy Currents*. 8(4), 92-93.

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- Day, D., (1997). Informed consent in emergency research: What every emergency nurse should know. *Journal of the Emergency Nurse*. 23(1), 70-74.
- Dimond, B., (2005). Abbreviations: The need for legibility and accuracy in documentation. *British Journal of Nursing*. 14(12), 665-666.
- Florin, J., Ehrenberg, A., & Ehnfors, M., (2008). Clinical decision-making: Predictors of patient participation in nursing care. *Journal of clinical Nursing*. 17, 2935-2944.
- Freysteinson, W., (2009). The twins: A case study in ethical deliberation. *Nursing Ethics*. 16(1), 127.
- Gainotti, S., Moran, N., Petrini, C., & Shickle, D., (2008). Ethical models underpinning responses to threats to public health: A comparison of approaches to communicable disease control in Europe. *Bioethics*. 22(9), 466-476.
- Griffith, R., (2008). Understanding confidentiality and disclosure of patient information. *British Journal of Community Nursing*. 12(11), 530-534.
- Hector, D., Hyde, A., Worgan, R., & Macoun, E., (2008). Research evidence can successfully inform policy and practice insights from the development of the NSW Health Breastfeeding Policy. *NSW Public Health Bulletin*. 19(7-8), 138-141.
- Ilfeld, B., (2006). Informed consent for medical research: An ethical imperative. *Regional Anesthesia and Pain Medicine*. 31(4), 353-357.
- Jones, J., (2007). Do not resuscitate: Reflections on an ethical dilemma. *Nursing Standard*. 21(46), 35-39. Date of acceptance: May 25, 2007.
- Lachman, V., (2008). Whistleblowers: Troublemakers or virtuous nurses? Ethics, law, and policy. *Medical Surgical Nursing*. 17(2), 126-134.
- Levesque, L., Ozdemir, V., & Godard, B., (2008). Socio-ethical analysis of equity in access to nutrigenomics interventions for obesity prevention: A focus group study. *A Journal of Integrative Biology*. 12(4), 273-277.

- Madeo, A., Feld, S., & Spencer, B., (2008). Ethical and practical challenges raised by an adult day program's caregiver satisfaction survey. *American Journal of Alzheimer's Disease and Other Dementias*. 23, 423.
- Matzuk, M., & Lamb, D., (2008). The biology of infertility: Research advances and clinical challenges. *Nature Medicine*, 14(11), 1197-1212.
- Murphree, J., (2008). The nurse and professional behaviors. *ASBN Update*. 501.686.2700. 23-27.
- Nordenfelt, L., & Edgar, A., (2005). The four notions of dignity. *Quality in Aging-Policy, Practice, and Research*. 6(1), June, 17-21.
- Pacsi, A., (2008). Case study: An ethical dilemma involving a dying patient. *Journal of the New York State Nurse Association*. Spring/Summer 2008, 4-7.
- Scheel, M., Pedersen, B., & Rosenkrands, V., (2007). Interactional nursing: A practice-theory in the dynamic field between the natural, human, and social sciences. *The Nordic College of Caring Science*, 22, 629-636.
- Steinbrook, R., (2008). Hysicianassisted death: From Oregon to Washington state. *New England Journal of Medicine*. 359(24), 2513-2515.
- Tournier, M., Molimard, M., Titier, K., Cougnard, A., Begaud, B., GbikpiBenissan, G., & Verdoux, H., (2007). Accuracy of information on substance use recorded in medical charts of patients with intentional drug overdose. *Psychiatry Research*. 152, 73-79.
- Tuffs, A., (2008). A third of German doctors would like law on assisted suicide to be changed. *British Medical Journal*. 337(2814a), 1136.

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.

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

Assignment	# of Assignments	Total # of Pages	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
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 development	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)	

2. A summary of the proposed revisions – to add new or changed pre- or co- requisites.

Change Prerequisites from NURS 339 to NURS 331 and 333.

3. Justification or rationale – to ensure appropriate progress through the program.

NURS 339 was split into two courses, NURS 331 and 333. This allows the student to be evaluated on Maternal-Neonatal care and care of the child separately. This change would ensure appropriate progression thru the program.

4. Old Syllabus of Record

I. Course Description

NURS 312 Professional Nursing II

**2 lecture hours
0 lab hours
2 credit hours
(2c-0l-2cr)**

Prerequisites: NURS 212 or permission

Corequisites: NURS 337 or 339 or permission

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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.
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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.
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	<ul style="list-style-type: none"> 2. Privacy and confidentiality issues 3. Management of errors 4. Truth and accuracy in documentation 5. Access to health care 6. End of life care 	
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Week 7	Mid-term Exam	1 hr.
Weeks 7-10	<p>E. Legal responsibilities of professional practice</p> <ul style="list-style-type: none"> 1. Nurse Practice Act 2. Licensure 3. Role of State Boards of Nursing 4. Informed consent 5. Common areas of negligence and liability 6. Hospital liability employment issues 7. Documentation on the medical record <p>F. Standards and guidelines that impact professional practice</p> <ul style="list-style-type: none"> 1. Standards of care 2. Patient bill of rights 3. JCAHO standards 4. Regulatory bodies 5. Consumer rights 	7 hrs.
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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%

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Learning Assignments:In Class Writing

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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.

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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.
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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

Assignment	# of Assignments	Total # of Pages	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
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 0	Inadequate opening 1	Opening adequate, but bland 2	Excellent opening, Stimulates interest 3
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Comments:

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

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

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

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

4. Grammar, spelling and sentence structure are correct.

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

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

Less than 600 words 1	Greater than 900 words 2	Appropriate length 3
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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?	
12. Are page layout, spacing, pagination, and font consistent with guidelines provided?	
13. 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?	
9. Does the author include at least 3 References to lend support to or to identify Concerns about the proposed solution?	
10. Is the paper between 4 and 6 pages long? Does the paper include an opening paragraph And a conclusion? Do thoughts flow logically?	
10. 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)

5.Liberal Studies course approval form and checklist (if appropriate)

Non-applicable.