

LSC Use Only Proposal No:  
LSC Action-Date:

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UWUCC Action-Date: AP-4/18/14 Senate Action Date: App-4/29/14

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

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

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: NURS 334 Transitions in Professional Nursing

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship     Information Literacy     Oral Communication  
 Quantitative Reasoning     Scientific Literacy

3. Other Designations, as appropriate

Honors College Course     Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program     Catalog Description Change     New Track     Other  
 New Minor Program     Program Title Change     Liberal Studies Requirement Changes in Program

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	2/19/14
Department Chairperson(s)	<i>Elizabeth Palmer</i>	2/20/14
College Curriculum Committee Chair	<i>Frank Wachter</i>	3/12/2014
College Dean	<i>[Signature]</i>	3.14.14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	4/9/14

Please Number All Pages

Received

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APR 9 2014

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Liberal Studies Liberal Studies

## **Part II. Description of Curriculum Change**

### **1. New syllabus of record:**

#### **I. CATALOG DESCRIPTION**

NURS 334 Transitions in Professional Nursing	3 class hours
	0 lab hours
	3 credits
	(3c-0l-3cr)

**Prerequisites or Corequisites:** ENGL 202, Licensed Practical Nurse

Explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice will be analyzed. Linkages among theory, research, and practice will be explored for relevance and utility.

#### **II. COURSE OBJECTIVES:**

Students will be able to:

1. Analyze the evolution of the United States health care delivery systems and the role of the nurse in the system.
2. Evaluate the essential components of professional nursing practice.
3. Identify the major forces of change in the health care systems that impact professional nursing roles.
4. Utilize a systems framework to analyze health care delivery.
5. Examine the work of major nursing theorists and the utility of these theories for guiding nursing research and nursing practice.
6. Appraise the delivery of health care in selected countries.
7. Improve critical thinking and clinical reasoning skills through case study analysis, clinical risk analysis and NCLEX-RN problem analysis.

#### **III. COURSE OUTLINE**

- |   |                  |
|---|------------------|
| <b>A. Development of Nursing</b>                                    | <b>(3 hours)</b> |
| 1. Evolution of US health care delivery systems and nursing's role. |                  |
| 2. The contemporary image of professional nursing                   |                  |
| 3. Contemporary professional nursing roles                          |                  |
| <b>B. Major Forces of Change in the Health Care Systems</b>         | <b>(6 hours)</b> |
| 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 (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 Neuman'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**

Written analyses	10%
Reflective assessment	10%
Student paper	30%
Web site evaluation	10%
Research article	10%
Midterm exam	10%
Final exam	20%

**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.

### V. EXAMPLE OF GRADING SCALE

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

F = less than 60%

### VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

### VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

Allison, T. (2013). *The LPN-To-RN Bridge, Transition to Advance Your Career*. Burlington: Jones & Bartlett Learning.

Catalano, J.T. (2012). *Nursing now! Today's issues, tomorrow's trends*. (6th ed.). Philadelphia: F. A. Davis.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

## VIII. SPECIAL RESOURCE REQUIREMENTS

"Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP e-mail accounts daily during business days and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so."

## IX. BIBLIOGRAPHY

Alfaro-LeFevre, R. (2010). *Applying Nursing Process A Tool for Critical Thinking* (7th ed.) Philadelphia: Lippincott Williams & Wilkins.

Benner, P., Hooper-Kyriakidis, P. & Stannard, D. (2011). *Clinical Wisdom and Interventions in Acute and Critical Care: A Thinking-In-Action Approach*. Springer Publishing Company, New York.

DeWolf Bosek, M. (2013). *Attitudes of Nurses Toward Patient-Directed Dying A Pilot Study*. *JONA's Healthcare Law, Ethics and Regulation*. 15(4): 135-139.

Duchscher, J. (2009). *Transition shock: the initial stage of role adaptation for newly graduated Registered Nurses*. *Journal of Advanced Nursing*. 65(5), 1103–1113. doi: 10.1111/j.1365-648.2008.04898.x

Hinno, S., Partanen, P. & Vehviläinen-Julkunen, K. (2011). *Nursing activities, nurse staffing and adverse patient outcomes as perceived by hospital nurses*. *Journal of Clinical Nursing* 21 (11) 1584–1593. doi: 10.1111/j.1365-2702.2011.03956.x

Kleinpell, R. et al. (2011). *Web-based resources for critical care education*. *Critical Care Medicine*. 39(3): 541-553.

Menendez, J. (2013). *Informed Consent Essential Legal and Ethical Principles for Nurses*. *JONA's Healthcare Law, Ethics and Regulation*. 15(4): 140-144

PA State Board of Nursing website, RN Law and PN Law links  
[http://www.portal.state.pa.us/portal/server.pt/community/state\\_board\\_of\\_nursing/12515](http://www.portal.state.pa.us/portal/server.pt/community/state_board_of_nursing/12515)  
accessed 12/27/2013.

Sanford, K. (2012). *Overview and summary: Nurse Advocates: Past, Present and Future*. *The Online Journal of Issues in Nursing*. 17(1) accessed February 11, 2014.  
<http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TablesOfContents/Vol-17-2012/No1-Jan-2012/Nurse-Advocates-Past-Present-and-Future.html>

Williams, P. (2001). *Techniques for root cause analysis*. *Baylor University Medical Center Proceedings*. 14(2): 154-157.

## **2. A summary of the proposed revisions**

The course corequisite, description, outcomes, and outline had minor changes made and updated to reflect current nursing standards and current programs in the department. The writing intensive requirement for the course was removed. The course bibliography has also been updated. The total credit hours remain the same.

## **3. Justification/rationale for the revision**

This course was revised to remove the writing intensive part of the course and also to meet current nursing practice standards. Changes were also made to the course following the American Association of College of Nursing (AACN) the document of Essentials of Baccalaureate Education for Professional Nursing Practice. This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community. The requirement for the two writing intensive courses are being met since all nursing majors are required to take NURS 312 and NURS 316.

## **4. The old syllabus of record**

### **I. Catalog Description**

NURS 334 Transitions in Professional Nursing	3 class hours
	0 lab hours
	3 semester hours
	(3c-0l-3sh)

Prerequisites or Corequisites: ENGL 202

Corequisite: Registered Nurse or LPN

This course explores the dynamic nature of health and its impact on the practice of nursing. Nursing theories, concepts, and issues related to nursing practice will be analyzed. Linkages among theory, research, and practice will be explored for relevance and utility. This is a writing intensive course.

### **II. Course Objectives**

At the completion of this course students will be able to:

1. Analyze the evolution of the United States health care delivery systems and the role of the nurse in the system.
2. Evaluate the essential components of professional nursing practice.
3. Identify the major forces of change in the health care systems that impact professional nursing roles.

4. Utilize a systems framework to analyze health care delivery.
5. Examine the work of major nursing theorists and the utility of these theories for guiding nursing research and nursing practice.
6. Appraise the delivery of health care in selected countries.
7. Improve writing skills through exploration and analysis of course content.

### III. Course Outline

- A. Development of Nursing (3 hours)
  1. Evolution of US health care delivery systems and nursing's role.
  2. The contemporary image of professional nursing
  3. Contemporary professional nursing roles
- 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 (6 hours)  
and Health Care
  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: (6 hours)  
Legal and Ethical Issues
  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.

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%