

Eastern Illinois University
Revised Course Proposal
NUR 3103, Theoretical Foundations of Professional Nursing Practice

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: *NUR 3103*
2. Title: *Professional Nursing Practice*
3. Long title, if any: *Theoretical Foundations of Professional Nursing Practice*
4. Class hours per week, lab hours per week, and credit: *3-0-3*
5. Term(s) to be offered: Fall Spring Summer On demand
6. Initial term of offering: Fall Spring Summer Year 2008
7. Course description (not to exceed four lines): *An overview of the development, structure, and function of professional nursing practice is provided. Role transition and professional socialization are enhanced through analysis of nursing conceptual foundations. Critical thinking, inquiry, information literacy and communication are emphasized.*
8. Registration restrictions:
 - a. Identify any equivalent courses: *none*
 - b. Prerequisite(s): *Admission to the Nursing Program*
 - c. Who can waive the prerequisite(s)?
 No one Chair Instructor Advisor Program Coordinator Other (Please specify)
 - d. Co-requisites (course(s) which MUST be taken concurrently with this one): *none*
 - e. Repeat status: Course may not be repeated.
 - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: *Students must be accepted into the RN to BS in Nursing Program*
 - g. Degree, college, major(s), level, or class to be excluded from the course, if any:
9. Special course attributes: *writing intensive*
10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC
11. Instructional delivery method: *lecture*

PART II: ASSURANCE OF STUDENT LEARNING

1. Student learning objectives of this course:

The student will:

1. *Analyze the conceptual foundations of nursing practice.*
2. *Explain the development, structure, and function of the nursing profession.*

3. *Apply critical thinking and information literacy skills to assess the value of a selected nursing theory or model in research and practice.*
4. *Compose a personal philosophy of nursing that integrates the concepts of human being, health, environment, and nursing.*
5. *Demonstrate competency in written and verbal communication.*

- a. *This is not a general education course.*
- b. *This is not a graduate level course.*

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Objective	Exams	Theory Presentation	Nursing Knowledge Paper	Philosophy Paper	Class Participation	Reflective Journal
Analyze the conceptual foundations of nursing practice.	X	X	X	X	X	X
Explain the development, structure, and function of the nursing profession.	X	X	X	X	X	X
Apply critical thinking, and information literacy skills to assess the value of a selected nursing theory or model in research and practice.		X	X	X		X
Compose a personal philosophy of nursing that integrates the concepts of human being, health, environment, and nursing.				X		X
Demonstrate competency in written and verbal communication.		X	X	X	X	X

3. Explain how the instructor will determine students' grades for the course:

EVALUATION:

<i>Midterm Exam</i>	<i>50 points</i>
<i>Class Participation</i>	<i>50 points</i>
<i>Theory Presentation</i>	<i>25 points</i>
<i>Nursing Knowledge Paper</i>	<i>75 points</i>
<i>Philosophy of Nursing Paper</i>	<i>25 points</i>
<i>Reflective Journal</i>	<i>Pass/Fail</i>
<i>Final Exam</i>	<i>50 points</i>

Total 275 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
 - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - b. Describe how the integrity of student work will be assured:
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.).

NUR 3103 will be delivered in a hybrid format with 3 extended on-campus meetings and distance delivery of course content between face-to-face meetings. The three meetings will be held at the beginning, middle, and end of the semester. These meetings will provide an opportunity for students a) to receive thorough orientation to the Nursing Program and NUR 3103 course, b) establish relationships with the instructor and peer students for support and collaboration, c) learn to search for and retrieve information sources accessible through the library, d) become familiar with the course website, e) take assessments and exams, and f) deliver class presentations.

Between class meetings, the content will be delivered by a distance modality. An on-line course delivery system such as Blackboard will be utilized. Class participation will occur through discussion board for on-line delivery. When available, other distance delivery mechanisms will be added to provide synchronous and asynchronous content delivery and discussion. For each unit, students will be provided with objectives, learning activities, PowerPoint presentation with audio, as well as other appropriate materials such as links to content-related websites. The instructor will maintain virtual office hours as well as traditional office hours to enhance student access. The combination of class meetings and distance delivery will help students meet the course objectives by maximizing accessibility to course content while enhancing the establishment of personal relationships with faculty and peers.

Integrity of student work will be assured. The content and assignments will be similar to those utilized in the traditional course presentation. Examinations will be taken during the face-to-face class meetings. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

An orientation packet will be mailed to the students prior to the start of the semester. This packet will include information about the Program, the course, how to obtain a PantherCard and textbooks, as well as learning objectives/activities to be completed for the first class meeting.

5. *The course number for this course is not between 4750 and 4999.*
6. *This course is writing intensive. Two major papers and a written reflective journal are required. A portion of the exams will be essay-type questions. Students will learn the process of writing a professional paper using APA format during this course. The Nursing Knowledge Paper will be used for the Electronic Writing Portfolio at the 3000 level, with feedback from the instructor used to guide revision of the paper.*

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Unit	Content and Procedures
Unit 1 On-campus meeting	7 hours Overview and Introduction to Professional Nursing Practice Course and Nursing Curriculum Orientation to course website Information Literacy: Orientation to Booth Library Critical thinking assessment Professional goals and objectives Role Transition Philosophical and Conceptual Bases of Nursing Characteristics of a Profession Context of Nursing Practice
Unit 2 Distance	Ethical Nursing Practice Information literacy – Evaluating websites
Unit 3 Distance	Nature of Nursing Knowledge Critical Thinking, Nursing Process, and Clinical Decision-Making Information Literacy – Judging the quality of information sources
Unit 4 Distance	Nursing Theory Systems Theory Information Literacy: Academic writing <ul style="list-style-type: none"> • Topic Selection • Thesis Statement • APA format <ul style="list-style-type: none"> ○ General ○ Cover Sheet EIU Writing Center
Unit 5 Distance	Inquiry Research and Evidence–based practice Information Literacy: Academic writing <ul style="list-style-type: none"> • Avoid Plagiarism • APA basic style
Unit 6 Distance	Communication and Collaboration Interpersonal Communication and Team Building Information Literacy: Academic Writing <ul style="list-style-type: none"> • APA format: References Communication Skills: Presentation
Unit 7 On-Campus Meeting	4 hours Midterm Exam Nursing Theory Presentations Questions/Concerns
Unit 8 Distance	Patient care technologies and nursing informatics Teaching and learning in nursing practice Information Technology - Academic Writing <ul style="list-style-type: none"> • APA format: Headings • Developing an outline • Writing a Thesis Statement
Unit 9 Distance	Multicultural elements and diversity Geriatric nursing practice

	Information literacy: Academic Writing - Paragraphs and transitions Health Care Policy
Unit 10 Distance	Patient/Client Systems Health, Health Promotion, and Prevention Information Literacy: Academic Writing - Punctuation, common errors in grammar, and proofreading
Unit 11 Distance	Community/Population-Focused Care and Global Health Discussion: Mountains Beyond Mountains
Unit 12 Distance	Health Care Systems and Policy Chronic Illness Discussion: Mountains Beyond Mountains
Unit 13 Distance	Leadership and management in nursing Quality improvement Patient Safety Discussion: Mountains Beyond Mountains
Unit 14 On-campus Meeting	4 hours Career Development in Nursing Future Directions Summary and Closure Comprehensive final examination

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course is foundational to the nursing curriculum and will serve as a prerequisite or corequisite to other courses in the curriculum. It provides an overview of BSN-level professional nursing and introduces students beginning in the RN to BS curriculum to all of the key curricular concepts.

- a. *This course is not a general education course.*
- b. If the course or some sections of the course may be technology delivered, explain why.

To maximize accessibility to the Nursing Program by adult students who often are working full-time, as well as managing other responsibilities such as family obligations.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

The course is the first course in the first semester of the RN to BS curriculum. It serves as a bridge course from AD to BS level nursing education. Admission into the nursing program is required because the course is highly specific to the RN student population.

3. If the course is similar to an existing course or courses, justify its development and offering.

There are no similar courses at EIU.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

This course does not substantially duplicate the contents of an existing course.

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

No course is to be deleted if this course is approved.

4. Impact on Program(s):

This course is required for all students in the first semester of nursing courses in the RN to BS curriculum.

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

This course will be required for the major.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

This is an undergraduate program.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

One faculty member in the RN to BS nursing program will teach this course.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

This is not a graduate course.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

A thirty dollar course fee has been approved by the President's Council.

3. Text and supplementary materials to be used (Include publication dates):

American Association of Colleges of Nursing. (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington DC: Author.

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Kansas City: Author.

American Psychological Association. (2001). *Publication manual of the American*

Psychological Association (5th ed.). Washington, DC: Author.

Hood, L. J., & Leddy, S. K. (2006). *Leddy & Pepper's conceptual bases of professional nursing* (6th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Kidder, T. (2003). *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a man who would cure the world*. New York: Random House.

PART VI: COMMUNITY COLLEGE TRANSFER

This is a 3000 level course and there is no equivalent course available at the community college level.

PART VII: APPROVALS

Date approved by the Nursing Program: 10/04/07

Date approved by the College of Sciences Curriculum Committee: 10/19/07

Date approved by CAA: