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 (may not exceed 30 characters, including spaces): Professional Nursing Practice
3. Long title, if any (may not exceed 100 characters, including spaces): Theoretical Foundations of Professional Nursing Practice
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: [ ] Fall [ ] Spring [ ] Summer [ ] On demand
6. Initial term of offering: [ ] Fall [ ] Spring [ ] Summer Year: 2011
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: Admission to the Nursing Program
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). none
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Admission to the Nursing Program
   c. Who can waive the prerequisite(s)?
      [ ] No one [ ] Chair [ ] Instructor [ ] Advisor [ ] 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.
      [ ] Course may be repeated to a maximum of hours or times.
   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 (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: [ ] lecture [ ] lab [ ] lecture/lab combined [ ] independent study/research
    [ ] internship [ ] performance [ ] practicum or clinical [ ] study abroad [ ] other
    Lecture will be delivered through synchronous and asynchronous online delivery.
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the 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. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      This is not a general education course.
   
   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      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:

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

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

EVALUATION:

Midterm Exam 50 points
Class Participation 50 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.):

Previously, NUR 3103 was delivered in a hybrid format with 3 extended on-campus meetings and distance delivery of course content between face-to-face meetings. These meetings were held at the beginning, middle, and end of the semester. These meetings provided 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.

As previously approved, between the in person meetings the content was delivered by a distance modality. All content will now be delivered by synchronous and asynchronous distance modalities. An online course delivery system such as Blackboard and a virtual classroom system such as Elluminate will be utilized. Elluminate allows students to make presentations with powerpoint to the class as other students and instructors view the sequence of slides. The students can interact and verbalize comments and questions regarding the presentation. Power points of course content can also be presented with voice narration. Class participation will occur through these delivery modalities. For each unit students will be provided with objectives, learning activities, PowerPoint presentations with audio, as well as other appropriate materials such as links to content-related websites. The instructor will maintain virtual office hours to enhance student access. The combination of these distance delivery modalities 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 through online security mechanisms. The content assignments will be similar to those utilized in the traditional course presentation. Examinations will be taken online, utilizing the security measures available within the course delivery system. Weekly clinical logs will document the meeting of the course objectives by the students. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

An orientation packet is available 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. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. The course number for this course is not between 4750 and 4999.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See
Appendix *.) 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.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content and Procedures</th>
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</table>
| **Unit 1:** Virtual Classroom – 3 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 |
| **Unit 2:** Virtual Classroom – 3 hours | Philosophical and Conceptual Bases of Nursing  
Characteristics of a Profession  
Context of Nursing Practice |
| **Unit 3:** Virtual Classroom – 3 hours | Ethical Nursing Practice  
Information literacy – Evaluating websites |
| **Unit 4:** Virtual Classroom – 3 hours | Nature of Nursing Knowledge  
Critical Thinking, Nursing Process, and Clinical Decision-Making  
Information Literacy – Judging the quality of information sources |
| **Unit 5:** Virtual Classroom – 3 hours | Nursing Theory  
Systems Theory  
Information Literacy: Academic writing  
- Topic Selection  
- Thesis Statement  
- APA format  
  - General  
  - Cover Sheet  
EIU Writing Center |
| **Unit 6:** Virtual Classroom | Inquiry Research and Evidence–based practice  
Information Literacy: Academic writing  
- Avoid Plagiarism |
### Eastern Illinois University Course Proposal

<table>
<thead>
<tr>
<th>Unit</th>
<th>Virtual Classroom – 3 hours</th>
<th>Description</th>
</tr>
</thead>
</table>
| 7    | Communication and Collaboration | - APA basic style  
|      | Interpersonal Communication and Team Building |  
|      | Information Literacy: Academic Writing | - APA format: References  
|      | Communication Skills: Presentation | |
| 8    | Midterm Exam |  
|      | Nursing Theory Presentations |  
|      | Questions/Concerns |  
| 9    | Patient care technologies and nursing informatics |  
|      | Teaching and learning in nursing practice |  
|      | Information Technology - Academic Writing | - APA format: Headings  
|      |  
|      | Developing an outline |  
|      | Writing a Thesis Statement |  
| 10   | Multicultural elements and diversity |  
|      | Geriatric nursing practice |  
|      | Information literacy: Academic Writing - Paragraphs and transitions |  
|      | Health Care Policy |  
| 11   | Patient/Client Systems |  
|      | Health, Health Promotion, and Prevention |  
|      | Information Literacy: Academic Writing - Punctuation, common errors in grammar, and proofreading |  
| 12   | Community/Population-Focused Care and Global Health |  
|      | Discussion: Mountains Beyond Mountains |  
| 13   | Health Care Systems and Policy |  
|      | Chronic Illness |  
|      | Discussion: Mountains Beyond Mountains |  
| 14   | Leadership and management in nursing |  
|      | Quality improvement |  
|      | Patient Safety |  
|      | Discussion: Mountains Beyond Mountains |  
| 15   | 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. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. This course is not a general education course.

b. If the course or some sections of the course may be technology delivered, explain why. The RN to BS in Nursing program is delivered in an online format to meet the needs of the non-traditional student. The program offers associate degree nurses an opportunity to advance their education while maintaining their professional commitments. The profession’s goal is to achieve a workforce of baccalaureate-prepared nurses. The online format removes the barriers of traditional education promoting the opportunity to complete a baccalaureate degree.

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. This is a revision of an existing course. No course is to be deleted if this revision 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 is 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.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Any qualified 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 for consumables has been approved by the President’s Council.

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


PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

   A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: March 1, 2011

Date approved by the college curriculum committee: March 25, 2011

Date approved by CAA: April 7, 2011

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).