PART I: CATALOG DESCRIPTION

1. Course prefix and number: NUR 4604
2. Title: Professional Seminar
3. Long title:
4. Class hours per week, lab hours per week, and credit: 4-0-4
5. Term(s) to be offered: X Fall X Spring ☐ Summer ☐ On demand
6. Initial term of offering: ☐ Fall ☑ Spring ☐ Summer ☐ Year 2009
7. Course description:
   This course focuses on the professional development of nurses and issues affecting contemporary nursing practice. Professional development through participation in professional organizations, planning a career trajectory, and personal change are addressed. Students synthesize program outcomes through a capstone project.
8. Registration restrictions:
a. Identify any equivalent courses: There are no equivalent courses.
b. Prerequisite(s): Previous or concurrent enrollment in NUR 3303, NUR 3604, NUR 3703, NUR 4106, NUR 4203, and NUR 4506.
c. Who can waive the prerequisite(s)?
   ☐ No one ☑ Chair ☐ Instructor ☐ Advisor ☐ Program Coordinator ☐ Other (Please specify)
d. Co-requisites: 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: None
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. Develop a professional nursing portfolio that outlines prior, current and future nursing activities.
2. Analyze current issues related to nursing practice.
3. Demonstrate synthesis and analysis of the knowledge and skills acquired in the RN-BS in Nursing curriculum by developing an evidence-based practice protocol.
4. Effectively communicate the components of the evidence-based practice protocol through a written paper and oral presentation.

   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:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Portfolio</th>
<th>Class Participation</th>
<th>Evidence-Based Protocol Project</th>
<th>Seminar Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a professional nursing portfolio that outlines prior, current and future nursing activities.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze current issues related to nursing practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate synthesis and analysis of the knowledge and skills acquired in the RN-BS in Nursing curriculum by developing an evidence-based practice protocol</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Effectively communicate the components of the evidence-based practice protocol through a written paper and oral presentation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**EVALUATION:**

- **Portfolio** 50
- **Class Participation** 50
- **Evidence-Based Protocol Project** 150
- **Portfolio Evaluation** 50
- **Required Exit testing** Complete/incomplete

**Total** 300 points
4. NUR 4604 will be delivered in a hybrid format with 1 on-campus meeting and distance delivery of course content for all of the remaining class sessions. The face-to-face meeting will be held at the beginning of the semester in order to provide an opportunity for students a) to receive thorough orientation to the NUR 4604 course, b) establish relationships with the instructor and peer students for support and collaboration, and c) become familiar with the course website and other delivery technologies.

An on-line course delivery system such as Blackboard/WebCT will be utilized. Class participation will occur through discussion board for on-line delivery. When available, other distance delivery mechanisms will be used 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. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

5. The course number of this course is not between 4750 and 4999.
6. This course is writing active, with a major paper and professional portfolio evaluation.

PART III: OUTLINE OF THE COURSE

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Orientation and overview of professional seminar course</td>
</tr>
<tr>
<td>On-campus</td>
<td>Introduction to evidence-based practice</td>
</tr>
<tr>
<td>4 hours</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>Evidence-based practice: Finding appropriate clinical questions</td>
</tr>
<tr>
<td>Distance</td>
<td>Group work</td>
</tr>
<tr>
<td>4 hours</td>
<td>Issues: Socializing and mentoring</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
</tr>
<tr>
<td></td>
<td>Nursing Against the Odds</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Evidence-based practice: Finding and analyzing evidence</td>
</tr>
<tr>
<td>Distance</td>
<td>Group work</td>
</tr>
<tr>
<td>4 hours</td>
<td>Issues: Professional power</td>
</tr>
<tr>
<td></td>
<td>Nursing Against the Odds</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Evidence-based practice: Finding and analyzing evidence (cont)</td>
</tr>
<tr>
<td>Distance</td>
<td>Group work</td>
</tr>
<tr>
<td>4 hours</td>
<td>Issues: Professional Associations</td>
</tr>
<tr>
<td></td>
<td>Nursing Against the Odds</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Evidence-based practice: Applying the evidence</td>
</tr>
<tr>
<td>Distance</td>
<td>Group work</td>
</tr>
<tr>
<td>4 hours</td>
<td>Issues: Professional identity and image</td>
</tr>
<tr>
<td></td>
<td>Nursing Against the Odds</td>
</tr>
</tbody>
</table>
| Unit 6 | Distance 4 hours | Evidence-based practice: Generating evidence  
Group work  
Issues: Nursing shortage  
Importing foreign nurses  
Nursing Against the Odds |
|-------|------------------|--------------------------------------------------------------------------------------------------|
| Unit 7 | Distance 4 hours | Evidence-based practice: Grant writing  
Group work  
Issues: Unlicensed assistive personnel  
Diversity  
Nursing Against the Odds |
| Unit 8 | Distance 4 hours | Evidence-based practice: Disseminating evidence  
Group work  
Issues: Distance learning  
Nursing Against the Odds |
| Unit 9 | Distance 4 hours | Evidence-based practice: Creating a culture for evidence-based practice  
Group work  
Issues: Mandatory staffing ratios  
Mandatory overtime  
Nursing Against the Odds |
| Unit 10 | Distance 4 hours | Evidence-based practice: Best evidence to guide practice with adults (acute and critical)  
Group work  
Issues: Medical errors  
Whistle blowing  
Nursing Against the Odds |
| Unit 11 | Distance 4 hours | Evidence-based practice: Best evidence to guide practice with adults in primary care  
Group work  
Issues: Chemically impaired nurse  
Nursing Against the Odds |
| Unit 12 | Distance 4 hours | Evidence-based practice: Best evidence to guide practice with aging adults and in emergency and trauma care  
Group work  
Issues: Collective bargaining  
Nursing Against the Odds |
| Unit 13 | Distance 4 hours | Evidence-based practice: Best evidence to guide practice with children and adolescents and in psychiatric mental health  
Group work  
Issues: Advanced practice nursing  
Nursing Against the Odds |
| Unit 14 | Distance 4 hours | Evidence-based practice: Presentation of evidence-based protocol projects  
Issues: Differentiated nursing practice  
Licensure, credentialing, certification, and continuing education  
Nursing Against the Odds |
| Unit 15 | Distance 4 hours | Evidence-based practice:  
Presentation of evidence-based protocol project  
Issues: Entry into practice  
Nursing Against the Odds |
| Finals week |  | Exit testing and evaluation |
1. Explain the department’s rationale for developing and proposing the course.

*NUR 4604 serves as a capstone course for the nursing curriculum, requiring the student to synthesize the content of the nursing curriculum by developing an evidence-based protocol for practice, presenting the project to the class, developing a professional portfolio, and conducting a seminar in which the students analyze current nursing issues. These activities help the student achieve all three roles of the professional nurse as described by the American Association of Colleges of Nursing (AACN) in the document The Essentials of Baccalaureate Education for Professional Nursing Practice (provider of care, designer/manager, coordinator of care, and member of the profession). The Commission on Collegiate Nursing Education (CCNE), which accredits baccalaureate programs in nursing, uses the Essentials as accreditation standards.

a. This is not a general education course.
b. To maximize the accessibility to the Nursing Program courses by adult students who are often 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 must be taken in the last semester of the nursing curriculum with all other NUR courses taken previously or concurrently to enable the student to synthesize nursing content.

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

a. The course does not substantially duplicate the content of any existing EIU course.
b. No course will be deleted if this course is approved.

4. Impact on Program(s):
   This is an undergraduate course that will be a core requirement for all RN to BS in nursing majors.
   This is not a graduate program.
   This course does not change a major, minor, or certificate program outside the program.

**PART V: IMPLEMENTATION**

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

*Dianne Nelson or any qualified faculty member in the B.S. in Nursing Program will be assigned to teach this course.*

2. Additional costs to students:
   *There will be a testing fee for exit testing (approximately $30.00) pending approval by the President’s Council.*

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


PART VI: COMMUNITY COLLEGE TRANSFER

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

PART VII: APPROVALS

Date approved by the Nursing Program: 2-13-08

Date approved by the College of Sciences Curriculum Committee: 3-21-08

Date approved by CAA: 4-10-08