ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 9-7-09

1. ACADEMIC UNIT: College of Nursing and Health Innovation

2. COURSE PROPOSED: NUR   330   Professional Attributes
                        (prefix)   (number)   (title)   (semester hours)

3. CONTACT PERSON: Name: Lynda Root   Phone: 496-0810

                        Mail Code: E-Mail: Lynda.root@cox.net

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965–0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. **(Please submit one designation per proposal)**

    <u>Core Areas</u>   <u>Awareness Areas</u>

    Literacy and Critical Inquiry–L ☐   Global Awareness–G ☐
    Mathematical Studies–MA ☐   CS ☐   Historical Awareness–H ☐
    Humanities, Fine Arts and Design–HU ☒   Cultural Diversity in the United States–C ☐
    Social and Behavioral Sciences–SB ☐
    Natural Sciences–SQ ☐   SG ☐

6. DOCUMENTATION REQUIRED.
    (1) Course Description
    (2) Course Syllabus
    (3) Criteria Checklist for the area
    (4) Table of Contents from the textbook used, if available

7. *In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.*

    CROSS-LISTED COURSES: ☐ No   ☐ Yes; Please identify courses: _____

    Is this amultisection course?:   ☐ No   ☐ Yes; Is it governed by a common syllabus? _____

    _____   _____
    Chair/Director   (Print or Type)   Chair/Director   (Signature)

    Date: _____

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Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA

HUMANITIES, FINE ARTS AND DESIGN [HU] courses must meet *either* 1, 2, or 3 *and* at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria **A CENTRAL AND SUBSTANTIAL PORTION** of the course content.

YES	NO		Identify Documentation Submitted
☒	☐	**1.** Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.	
☐	☐	**2.** Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.	
☐	☐	**3.** Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.	
☒	☐	**4.** In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:	
☒	☐	**a.** Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.	
☐	☐	**b.** Concerns aesthetic systems and values, literary and visual arts.	
☐	☐	**c.** Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.	
☐	☐	**d.** Deepen awareness of the analysis of literature and the development of literary traditions.	
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.	
		• Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**	
		• Courses which emphasize the acquisition of quantitative or experimental methods.	
		• Courses devoted **primarily** to teaching skills.	

Course Prefix	Number	Title		Designation
NUR	330	Professional Attributes		HU

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. Emphasizes the study of values of the development of philosophies, religions, ethics or belief systems, and or aesthetic experience.	EMPHASIZES THE STUDY OF VALUES OF THE DEVELOPMENTOF ETHICS & BELIEF SYSTEMS: Examine the culture and values of professional nursing. EMPHASIZES THE STUDY OF VALUES OF THE DEVELOPMENTOF ETHICS & BELIEF SYSTEMS: Examine the phenomena Of caring and other essential elements of the culture of professional nursing EMPHASIZES THE STUDY OF VALUES OF THE DEVELOPMENTOF ETHICS & BELIEF SYSTEMS: Demonstrate the integration of professional responsibility, accountability, ethics, respect, caring and	Topical outline in syllabus(p. 4): #3. Application of Values in Professional Nursing. AACN's essential values incliding:altruism, autonomy, human dignity, integrity, social justice. Watson's Philosophy and Science of Caring Behaviors Professional Nursing Practice Professionalism Professional/leadershipbehaviors ANA Standards of Practice ASU CONHI Academic and Professional Integrity Policy ANA Code of Ethics Course Development Map: Learning Modules-1,4,10,11 Assignment overview (p.7): Student will complete a professional behavior plan. Assignment overview (p.7): Student will attend 2 professional nursing association meetings. Topical outline in syllabus (p.5): #9. Terminology Concept Proposition Theory Assumption

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	professionalism in all class encounters; and exhibit behaviors consistent with the professional Code of Conduct and Integrity Policy.	Conceptual Framework
		Conceptual Model
		Philosophy
		Metaparadigm of nursing
		Man
		Health
		Nursing
		Environment
		Systems theory elements
		Select Nursing Theories
		Orem
		Rogers
		Roy
		Peplau
		Nightingale
		Leininger
		Henderson
		 College of Nursing
		     Philosophy
		Conceptual Framework
		Application to Nursing Practice
		     Purpose
		     Significance
		     Quadrangle of nursing research: utilization, dissemination, participation and generalization

	EMPHASIZES THE STUDY OF VALUES OF THE DEVELOPMENTOF ETHICS EXPERIENCE & BELIEF SYSTEMS: Examine selected nursing frameworks as a guide to nursing practice.	Course Development Map- Modules- 5, 6, Assignnment overview (p.7): Student will complete a Nursing Theory project,and present to the class in a power point presentation
4. a. Concerns the development of human thought, including a emphisis on the analysis of philosophical and/or religious systems of thought.	ANALYSIS OF A PHILOSOPHICAL SYSTEM OF THOUGHT:Examine patterns of knowing as they relate to development of holistic nursing practice. AESTHETIC EXPERIENCE;	Topical outline in syllabus (p.5): #8. Patterns of Knowing Empirics Aesthetics Ethics Personal Sociopolitical dimensions Assignment Overview(p.7) Aesthetic Project. Topical outline in syllabus(p.4):

	ANALYSIS OF A PHILOSOPHICAL SYSTEM OF THOUGHT: EMPHASIZES THE STUDY OF VALUES OF THE DEVELOPMENTOF BELIEF SYSTEMS: Discuss the process of critical thinking for evidence based nursing practice and clinical judgment.	#7. Critical Thinking Major Thinking Processes in Professional Nursing Critical Thinking Process Components Contrasted to Nursing Process, Problem Solving, and Decision Making Concept Map as a Critical Thinking Process Change Process Course Development Map: Modules-,3,4,7, 9.

ARIZONA STATE UNIVERSITY
COLLEGE OF NURSING & HEALTH INNOVATION

NUR 330

PROFESSIONAL NURSE ATTRIBUTES

Course Syllabus

Lynda Root MS, R.N. PMHCNS-BC

ARIZONA STATE UNIVERSITY

College of Nursing & Health Innovation (CONHI)

NUR 330:   Professional Nurse Attributes Syllabus
Fall 2009

TABLE OF CONTENTS

COURSE NUMBER: NUR 330

COURSE TITLE: Professional Nurse Attributes

CREDITS: 3 Credit Hours

PRE REQUISITES: Enrollment in Professional Nursing Program

PLACEMENT IN CURRICULUM: Junior I

GENERAL STUDIES: Meets ASU General Studies requirement for
Humanities (HU)

FACULTY: Lynda Root MS, R.N. PMHCNS-BC

CATALOG DESCRIPTION: A beginning exploration of professional nursing roles and responsibilities

COURSE OVERVIEW: Students will develop a beginning understanding of professional nursing. Nursing history is examined in the context of present and future directions of nursing. A major focus of the course is on exploring the roles and processes that support the practice of professional nursing.

LEARNING OUTCOMES:

CRITICAL THINKER
1. Examine selected nursing frameworks as a guide to nursing practice.
2. Examine the Patterns of Knowing as they relate to development of holistic nursing practice.
3. Discuss the process of critical thinking for evidence-based nursing practice and clinical judgment

EVIDENCE-BASED PRACTITIONER
1. Explore the role of Informatics in professional nursing
2. Explore the evidence-based practice approach to professional nursing practice

INNOVATIVE PROFESSIONAL
1. Examine the phenomena of caring and other essential elements of the culture of professional nursing.
2. Identify personal and professional values, behaviors and leadership characteristics appropriate for professional nursing practice.
3. Discuss ethical and legal issues in nursing practice.
4. Explore strategies for success as a nursing student

5. Demonstrate the integration of professional responsibility, accountability, ethics, respect, caring and professionalism in all class encounters; and exhibit behaviors consistent with the professional Code of Conduct and Integrity Policy

TOPICAL OUTLINE:

1. **Evolution of Nursing**
   Professional challenges

2. **Strategies for Student Success**
   Time Management /Study Habits
   Test Taking
   Introduction to CONHI standards for professional writing
   APA Style
   Searching scholarly data bases

3. **Application of Values in Professional Nursing**
   Strategies for success as a nursing student (time management, study habits, etc)
   AACN's essential values (altruism, autonomy, human dignity, integrity, social justice)
   Caring
           Definition
           Professional boundary
           Watson's Philosophy and Science of Caring
           Behaviors
   Professional Nursing Practice
           Professionalism
           Professional/leadership behaviors
           Standards of Practice
           ASU CONHI Academic and Professional Integrity Policy
           ANA Code of Ethics

4. **Culture of Nursing**
   Culture of Professional Nursing Practice
   Nursing student's role in fiscal responsibility
   Professional Nursing Organizations
   Mission, Benefits, and Programs
           Types
           ANA
           AzNA
           ICN
           NLN
           NSNA
           STTI
           AACN

5. **Group Communication**
   Communication styles
   Group member task roles
   Group communication
   Conflict resolution

6. **Introduction to Evidence-Based Practice**
   EBP approach to practice
   Writing a PICOT question
   Searching data bases

7. **Critical Thinking**
   Major Thinking Processes in Professional Nursing
   Critical Thinking Process
   Components Contrasted to Nursing Process, Problem Solving, and Decision Making
   Concept Map as a Critical Thinking Process
   Change Process

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8. **Patterns of Knowing**
   Empirics
   Aesthetics
   Ethics
   Personal
   Sociopolitical

9. **Nursing Philosophy and Theory**
   Terminology
        Concept
        Proposition
        Theory
        Assumption
        Conceptual Framework
        Conceptual Model
        Philosophy
        Metaparadigm of nursing
             Man
             Health
             Nursing
             Environment
        Systems theory elements
        Select Nursing Theories
             Orem
             Rogers
             Roy
             Peplau
             Nightingale
             Leininger
             Henderson
        College of Nursing
             Philosophy
             Conceptual Framework
        Application to Nursing Practice
             Purpose
             Significance
             Quadrangle of nursing research: utilization, dissemination, participation and generalization

10. **Informatics**
    Definition
    Relevance to nursing practice
    Communicating about patient safety
    Safety
    Quality Improvement

11. **Application of Legal and Ethical Principles**
    Elements for Claim of Negligence or Malpractice
    Federal Statutes (EMTALA, ADA, PSDA, HIPPA)
    Nurse Practice Acts Common Elements
    Reporting of Specific Health Problems and Abuse
    Legal and ethical Accountability of Nursing Students
    ANA Code of Ethics versus Nurse Practice Act

METHODS OF INSTRUCTION:
Student presentations, in-class discussion, cooperative learning, Internet, multimedia, lecture

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REQUIRED RESOURCES:

American Nurses' Association. (2003). *Nursing social policy statement* (2nd ed.) Silver Spring, MD: Author.

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

Cresia, J.L., & Parker, B.J. (2007). *Conceptual foundations: The bridge to professional nursing practice* (4th ed.). St. Louis: Mosby.

College of Nursing and Health Innovation, A.S.U. *Undergraduate Handbook.* (2008). Retrieved from http://nursing.asu.edu/programs/undergraduate/ug_handbook.pdf

METHOD OF EVALUATION:	Points	Percent of Grade (weighted)
1. Professional Behaviors Plan	25 points	15%
2. Nursing Theory Assignment	25 points	20%
3. Professional Meeting 1	5 points	2.5%
4. Professional Meeting 2	5 points	2.5%
5. Aesthetic Project	40 points	25%
6. Test	50 points	15%
7. Participation		
➢ Who Are We Survey	5 points	5%
➢ Self and Peer Evaluation	18 points	5%
➢ Philosophy of Nursing	5 points	5%
➢ Patterns of Knowing	5 points	5%

Course Grade Scale:

93-100 =A   85-92= B   77-84=C   69-76=D   0-68=E

GRADES

Grades will be posted on BB grade book. No grades will be given over the phone. Assignment of letter grades is in accordance with established grading criteria for the College of Nursing Professional Program. A minimum **of 77%** is required to successfully pass NUR 330. All course requirements must be completed before a grade can be assigned.

ASSIGNMENT OVERVIEW:

🔸 **Who Are We Survey (non graded assignment)**
Students will complete the on-line survey "Who Are We" for discussion in class. Results of the class survey will be posted on the BB announcement page. Let's see how we compare to the demographics of nurses in the U.S.!

♣ Nursing Theory Assignment (group assignment)

Students will get into groups of 5 and will randomly be assigned a nursing theorist/theory to design a healthcare environment (nursing home, hospital, specific nursing unit, agency etc) based upon the concepts/beliefs of the nursing theory. Class presentation.

♣ Self and Peer Evaluation

Student will complete evaluation rubric for "Nursing Theory" *group members and self*. Rubric will evaluate participation, reliability, and intellectual contribution.

♣ Professional Nursing Meetings

Student will attend 2 ASU SNA meetings to become aware of strategies/organizations to support personal values and behaviors consistent with the culture of professional nursing. Students will sign in on the attendance sheet at the meetings, and complete and submit "***professional organization***" questions after the first meeting.

♣ Professional Behaviors Plan

Student will write formulate a personal philosophy of Nursing. The purpose of this assignment is to express your beliefs about client, health, environment and nursing. In addition, the Professional Behaviors Plan (PBP) is meant to highlight some of the areas in nursing practice in which BSN prepared nurses need to consistently contemplate, practice, and evaluate performance.

♣ Aesthetic Project

Each student will create an <u>original</u> artistic expression that represents "an initial nursing perspective/experience". The perspective/experience should address "nursing practice". This can be any artistic form, such as poetry, fiction, music, photography, sculpture, etc.

ASSIGNMENT/ EXAM POLICIES:

1. All required written assignments must be typed and submitted with Title page.
   Title page, citations and reference page must be in accordance with APA. Faculty name and course name are not required on title page.

2. Scheduled assignments (see calendar) are to be submitted at the scheduled start time of the class on which the assignment is due. Scheduled assignments are to be submitted in hard copy unless a <u>documented emergency</u> prevents you from attending class; then the assignment can be digitally dropped or faxed.

3. Each assignment score is carried out to the hundredths place. Final score is rounded up if 0.50 or greater. (ex 76.50 is rounded to 77; 76.49 is not rounded)

4. Students must be present for in-class assignments to receive credit.

5. One percent will be deducted for a late assignment and each day thereafter.

6. If there are concerns/questions regarding graded assignments, an appointment with the course coordinator can be made within 10 days of the posted grade.

7. Students are expected to take exams as scheduled. If unforeseen circumstances arise that

prevent the student from taking the exam; the student must contact the instructor prior to the exam, to make necessary arrangements. If the student does not contact the instructor and misses an exam, the student will receive a 'zero' for that exam.

8. All exams (test booklet and answer sheets) must be returned to the instructor after the student takes the exam and reviews the exam. If an exam is not returned prior to the student leaving the classroom, the student will receive a **'zero'** for that missing exam.

CLASS ATTENDANCE/CLASS PARTICIPATION

- Class attendance and participation is expected. If you are unable to attend class, *you are responsible* to obtain class materials related to the class missed.

- Travel arrangements for breaks/holidays should be made with the course calendar in mind.

CLASS EXPECTATIONS:

The following expectations reflect our responsibilities and accountabilities as members of the ASU College of Nursing community:

As a student I will:
- Be on time to class and return promptly following any breaks.
- Come to class prepared: This means bringing writing materials, my syllabus, and text/readings. I will review the class objectives, the readings, and any other required materials/activities prior to class and be prepared to discuss, question and apply them during class.
- Be an active participant in all classroom activities: questions, group discussion and projects, simulations and games.
- Identify my own learning needs, communicate these appropriately, initiate clarification and be self motivated and directed.
- Take tests and turn in assignments on the assigned dates.
- Conduct myself in accordance with the University Student Code of Conduct and the College of Academic and Professional Integrity Policy while in this class. I understand that non-respectful or disruptive behaviors are not acceptable and will be dealt with according to University/College Policy.
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that lectures, lecture notes, handouts, and any other verbal or written materials made available for this class are copyrighted; and they may not be recorded, copied, marketed or sold without consent of the professor.

As Faculty I will:
- Be on time to class and return promptly, following any breaks.
- Come to class prepared, use a variety of teaching strategies and invite questions and discussions.
- Recognize active participation in classroom activities: questions, group discussion and projects, simulations and games.
- Welcome identification of individual student learning needs, and their appropriate communication and clarification.
- Communicate expected times and/or dates that tests and assignments will be returned.
- Conduct myself in accordance with the University Student Code of Conduct and the College of Academic and Professional Integrity Policy and address any non-respectful or disruptive behaviors that may occur in class.
- Turn off/mute cell phones/pagers/etc. during class, and will respond/initiate their use only in emergent situations.
- Recognize that students' work is their own and will not be recorded, copied, marketed or sold without their consent.

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Course Development Map

Course # and Name: NUR 330: Foundations of professional nursing roles and responsibilities
Team Members: Lynda Root & Rebecca Wilson

1. Course Outcomes	Related PCOs	AACN Essentials	NCLEX Items	Modules	Concepts
Attribute: Critical Thinker					
Outcome 1: Examine selected nursing frameworks as a guide to nursing practice.		29,96		4	Values the culture of nursing
Outcome 2: Examine patterns of knowing as they relate to development of holistic nursing practice.		21,60,97, 105		5	Holism, self-awareness, social justice, therapeutic communication
Outcome 3: Discuss the process of critical thinking for evidence based nursing practice and clinical judgment.		29		6	Clinical judgment, lifelong learning,
Attribute: Evidence-Based Practitioner					
Outcome 1: Explore the role of informatics in professional nursing.		6,7,32		10	Clinical decision making, lifelong learning, communication, safety, quality improvement
Outcome 2: Explore the evidence-based approach to professional nursing practice		29,32		7	Critical thinking, lifelong learning, innovation
Attribute: Innovative Professional					
Outcome 1: Examine the phenomena Of caring and other essential elements of the culture of professional nursing		21,97,105		3	Altruism, compassion, self-awareness, advocacy, human dignity
Outcome 2: Identify personal and professional values, behaviors, and leadership characteristics appropriate for professional nursing practice		12,94,95,97 105		1,3	Accountability, respect, Integrity, self-regulation, responsibility, assertiveness
Outcome 3: Discuss legal and ethical issues in nursing practice.		9,48,58,59, 60,61,101	83, 41, 42	3,8	Social justice, advocacy, respect
Outcome 4: Explore strategies for success as a nursing student.		29,97		2	Self awareness, courage, commitment, values the culture of nursing
Outcome 5: Demonstrate the integration of professional responsibility, accountability, ethics, respect, caring and professionalism in all class encounters; and exhibit behaviors consistent with the professional Code of Conduct and Integrity Policy.		21,97,101, 105		2,3	Values culture of nursing, self-regulation, self-awareness, accountability, respect
2. Assignments in this course (List below)					
	Percent of Course Grade	Assignment builds on one from prior course	Assignment goes forward to another semester		

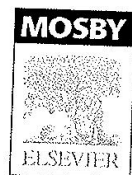| 1. Course Outcomes	Related PCOs	AACN Essentials	NCLEX Items	Modules	Concepts
Attribute: Critical Thinker					
Professional Behaviors Plan & Philosophy	15%		Yes		
Resume	0%		Yes		
Nursing Theory Presentation	20%				
Attend 2 SNA Meeting/write up	5%				
Test	15%				
Aesthetic Project	25%				
Participation	20%				
3. Modules in this course					
Module 1: History of Nursing	Evolution of Nursing as a profession				
Module 2: Strategies for Student Success	Successful writer(APA), Study skills, test taking skills				
Module 3: Group Communication	Effective communication techniques for successful collaborative team work				
Module 4: Values and Professional Nursing	Culture and values of professional nursing				
Module 5: Nursing Theory	Terminology and Theorists, Metaparadigm Philosophy of nursing				
Module 6: Evidence Based Practice	Picot question, Literature search				
Module 7: Critical Thinking	Critical thinking for evidence based nursing practice and clinical judgment. Concept map as critical thinking.				
Module 8: Patterns of Knowing	As related to holistic nursing practice, as evidence in critical thinking.				
Module 9: Nursing Informatics	Definition and scope of informatics in nursing, searching library databases.				
Module 10: Legal Aspects of Nursing	Legal & ethical issues in nursing practice, NP acts, review related Federal statutes				
Module 11: Professional Development	Resume Development, Professional Behaviors plan				

Conceptual Foundations

The Bridge to Professional Nursing Practice

Joan L. Creasia, PhD, RN

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