

PROCESS A NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL

SCC #02-03- 117 1

Deadlines:

Regular proposals: October 18, 2002 to be implemented Fall 2003; Short-Term proposals: December 6, 2002 to be implemented Fall 2003
Regular proposals: February 14, 2003 to be implemented Spring 2004; March 21, 2003 short-term courses to be implemented Spring 2004

PROPOSAL TITLE: NURS 301 THEORY & PRACTICE OF PROFESSIONAL NURSING

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DEPARTMENT: BIOLOGY

COLLEGE: LA S

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

<input checked="" type="checkbox"/> New non-gen-ed course	<input type="checkbox"/> Non-gen-ed degree requirements
<input type="checkbox"/> Short-term non-gen-ed course	<input type="checkbox"/> Major
<input type="checkbox"/> Minor curricular changes (fewer than three)	<input type="checkbox"/> Minor, specialization, concentration, track, certificate program
<input type="checkbox"/> Existing non-gen-ed course	

The following signatures REPRESENT APPROVAL

Department Chair: _____ Date: 2/21/03

Department Curriculum Chair: _____ Date: 2/21/03

Academic Dean: Joy King Date: 2-25-03

College Curriculum Chair: _____ Date: 4-22-03

College Curriculum Committee OPEN HEARING Date: 4-22-03 Approved Not Approved

UNIVERSITY CURRICULUM COMMITTEE

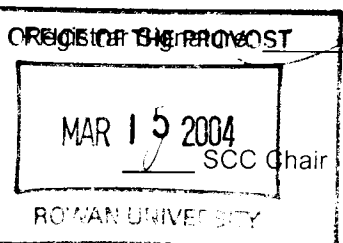
Senate Curriculum Chair Signature: Phillip A. Miller Date: Senate Announcement/Vote: 4-22-2003

Comments: See Proposal SCC# 02-03-3170

EXECUTIVE VICE PRESIDENT/PROVOST Signature: Helen Gules-see Date: 2/17/04

Approved ~ Not Approved due to the following: Student Cr Hrs Faculty Load Hrs Equalized Cr Hrs

Date: 3/11/04 REGISTRAR Course Description Received & Approved ~ Hegis Taxonomy & Course #: 1203301



NOTIFICATION FORWARD

Academic Dean Department Chair Registrar Sponsor(s)

Jm 3/17/05

New Course Proposal:

THEORY AND PRACTICE OF PROFESSIONAL NURSING

I. DETAILS.

a. Course Title: Theory and Practice of Professional Nursing

b. Sponsors: Gregory B. Hecht, Elizabeth Brooks, Richard Meagher (Dept. Biological Sciences)

Co-sponsor: UMDNJ (University of Medicine & Dentistry of New Jersey)

c. Credit Hours: 3.0

d. Course level: Junior (300 level). This course has previously been designated "NURS 301" at NJIT (see "Rationale" below); if possible, a HEGIS number containing the "301" number is preferred.

e. Pre-requisites:

enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program (see accompanying "Bachelor of Science in Nursing" proposal)

f. Suggested Time & Scale of Implementation: Initial offering to begin Spring 2004. Course will be offered during the Fall and Spring semesters each year. The course will consist of 15 weeks of on-line classes (there will be 4-5 mandatory in-class seminars and chat room sessions). In-class sessions will last 3 hours.

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29 **II. CURRICULAR EFFECT**

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31 The proposed course will be a requirement for completion of the UMDNJ/Rowan R.N. to
32 B.S.N. Joint Program.

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34 **Offerings:** This course will be taught by faculty from UMDNJ rather than Rowan
35 University's Biological Sciences faculty. Thus, implementation of this proposal is
36 not expected to require any existing Biological Sciences courses to be dropped or
37 to be offered less frequently.

38

39 **Adequacy of the present staff, resources, space needs, etc.:** This course will be
40 taught by faculty from UMDNJ rather than Rowan University's Biological
41 Sciences faculty. Thus, implementation of this course will not place a demand on
42 the teaching load of Rowan University's Biological Sciences Department. The
43 new science building -- scheduled to open during Summer 2003 -- offers ample
44 classroom space for this course.

45

46 **Recommended Library Resources:** All students enrolled in the UMDNJ/Rowan
47 Joint R.N. to B.S.N. Program will have access via the web or in person to the
48 UMDNJ library. Students in the current UMDNJ/NJIT joint program almost
49 exclusively use the UMDNJ library resources for this course and seldom use the
50 NJIT library. Thus, it is expected that this course will similarly not create a
51 demand for library resources on the Rowan University campus.

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54 **III. RATIONALE**

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56 This Theory and Practice of Professional Nursing course (NURS 301) is being
57 transferred to Rowan University from an existing BSN curriculum offered at NJIT.

58 The role of the registered nurse is critical to the field of medicine. Central to
59 being an effective nurse is the ability to clearly understand the very important and
60 dynamic role of the nurse.

61

62 This course offers instruction on the many aspects of the professional nurse.
63 Students are introduced to the history, the philosophy, and concepts of nursing. Students
64 are also instructed how to integrate these aspects to the practice of nursing. Students are
65 given insight in their role as leaders for change in both healthcare reform as well as for
the unitary patient.

66 It is therefore important that all nursing students be required to take this course in
67 Theory and Practice of Professional Nursing prior to completion of their BSN degree.

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70 **IV. ESSENCE OF THE COURSE**

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72 **a. Objectives of the course in relation to student outcomes.** Upon completion of this
73 course, students will be able to:

74

75 1. Analyze the philosophy and organizing framework of the nursing program at
76 UMDNJ-SN utilizing the science of unitary human beings.

77

78 2. Discuss nursing theories as they relate to clinical practice issues.

79

80 3. Identify leadership/management behaviors required for collaborative nursing
81 practice.

82

83 4. Identify the role of the nurse as a change agent within the health care system.

84

85 5. Discuss the role of nursing in the evolution of nursing knowledge.

86

87 6. Recognize human patterns of personal and professional power within nursing.

88

89 7. Access various databases and websites to research a final paper.

90

91 **b. Topical Outline/Content**

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93 **UNIT I: Conceptual Basis of the Discipline of Nursing**

94 1. Introduction to online learning

95 Orientation to computer & library resources. Create web pages

96 On-line learning APA style of writing

97 (see also <http://www.apastyle.org>)

98 2. Philosophical Perspectives in Nursing & the metaparadigms

99 Philosophical perspectives in nursing.

100 Definitions of nursing.Hx of nursing

101 Beliefs, values, and philosophies

102 (see also <http://www.liunet.edu/cwis/cwp/library/workshop/citapa.htm>)

103 Nursing models as a framework for practice.

104 Major concepts in nursing. The metaparadigms.

- 105 3. Orientation to use of internet in research
106 (see also <http://www.umdnj.edu/megweb>)
107 4. Nursing theories and their use in practice; Nursing Conceptual Models for Practice:
108 Rogers, King, Orem; Nursing Theories and Their Use in Practice; Nursing
109 Science: The relationship of theory, research and practice
110
- 111 UNIT II: Metaparadigm Concepts in Practice
112 1. Identity of Nursing: (Watson, Leininger)
113 Professional Identity and Image.
114 Professional socialization.Caring.
115 2. Health: Meaning, Behaviors and Determinants (Parse, Newman, Pender)
116 Health:Wellbeing/Illness relationship.
117 Multideterminants of well-being.
118 The essentials of the nursing process.
119 3. Person: Developmental, Psychological, Cultural and Spiritual Perspectives
120 The individual, family & community as clients.
121 The person and the environment.
122 Social and cultural dimensions of nursing
123 4. Environment: Global and community environments
124
- 125 UNIT III: Professional Basis of Practice
126 1. Communication/Hildegard Peplau
127 Communications and helping relationships.
128 2. Research Methods/Literature Review
129 Establishing a theoretical framework.
130 Role of theory in research.
131 3. Ethics
132 Nursing ethics: Values, bioethics, ethical conflicts.
133 4. Legal Aspects of Practice
134 Legal aspects of nursing:Accountability, practice acts.
135 (see also <http://www.ana.org>)
136 5. Professional Standards and Nursing Organizations
137 Professional associations.
138 Defining the profession. Nursing today
139 Power, Influence and Feminism.
140 The social context of nursing.
141 6. Leadership
142 Politics and Power.
143 Nursing's agenda for healthcare reform.

144 National healthcare reform.
145 Nursing's future challenges.

146
147 Methods of instruction for this course when it was offered at NJIT have included online
148 lectures, "in class" seminars, chatroom sessions, visits to assigned websites, handout
149 materials, assigned readings from textbooks and research articles, library research,
150 audiovisual materials, and written presentations.

151
152 *Examples of texts suitable for this course:*

153
154 American Psychological Association. (2001). *Publication Manual of the American*
155 *Psychological Association* (5th ed). Washington, D.C.

156
157 Chitty, K. (2000), *Professional Nursing: Concepts and Challenges* (2nd ed.). PA.
158 W.B. Saunders.

159
160 Johnson, B.M.; Webber, P. B. (2001). *An introduction to Theory & Reasoning in*
161 *Nursing*. Lippincott, Williams & Wilkins.

162
163 Marriner-Tomey, A.; Alligood, M.R. (2000). *Nurse Theorists and Their Work* (4th
164 ed) St. Louis: C.V. Mosby Company

165
166 *Examples of online databases suitable for use by students in this course:*

167
168 CINAHL Click on First Search icon, then All Databases ~~xxxx where is this located?~~
169 ~~UMDNJ library site maybe? xxxxxxxxxx~~
170 MEDLINE: From Library's homepage select Reference. MEDLINE appears on list
171 of links.

172
173 *Examples of Internet sites suitable for use by students in this course:*

174
175 Lippincott's Nursing Center <http://www.nursingcenter.com/>
176 National Library of Medicine <http://www.nlm.nih.gov>
177 Nursing City <http://www.nursing-city.com>
178 NursingNet <http://www.nursingnet.org/>
179 Nursing Theory Page <http://www.ualberta.ca/~jrnorris/nt/theory.html>
180 Nursing World <http://nursingworld.org>
181 Virginia Henderson International Nursing Library
182 <http://stti-web.iupui.edu/library>

183 WEB CT Access: <http://www.umdj.edu.webct>
184 UMDNJ Library <http://www.umdj.edu/librweb>
185 History of nursing www.aahn.org
186 International Nursing congress www.icn.ch

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189 **c. Evaluation of students and grading procedure.** During the time that this course was
190 taught at NJIT, students were evaluated by the following kinds of activities: term
191 papers; exams; and a writing portfolio developed by each student during the entire
192 semester.

193

194 **d. Course Evaluation:** During the time that this course was taught at NJIT, the UMDNJ
195 faculty routinely conducted assessment of the success of this course. The Biological
196 Sciences Department routinely reviews each of its course offerings to assess their
197 success in meeting stated goals and objectives. The Biological Sciences Department,
198 in collaboration with UMDNJ, will expand its review process to include this course.

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201 **V. RESULTS OF CONSULTATIONS**

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203 Results of Consultations

204

205 Planned consultations:

206 Dept. Special Education

207

208

209 **CATALOG DESCRIPTION**

210

211 **XxxxHEGISxxxx**

3.0 s.h.

212 *(Pre-requisites: enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program)*

213 Building on the historical and theoretical foundations of the profession, students will
214 explore the theme of health, the health continuum, the socio-cultural variations that
215 influence health and response to illness, and the many dimensions of health. Nursing
216 interventions will be explored in relation to ethical, social, legal, political, and personal
217 issues as students clarify their own professional identity, responsibility and power.

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