Course Description
NUR 413, Issues in Professional Nursing, is a 2 (2-0) credit course which occurs at the senior level of the undergraduate curriculum. The content is aimed at examining the past, current and future impact of selected themes related to health care in general, and nursing practice in particular, at the local, national, and international levels. This course emphasizes the longitudinal nature of many contemporary issues and trends which have a direct impact on the development of nursing science, nursing practice and nursing education.

A variety of teaching methods will be utilized in NUR 413 including lecture, seminar, group discussions and media review. Students will be responsible for accessing recent professional literature. NUR 413 is a designated Tier II writing course in the nursing curriculum. Therefore, a variety of writing assignments will be required.

Course Objectives
Upon completion of this course, the student will be able to:
1. Identify the impact of health care system changes on society and nursing.
2. Describe the evolution of nursing as a profession.
3. Identify external forces which have an impact on nursing practice such as economics and governmental policy.
4. Identify nursing’s progress in achieving cultural diversity.
5. Identify nursing’s role in achieving health care needs within society.

Required Resources

Course Syllabus - available on the web

Course Faculty
Louise C. Selanders, RN, EdD
A202 Life Sciences
355-3804
louise.selanders@ht.msu.edu
Student Evaluation
The course grade for NUR 413 will be determined based on the following components:

- Annotated bibliographies: 15%
- Midterm synthesis paper: 25%
- Final examination: 25%
- Student-Led Seminar: 25%
- Bill Analysis: 10%

TOTAL: 100%

The following scale will be used to convert percentage to a grade point allocation:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100</td>
<td>4.0</td>
</tr>
<tr>
<td>88-93</td>
<td>3.5</td>
</tr>
<tr>
<td>82-87</td>
<td>3.0</td>
</tr>
<tr>
<td>76-81</td>
<td>2.5</td>
</tr>
<tr>
<td>70-75</td>
<td>2.0</td>
</tr>
<tr>
<td>65-69</td>
<td>1.5</td>
</tr>
<tr>
<td>60-64</td>
<td>1.0</td>
</tr>
<tr>
<td>59 and below</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Policies

Attendance and Due Dates - Attendance at all class sessions for the entire class session is an expectation. A pattern of absences may result in the lowering of the final grade by up to one grade point. In the case of illness resulting in absence, a heath care provider’s statement may be required at the discretion of the instructor.

It is expected that examinations and other assignments will be completed and submitted on the designated dates unless prior arrangements have been made with a course instructor. If the instructor cannot be reached, the student is expected to call the College of Nursing Office (355-6523) prior to the beginning of class and leave a message regarding the reason for the absence. Alternative examinations may be used for alternative testing times.

Academic Dishonesty - Academic dishonesty in any form will not be tolerated. If these practices are observed or suspected in any form, the student will be reported to the appropriate departments for disciplinary action. A grade of 0.0 may be issued.

Cell Phones and Pagers - All electronic communication devices are to be turned off while in class.
# Course Calendar - Spring, 2001

All classes will be held on **Tuesdays, 1:10 p.m.-3:00 p.m. in A-133 Life Sciences** unless otherwise indicated. Major unit headings are in **BOLD** type. * indicates student-led seminar.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/28</td>
<td><strong>Professional Development Issues</strong>&lt;br&gt;Course Overview, definition of trends and issues</td>
<td>Ellis &amp; Hartley Ch 1, 5</td>
</tr>
<tr>
<td>2</td>
<td>9/04</td>
<td>Issues and trends in Nursing Education</td>
<td>Ellis &amp; Hartley Ch 6</td>
</tr>
<tr>
<td>3</td>
<td>9/11</td>
<td>The role of the professional organizations&lt;br&gt;Group discussion on collective bargaining&lt;br&gt;Guests: Tom Renkes</td>
<td>Ellis &amp; Hartley Ch 12</td>
</tr>
<tr>
<td>4</td>
<td>9/18</td>
<td><strong>Issues of Government Policy and Regulation</strong>&lt;br&gt;Regulation of the practice of nursing</td>
<td>Ellis &amp; Hartley Ch 7</td>
</tr>
<tr>
<td>5</td>
<td>9/25</td>
<td>Legal Issues in Nursing&lt;br&gt;Guest: Mary Conklin&lt;br&gt;<strong>Distribute Midterm Synthesis Exam</strong></td>
<td>Ellis &amp; Hartley Ch 8</td>
</tr>
<tr>
<td>6</td>
<td>10/2</td>
<td>Field Trip to Michigan State Capital</td>
<td>Ellis &amp; Hartley Ch 3</td>
</tr>
<tr>
<td>7</td>
<td>10/9</td>
<td>*Government Policy Development&lt;br&gt;Group discussion of analyzed bills</td>
<td>Analyzed Bills</td>
</tr>
<tr>
<td>8</td>
<td>10/16</td>
<td><strong>MIDTERM SYNTHESIS EXAM</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/23</td>
<td>Institutional Regulation and Oversight&lt;br&gt;Guest: Tedi Beckett</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>10/30</td>
<td><strong>Issues of Economics and The Health Care System</strong>: Health Care Financing&lt;br&gt;Guest: Faith Priester</td>
<td>Ellis &amp; Hartley Ch 2</td>
</tr>
<tr>
<td>11</td>
<td>11/6</td>
<td>*The Nursing Shortage: Origins and Implications</td>
<td></td>
</tr>
</tbody>
</table>
### Additional Class Materials

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Analyzed bill</td>
<td>Suggested web sites: <a href="http://thomas.loc.gov">http://thomas.loc.gov</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.nursingworld.org">www.nursingworld.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.minurses.org">www.minurses.org</a></td>
</tr>
</tbody>
</table>

### Work Groups

Students will participate in one of four work groups. The purpose of these groups will be

1. To select and analyze a proposed legislative bill at the national or state level which will/may impact nursing.
2. To participate as a group in class discussions.
3. To develop one of four student led seminars.

### Synthesis Examination

A synthesis examination is designed to demonstrate integration and applicability of course content. Between one and three questions will be distributed to students in advance of the testing date. A specified number of journal articles are to be found in the literature relative to these questions and annotations developed (see below). The student is expected to develop a substantive outline for each question. This should be constructed so that each question has an introduction, body and conclusion. Supplemental references should be included in the text of the answer with in-body citations according to APA format.

At the time of the examination, one question will be distributed for the student to complete as an essay. Integration of the journal articles is imperative. All answers are to be written in ink. If
Exams are completed outside of class, they must be typewritten. All articles and annotations are to be submitted with the exam even if all are not utilized for the question, which was answered. Exams and articles are to be submitted to the student folders.

Exams will be evaluated according to the following broad categories:

4.0 Exam shows evidence of **exceptional** effort and critical thinking (analysis, synthesis, creativity). Student has gone beyond expected requirements for satisfactory and correct conceptualizations and has demonstrated an exceptional grasp of the material.

3.0 Exam shows evidence of **obvious** effort and critical thinking (analysis, synthesis, creativity). Student has correct and satisfactory grasp of the material that goes beyond textbook and classroom descriptions.

2.0 Exam shows evidence of **satisfactory** effort and critical thinking reflective of textbook and classroom descriptions (limited analysis, synthesis, and creativity).

0.0 Exam not submitted or not submitted on due date or content reflects incorrect or unsatisfactory conceptualizations.

**Journal References With Annotations**

References are designed to provide the student with supplemental information about a topic not provided in class or the assigned text. These are to be used to develop content for the synthesis paper and for group discussions. The following apply to the development of these references:

1. **Journal** articles are to be found relative to the synthesis exam topics. They should be submitted at the time of the examination. These will be returned to the student.
2. Articles are to be no older than 3 years.
3. Editorials and reviews are **NOT** acceptable. Articles are to be substantive and **REFERENCED**.
4. Each set of articles must be from at least 2 different journals. At least 1/2 of the total of the articles must be from the nursing literature.
5. Articles will be evaluated on the following criteria:
   1. Relevance to topic 30%
   2. Strength of article 60%
   3. References/recent publication date 10%
6. **Format:** The annotation is to be placed first and the article second. These should be stapled together. On each annotation, the student should have his/her name. The APA format reference should be at the top of the annotation. These should be typed or word-processed. Each annotation should contain a multiple paragraph
summary of the article content and a discussion of why this article is relevant to
the selected content.

**Student-Led Seminars**
The student-led seminars are done as a combined individual and group effort. Each student will
participate in one seminar to be assigned early in the semester. The grade will be assigned as a
group effort. It is expected that each presentation will be about 1-1/2 hours in length. Visuals
assist the learner in grasping the content. Please contact Dr. Selanders if you require
transparencies or any additional equipment such as a VCR. These must be ordered in advance of
the presentation.

These seminars should be based on the current literature surrounding the topic. Be prepared to
hand in one typed copy of prepared references, which lists the sources used to prepare the
presentation.

Evaluation will be a combined process between the instructor and the class participants. 75% of
the group grade will reside with the instructor. 25% will be an average of the scores awarded by
the student audience. Criteria found on the evaluation tool will be used to determine the group
score.
Seminar Evaluation Tool

Date:________________________

Topic____________________________________________________________________

Presenters:__________________________________           ___________________________________

__________________________________           ___________________________________

__________________________________           ___________________________________

CRITERIA                   POSSIBLE PERCENT | PERCENT RECEIVED

Topic is clearly introduced  5

Topic is clearly discussed with emphasis on why this is an issue in nursing and what the evolving trend or trends are  45

All students in the group participate  10

Presentation is organized and clear  10

References are submitted, relevant and reflect a thorough review of the current literature  20

Students in the class are encouraged to participate  10

POINT TOTAL  100

Additional Comments:
ANALYSIS OF LEGISLATIVE BILL

1. Name and Identification number of bill:

2. Level of bill: _______ State (Identify) __________________________
     _______ Federal

3. Synopsis of proposed bill:

4. Bill Sponsors and affiliations: (ie: party, special interest groups)
5. Probable impact on nursing:

6. Supporting Data from the literature: Identify source(s) and synopsis of article(s). Attach article.
7. Support___________ or Non-support___________ for the bill (Choose one)

8. Attach Bill