MICHIGAN STATE UNIVERSITY
COLLEGE OF NURSING

NUR 413
Issues in Professional Nursing
Course Syllabus – Section 001

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, practice and education.

A variety of teaching methods will be utilized in NUR 413 including lecture, seminar, and group discussion. 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
Philadelphia: W.B. Saunders.
Course Syllabus - available on the web

Recommended Resources

413 syllabus – Lansing.Fall02
Course Faculty
Louise C. Selanders, RN, EdD
A202 Life Sciences
355-3804
selander@msu.edu

Student Evaluation
The course grade for NUR 413 will be determined based on the following components:
- Annotated bibliographies and quizzes 15%
- Midterm synthesis exam 25%
- Final synthesis exam 25%
- Student-led seminar 20%
- Bill analysis and committee hearing 15%

TOTAL 100%

The following scale will be used to convert percentage of points 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>
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<tr>
<td>89-93</td>
<td>3.5</td>
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<tr>
<td>84-88</td>
<td>3.0</td>
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<tr>
<td>79-83</td>
<td>2.5</td>
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<tr>
<td>75-78</td>
<td>2.0</td>
</tr>
<tr>
<td>70-74</td>
<td>1.5</td>
</tr>
<tr>
<td>65-69</td>
<td>1.0</td>
</tr>
<tr>
<td>↓-65</td>
<td>0.0</td>
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</tbody>
</table>

Policies

Student-Faculty Relationship – Students are encouraged to consult with Dr. Selanders regarding questions or concerns related to NUR 413. This may either be done in person or through the chairs of the various student groups. Office hours are by appointment. Dr. Selanders may be contacted easily either by e-mail or voice mail at her office number.

Attendance and Due Dates - Attendance at all class sessions for the entire class session is an expectation. A pattern of absences may result in lowering of the final grade of 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 complete 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) and leave a message regarding the reason for the absence. Alternative examinations may be used for alternative testing times. Late assignments will have the final point total lowered by up to 10% of the possible points.
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 authorities for disciplinary action. A course grade of 0.0 may be issued.

Communication Devices – All electronic communication devices are to be turned off while in class.

Course Calendar – Fall 2002

All classes will be held on Tuesdays, 12:40-2:30 p.m. in A-133 LS 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>Aug 27</td>
<td>Course Overview</td>
<td>Huber ch 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identification of professional trends and issues</td>
<td>Nagelkerk ch 3</td>
</tr>
<tr>
<td>2</td>
<td>Sept 3</td>
<td><strong>Issues of Government Policy and Regulation</strong></td>
<td>C &amp; J ch 5</td>
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<tr>
<td></td>
<td></td>
<td>Regulation of nursing practice</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 10</td>
<td>Process of government policy development</td>
<td>C &amp; J ch 10</td>
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<td></td>
<td></td>
<td></td>
<td>Huber ch 36</td>
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<tr>
<td>4</td>
<td>Sept 17</td>
<td>Group discussion of analyzed bills</td>
<td>Nagelkerk ch 36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group discussion of definitions of nursing</td>
<td><strong>Analyzed bills due</strong></td>
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<tr>
<td>5</td>
<td>Sept 24</td>
<td><strong>Professional Development Issues</strong></td>
<td>C &amp; J ch 4</td>
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<tr>
<td></td>
<td></td>
<td>Issues and trends in nursing education</td>
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<tr>
<td></td>
<td></td>
<td><strong>Midterm Examination distributed</strong></td>
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<tr>
<td>6</td>
<td>Oct 1</td>
<td>*Legal Issues in Nursing</td>
<td>C &amp; J ch 8</td>
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<td></td>
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<td></td>
<td>Huber ch 7</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Nagelkerk, ch 7</td>
</tr>
<tr>
<td>7</td>
<td>Oct 8</td>
<td>The role of the professional organization</td>
<td>C &amp; J ch 13</td>
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<tr>
<td></td>
<td></td>
<td>Group discussion of collective bargaining</td>
<td>Huber ch 18</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Nagelkerk ch 18</td>
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<tr>
<td>8</td>
<td>Oct 15</td>
<td><strong>MIDTERM SYNTHESIS EXAM</strong></td>
<td>All previous material</td>
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</tbody>
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413 syllabus – Lansing. Fall 02
<table>
<thead>
<tr>
<th>Week #</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 9      | Oct 22 | Issues of the health care system  
Health care delivery system and managed care – Guest: Faith Priester | Huber ch 2  
Nagelkerk ch 2 |
| 10     | Oct 29 | Health care financing - Guest: Faith Priester                         | C & J ch 6                      |
| 11     | Nov 5  | Legislative Committee Hearing                                         |                                 |
| 12     | Nov 12 | Supply, demand, health care delivery models and the nursing shortage  | C & J ch 19                     |
| 13     | Nov 19 | Cultural/Environmental Issues of Health Care  
*Issues in the workplace: Environmental safety, violence, harassment and burnout.  
Final Examination Distributed | C & J ch 12 |
| 14     | Nov 26 | *Issues of nursing’s image in the media                              | C & J ch 2                      |
| 15     | Dec 3  | *Alternative/complimentary therapies in relation to nursing practice  | C & J, ch 15                    |
| 16     | Dec 9  | FINAL EXAMINATION DUE BY 5 P.M.                                       |                                 |

<table>
<thead>
<tr>
<th>Topic</th>
<th>Source</th>
</tr>
</thead>
</table>
| Legislative and policy issues                   | Suggested web sites: http://thomas.loc.gov  
www.nursingworld.org  
www.minurses.org  
www.house.gov/writerep  
www.senate.gov  
www.michigan.gov |

**Work Groups:** Students will participate in one of four work groups. The purpose of these
groups will be to:
1. develop student discussions and positions.
2. develop one of four student led seminars.
3. explore a given definition of nursing for its professional characteristics.

Each group is expected to elect a group chair who will act as student liaison to Dr. Selanders and with other group chairs.

**Synthesis Examinations:** A synthesis examination is designed to demonstrate integration and applicability of course content. Two or three questions will be distributed to students in advance of the testing date. A specified number of journal articles from the recent literature articles are to be found relative to these two questions and annotations developed (See below). The student is required to develop a substantive outline for each question. At the time of the examination, one of the questions will be distributed for the student to complete as an essay. Integration of the journal articles is imperative. All articles and annotations are to be submitted with the exam even if all are not utilized for the question that was answered. Exams and articles are to be submitted to the student folders found in the file at the front of the room.

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. Professional journals are to be differentiated from magazines and current news sources such as newspapers.
2. Journal 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:** Citation for the article in APA format is to be placed at the beginning of the annotation. The annotation and the article should be stapled together with the annotation on top. All annotations should be typed or word-processed. Each annotation should contain a multi-paragraph summary of the article content and a discussion as to why this article is relevant to the selected content.

**Quizzes:** Short, in-class quizzes will be given unannounced throughout the semester. These quizzes may only be completed in class. No make-ups will be permitted.

**Student-Led Seminars:** The student-led seminars are done as a combined group effort. Each student will participate in one seminar to be selected 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 aids assist the learner in grasping the content. Please contact Dr. Selanders if you require transparencies or any additional equipment such as a VCR.

These seminars should be based on the current literature surrounding the topic. Be prepared to hand in one copy of a complied reference list 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 score awarded by the student audience. Criteria found on the evaluation tool will be used to determine the group score.

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_Seminar Evaluation Tool_

413 syllabus – Lansing.Fall02
Date: __________________________

Topic ________________________________________________

Presenters: ____________________________________ ________________________
__________________________________ ________________________
__________________________________ ________________________
__________________________________ ________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POSSIBLE PERCENT</th>
<th>PERCENT RECEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic is clearly introduced with presentation overview</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Topic is clearly discussed with emphasis on why this is an issue in nursing and what the evolving trend or trends are</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>All students in the group participate</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Presentation is organized and clear</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Students in the class are encouraged to participate</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>References reflect breadth of topic and are presented in APA format (Instructor Only)</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>POINT TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:

Signature ____________________________________

413 syllabus – Lansing, Fall 02
ANALYSIS OF A LEGISLATIVE BILL

1. Name and Identification number of bill:

2. Level of bill __________ State (Identify)______________________________
   __________ Federal

3. Bill Sponsors and affiliations: (ie: party, special interest groups) (Sections 1, 2, 3 = 10 pts)

4. Synopsis of proposed bill: (30 pts.)
5. Probable impact on nursing. (30 pts)

6. Supporting data from the literature: (See criteria for annotations). Provide a short synopsis. A full annotation is not necessary. Attach the article. (30 pts)

7. Support _________ or Non-Support _________ for the bill (Choose one)

8. Attach bill
NUR 413
Group Discussion Assignment

Directions: Several definitions of nursing have been presented. In your work groups, complete the following assignment and be prepared to discuss in class.

1. What is purpose and importance of a definition of nursing?

2. For whom is a definition of nursing intended?

3. What are the implicit and explicit components of each of the definitions?

4. How are the definitions similar? Different? What are their strengths and limitations?

5. Should the lifespan of a definition be limited?

6. How does a definition relate to the *Code of Ethics* and *Standards of Practice*?

7. Construct and be able to defend a revised definition of nursing.

**Florence Nightingale, 1860:** Nursing is to put the patient in the best possible condition for Nature to act upon him.

**Virginia Henderson, 1966:** The unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to a peaceful death) that he could perform unaided if he had the necessary strength, will or knowledge. And to do this in such a way as to help him gain independence as rapidly as possible.

**American Nurses Association, 1980:** Nursing is the diagnosis and treatment of human responses to actual or potential health problems.
Name

Michigan State University
College of Nursing
NUR 413

Committee Hearing Evaluation

1. Date of hearing attended

2. Committee

   House_____ Senate_____ Conference Committee_____

3. Substance of committee discussion:

4. Potential impact on professional nursing: