Michigan State University

College of Nursing

NUR 413

Issues in Professional Nursing

Spring, 2006

Faculty
Louise Selanders, EdD, RN, FAAN
Office Phone - 355-3804
Office Number - W120 Owen Graduate Center
Office Hours - By Appointment
E-Mail - selander@msu.edu

Course Meeting Day, Time, Location
Tuesdays, 10:20 a.m. – 12:10 p.m., A-131 Life Sciences
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 issues and trends in 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.

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 Text

Course Syllabus - available on the web and ANGEL

Instructional Model
A variety of teaching methods will be utilized in NUR 413 including lecture, seminar, online assignments 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.
Evaluation/Grading Scale

The standard College of Nursing grading scale will be used to convert percentage of points to a grade point allocation:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade Point</th>
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<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
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<tr>
<td>93-89%</td>
<td>3.5</td>
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<tr>
<td>88-84%</td>
<td>3.0</td>
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<tr>
<td>83-79%</td>
<td>2.5</td>
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<tr>
<td>78-75%</td>
<td>2.0</td>
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<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69-65%</td>
<td>1.0</td>
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<tr>
<td>&lt;64%</td>
<td>0</td>
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</table>

Quizzes, journals, In the news... 20%
Midterm synthesis exam and bibs 25%
Final synthesis exam and bibs 25%
Student-led seminar 20%
Bill analysis and gov't activity 10%
TOTAL 100%

Policies

A. Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

1. Academic Dishonesty
2. Taping and communication devices
3. Weather
4. Protection of property/computers
5. Protection of Scholarship and grades
6. SIRS
7. Disabled Student

B. Attendance

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 healthcare provider’s statement may be required at the discretion of the instructor.
C. Examinations
Examinations will either be given as essay take-home exams. All students are expected to submit the examinations on the date scheduled unless prior arrangements are made with the Dr. Selanders. For emergency situations, students are to contact Dr. Selanders as soon as possible via email or office phone. In some situations, a health provider’s statements may be required. Questions regarding examination grades will be put forward within two weeks of the return of the exam. Alterations will not be made after this time.

Student Faculty Relationship:
Students are encouraged to consult with Dr. Selanders regarding questions or concerns related to NUR 413. Office hours are by appointment. Dr. Selanders may be contacted easily either by e-mail (selander@msu.edu only – NOT on the ANGEL account) or voice mail at her office number – 355-3804.
Calendar:
Major unit headings are in **BOLD** type. * indicates student-led seminar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 10</td>
<td><strong>Issues of ‘profession’</strong>&lt;br&gt;Definition of profession, trends and issues</td>
<td>C &amp; J ch 1/ <strong>ANGEL power point</strong>&lt;br&gt;Journal: Identify 10 concepts describing nursing and 5 issues which you believe are effecting the profession. What are the 2 most important and why. Due Jan 17</td>
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<td>Jan 17</td>
<td><strong>Issues of Government Policy and Regulation:</strong> Process of government regulation and Nurse Practice Act, legislation and policy development&lt;br&gt;-Course Overview&lt;br&gt;-Sign up for work groups&lt;br&gt;-Bill analysis orientation</td>
<td>C&amp;J ch 5&lt;br&gt;<strong>Journal:</strong> ‘In The News’ Identify issues that are in the print media. How well is nursing covered in those articles?&lt;br&gt;Identify gov’t bills&lt;br&gt;Due Jan 24</td>
</tr>
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<td>Jan 24</td>
<td><strong>Issues of Nursing Education:</strong>&lt;br&gt;-National Nurse Survey&lt;br&gt;-Levels of education&lt;br&gt;-1965 Proposal&lt;br&gt;-Nursing shortage</td>
<td>C&amp;J ch 4&lt;br&gt;<strong>Journal:</strong> Self definition of nursing&lt;br&gt;With concepts identified. Describe why this is a ‘good’ definition.&lt;br&gt;Due Jan 24</td>
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<tr>
<td>Jan 31</td>
<td>Evaluation of definitions of nursing and discussion on ‘‘image of nursing’’&lt;br&gt;<strong>Midterm Examination distributed</strong></td>
<td>C&amp;J ch 2&lt;br&gt;<strong>Journal:</strong> Why BSN nursing? Due Feb 7</td>
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<tr>
<td>Feb 7</td>
<td>Guest Speaker: TBA&lt;br&gt;Combined Senior Class, A-131 LS</td>
<td>C&amp;J ch 10&lt;br&gt;<strong>Analyzed bills due Feb 14</strong></td>
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<td>Feb 14</td>
<td><strong>Issues of the Health Care System:</strong>&lt;br&gt;Health Care Financing: Insurance industry, Medicare and Medicaid</td>
<td>C&amp;J ch 6&lt;br&gt;<strong>Journal:</strong> Is a nationalized health care system a viable alternative? Why or why not? Due Feb 21</td>
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<tr>
<td>Feb 21</td>
<td><strong>Issues of the Health Care System:</strong>&lt;br&gt;Video: When the system fails, what are the alternatives?</td>
<td>C&amp;J ch 13&lt;br&gt;Relative to the video, how and why did the system fail in the US? Be very specific. Due Mar 14.</td>
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<tr>
<td>Feb 28</td>
<td><strong>MIDTERM SYNTHESIS EXAM</strong></td>
<td>All previous material</td>
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<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
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<td>Mar 7</td>
<td>NO CLASS – Spring Break</td>
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<td>Mar 14</td>
<td>Issues of the workplace:</td>
<td>C&amp;J chs 22, 25</td>
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<td>Taking charge of your future employment</td>
<td>Form Unionization discussion teams for presentation Mar 21</td>
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<td>Practice Interviews</td>
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<td>Mar 21</td>
<td>Issues of the Workplace:</td>
<td>C &amp; J ch 12</td>
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<td>Mandatory Overtime, Unionization and Magnet Hospitals and Violence in the workplace.</td>
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<td>Mar 28</td>
<td>*Legal issues in nursing: malpractice, negligence, assault, battery, personal and professional liability.</td>
<td>C &amp; J ch 8</td>
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<td>Final Exam Distributed</td>
<td>Journals for non-presenters: Topic TBA. Due Apr 11.</td>
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<td>Apr 4</td>
<td>Government Activity:</td>
<td>Government activity reports due no later than April 18.</td>
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<td>Committee meeting or alternate experience</td>
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<td>Apr 11</td>
<td>*Health Care Disparities:</td>
<td>C&amp;J ch 11</td>
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<td>Journals for non-presenters.</td>
<td>Topic TBA. Due Apr 18.</td>
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<td>Apr 18</td>
<td>*Alternative and Complementary Therapies</td>
<td>C &amp; J ch 15</td>
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<td></td>
<td>Last day to turn in gov’t activities</td>
<td>Journals for non-presenters. Topic TBA. Due Apr 25.</td>
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<tr>
<td>Apr 25</td>
<td>* The Chemically Dependent Nurse</td>
<td><a href="http://www.hprp.org/2hpindex.html">http://www.hprp.org/2hpindex.html</a></td>
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<tr>
<td></td>
<td>Journals for non-presenters.</td>
<td>Topic TBA. Due May 1.</td>
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<tr>
<td>May 1</td>
<td>FINAL EXAM DUE 5PM - MONDAY</td>
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</tbody>
</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  
| Employment                  | www.nurseicon.org     
|                             | http://www.monster.com |

**Work Groups:** Students will participate in one of several 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.
4. identify relevance of current events to nursing.

**Synthesis Examinations:** A synthesis examination is designed to demonstrate integration and applicability of course content. For the midterm and final exams, questions are to be answered in the form of a formalized paper. The standard of the writing should be such that the paper could be submitted for publication to a nursing journal. A specified minimum number of journal articles from the recent literature are to be found relative to these two questions and annotations developed (See below). Integration of the journal articles is imperative. All articles and annotations are to be submitted with the exam.

Specific format and content instructions will be given at least three (3) weeks prior to the due date.

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.
Annotated Bibliographies: 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 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 – approximately 250 words.

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

Directed Journals: Several times during the semester each student will be asked to journal on a specific topic which is professionally related. These will be counted as quizzes. Answers will be evaluated on both accuracy and thoughtfulness of content.
**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. Visuals aids are essential in the on-line environment to assist the learner in grasping the content.

These seminars should be based on the current literature surrounding the topic. Be prepared submit one copy of a compiled 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.

`In The News...`: In the course of the semester, each student is to identify 3 health care issues that are presented in the print or visual media. Each is to be presented during the appropriate discussion at the beginning of class. The source and substance (short paragraph) is to be submitted to Dr. Selanders. See calendar for due date.
ANALYSIS OF A LEGISLTIVE BILL

Directions: Identify a bill of healthcare interest that is currently being considered at
the federal or state level. Complete all components of the following assignment.
See calendar for due date. Analysis should be typed.

1. Name and Identification number of bill:

2. Level of bill ___________ State (Identify) ________________ Federal

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

4. Synopsis of proposed bill. (30 pts.)

5. Probable impact on nursing. [NOTE: This section is critical to the assignment.
   Please give it substantial thought. ] (30 pts)

6. Supporting data from the literature: Provide a full APA citation and short
   synopsis. Article does not have to be attached. The article is to address the
   substance of the bill, not the bill itself. See syllabus for definitive article criteria.
   (30 pts)

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

8. Attach bill
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.

Michigan, 1978: “Practice of nursing” means the systematic application of substantial specialized knowledge and skill, derived from the biological, physical, and behavioral sciences, to the care, treatment, counsel, and health teaching of individuals who are experiencing changes in the normal health processes or require assistance in the maintenance of health and the prevention or management of illness, injury, or disability.
Name_____________________________________________________

Michigan State University  
College of Nursing  
NUR 413

Health Policy Activity Report

1. Date of activity attended_______________________________________

2. Describe activity

3. Potential impact on professional nursing:

4. What did you learn from this experience?
Legal issues in nursing
1. Be specifically prepared to discuss the issues of malpractice, negligence, and assault and personal and professional liability.
2. Use case studies to illustrate your point about these specifics points of law and encourage group participation.
3. What are the pros and cons of carrying personal malpractice insurance?

Complimentary and Alternative Therapies and Nursing Practice
1. What are common forms of CAT?
2. How do these therapies – or do these therapies- integrate with traditional Western medical technologies?
3. What are licensure requirements for practitioners?
4. What research supports or refuts the effectiveness of these modalities?

The Chemically Dependent Nurse
1. What is a chemically dependent nurse and how common is the problem?
2. How does one recognize the chemically dependent nurse?
3. What are common substances to which nurses are dependent?
4. What are the ramifications of being a chemically dependent nurse?

Health Care Disparities
1. What are health care disparities?
2. Identify instances of sub-group disparities from disparities by diagnosis; racial/ethnic origin; gender and/or sexual orientation.
3. How do these disparities potentially affect your pending practice as a registered nurse?
4. How can nursing potentially help to reduce health care disparities?

For all presentations...
1. Each presentation should have objectives and student participants should be introduced.
2. Each presentation should have visual aids – i.e.: power point, videos, transparencies.
3. Integrate the student audience into the presentation through activities.
### Michigan State University
College of Nursing
NUR 413
Synthesis Paper Evaluation Tool

<table>
<thead>
<tr>
<th>Component</th>
<th>% Possible</th>
<th>% Achieved</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>I. Introduction &amp; Conclusion</strong></td>
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<tr>
<td>a. are present</td>
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<td>b. includes thesis and summary of paper</td>
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<td><strong>II. Discussion:</strong></td>
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<td>70</td>
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<td>a. is substantive and evidence-based</td>
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<tr>
<td>b. addresses assigned topic</td>
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<tr>
<td><strong>III. References:</strong></td>
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<td>15</td>
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<tr>
<td>a. Uses substantive journals</td>
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<td>b. Meets guidelines</td>
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<tr>
<td>c. Well integrated</td>
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<tr>
<td><strong>IV Format:</strong></td>
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<td>10</td>
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<tr>
<td>a. Title is descriptive of content</td>
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<td>b. Spelling</td>
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<tr>
<td>c. Syntax</td>
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<tr>
<td>d. APA citations</td>
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<tr>
<td>e. Grammar</td>
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Evaluator:_________________________________________
Seminar Evaluation Tool

Date:________________________

Topic___________________________________________________________________

Presenters:
___________________________________           _______________________________
___________________________________         ________________________________
___________________________________          ________________________________
___________________________________         ________________________________

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POSSIBLE</th>
<th>PERCENT RECEIVED</th>
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<tbody>
<tr>
<td>Topic with participants and objectives introduced</td>
<td>5</td>
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<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>45</td>
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<td>Process:</td>
<td>15</td>
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<td>• Audio-visual materials appropriately prepared and enhance content</td>
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<tr>
<td>Content:</td>
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<tr>
<td>• Accurate</td>
<td>15</td>
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<td>• Meets objectives</td>
<td>10</td>
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<td>• Actively involves non-presenting students</td>
<td>10</td>
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<tr>
<td>POINT TOTAL</td>
<td>100</td>
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Additional Comments:

Evaluator__________________________________