Graduation Writing Assessment Requirement (GWAR)
Course Approval Sheet

Department Nursing   College HSS
Course Number N312   Course Title Foundations in Nursing Theory
Contact Person Allen J. Orsi   Email aorsi@sfsu.edu   Phone 338-7658

This proposal is a: (please check one)

   X   Minor Modification to an Existing Course
   ___ Substantial Modification to an Existing Course
   ___ Completely New Course

Relationship of course to major(s). Please indicate how this course fits in the major.

Introduction to professional nursing focusing on the challenges influencing nursing education, nursing practice, and health care. Course integrates concepts and principles of professional nursing practice, nursing process, communication, professional values, and behaviors, health promotion, and social, political and economic factors affecting nursing and health care.

Prerequisite: A prerequisite for the course is the completion of English 214 or its equivalent with a grade of "C-" or better.  X Yes  ___ No

Please attach a course syllabus to this form.

Please indicate how this course meets each of the GWAR criteria:
(Note: You may respond either in the blanks below or on a separate sheet attached to this form.)

Criterion #1 - Class Size: Courses satisfying the GWAR should have an enrollment of 25 students or fewer.

This course will have a student cap of 25 students.

Criterion #2 - Number of Pages/Words: The overall assignments for the course will include a minimum of 15 pages, meaning the equivalent of 4000 words, of formal writing that demonstrates upper-division written English proficiency within the given discipline.

This course will include a minimum of 15 pages of formal nursing writing. This page requirement will be met in two ways:

- Multiple short papers, throughout the semester, that are requirements of the final paper. These short papers will be critiqued and rewritten by the student for the final paper.
- One culminating project, written in stages throughout the semester. The students will write a research paper. For this assignment, students could be asked to first write a short paper introducing their topic of interest (3-5 pages), followed by a review of relevant nursing literature (7-10 pages), and conclusions (2-3 pages).
The enclosed representative syllabus requires 15-18 pages of formal writing. This consists of 3 papers of increasing length (paper 1 = 3-5 pages; paper 2 = 7-10 pages; final paper = 16-20 pages)

**Criterion #3 - How Writing Will Affect the Final Grade:** At least 60% of the grade in GWAR courses must be based on written assignments and take-home essay exams (e.g., exams designed to allow for revision), which are evaluated for both content and quality of writing.

- At least sixty percent of the grade in N312-GWAR will be based on written assignments that will be assessed for both content and quality of writing.

- For the course described in the enclosed representative syllabus, 60% of the grade will be based on written assignments; the remainder will be based on quizzes (35%), and participation in peer-review writing groups (5%).

**Criterion #4 - Revision of Assignments:** GWAR courses must include substantive revision of major, graded, written assignments in response to feedback.

- The writing assignments consist of multiple short papers, 2 of these papers (with a minimum of 7 pages) will be submitted in draft form, evaluated by the instructor, and then revised and resubmitted by the student, in response to instructor feedback. Additionally, students will bring at least one draft paper to class to develop during an in-class peer-review workshop, as indicated in the course schedule.

- If the writing assignments consist of a culminating project, each stage of the project will be submitted in draft form, evaluated by the instructor, and then revised and resubmitted at the end of the semester, as part of the final project, in response to instructor feedback. Additionally, students will bring at least one stage of their project to class, in draft form, to develop during an in-class peer-review workshop, as indicated in the course schedule.

- The enclosed representative syllabus requires two papers to be submitted in draft form, evaluated by the instructor, and then revised and resubmitted by the student, in response to instructor feedback. These are Paper 2 (4-5 pages) and the Final Paper (6-7 pages). Students will also work on these papers during in-class peer review workshops.

**Criterion #5 - Types of Assignments:** GWAR courses should include a variety of writing assignments that are distributed throughout the semester, rather than concentrated at the end.

- Students will either submit multiple short papers or draft sections of their culminating project throughout the semester. In addition to these formal writing requirements, students will complete multiple informal writing exercises throughout the semester, such as free-writing, one-page reflections, and exercises related to plagiarism, citation, thesis development, and essay outlining. These exercises may be assigned in-class and/or as homework.

- The enclosed representative syllabus requires formal written work to be submitted throughout the semester, in week 3 (paper 1), week 4 (structured writing assignment), week 8 (full draft of paper 2), week 10 (revised version of paper 2), week 15 (full draft of final paper) and final week (revised version of final paper).
**Criterion #6 - In-class Attention to Writing:** GWAR course syllabi should reflect significant class time devoted to instruction in writing conventions within the given discipline.

- Significant class time will be devoted to teaching nursing writing conventions. This will include instruction in basic composition, thesis development, essay organization, appropriate citation, and revision and editing. N312-GWAR instructors will also use writing assignments to identify common problems faced by students and will dedicate class time to addressing these problems collectively. In-class writing workshops utilizing peer-review will also be incorporated into the course.

- The enclosed representative syllabus describes significant class time dedicated to writing instruction. Specifically, six class periods will be dedicated to workshops on: free-writing and the writing process; citation practices; developing and supporting a thesis; revising and editing; and peer-review sessions. Two additional workshops will address library research and requirements for the nursing major.

**Criterion # 7, Number of Units:** GWAR courses should be at least 3 units.

N312-GWAR will be 3 units

Department/Program Chair/Directors

[Signatures]

Print Name
SAN FRANCISCO STATE UNIVERSITY  
SCHOOL OF NURSING  
Fall 2009

COURSE  
Nursing 312, Foundations in Nursing Theory

CREDIT  
3 units

DAY/TIME/PLACE  
Thursdays  
8:10am - 11am  
Canada Campus 21-100

FACULTY  
Allen J. Orsi, PhD, RN, CNS  
Office: Room 377, Burk Hall  
Voice: (415) 338-7658  
Email: aorsi@sfsu.edu

COURSE DESCRIPTION  
Introduction to professional nursing focusing on the challenges influencing nursing education, nursing practice, and health care. Course integrates concepts and principles of professional nursing practice, nursing process, communication, professional values, and behaviors, health promotion, and social, political and economic factors affecting nursing and health care.

PREREQUISITES  
Admission to nursing major and upper division standing. Must be taken concurrently with all Semester One Nursing courses.

COURSE OBJECTIVES

1) Analyze historical perspectives, and the economic, sociopolitical, environmental, and legal factors that influence health care and nursing systems.
2) Explain ethical, legal, and regulatory issues that influence nursing care.
3) Differentiate between health promotion, risk reduction and disease prevention strategies utilized in nursing.
4) Describe the concept of health promotion as a means of primary prevention.
5) Identify perceptions of health and illness based on culture and ethnicity.
6) Explain the use of the nursing process to plan care that will help patients and their families progress toward their optimal level of health and wellness.
7) Identify sources of information utilized in implementing the nursing process.
8) Describe therapeutic and non-therapeutic verbal and non-verbal communication techniques.
9) Describe the role of the nurse as a patient (and family) teacher.
10) Construct a preliminary and personal philosophy of nursing.
11) Distinguish between professional and non-professional nursing behaviors in the academic and clinical settings.
12) Identify, explore, and write a research paper describing a current health issue or problem.

Semester One: Level Objectives
At the completion of the first semester, the student will have the ability to:

1.1 Identify biological and psychosocial knowledge in the application of the nursing process for individuals and families.
2.1 Identify knowledge of growth and development concepts in the nursing process for clients across the life span.
3.1 Identify self and individual client’s social, economic, cultural, and ethnic perceptions of health and responses to illness.
4.1 Provide health teaching for meeting the basic health needs of an individual client based on principles of teaching and learning.
5.1 Use problem-solving process to analyze selected client/nursing problems.
6.1 Use communication techniques with individual clients to promote wellness and alleviate stress.
7.1 Meet standards of accountability and responsibility in the nursing student role.

Required Text:


Recommended Textbooks


NURS 312 Teaching/Learning Strategies

Lectures, discussions, and presentations  
Reading: synthesis, analysis  
Critical thinking and reflections (self and group)  
Examinations  

Field experiences  
Written assignments

As we know, research suggests that adults learn best when actively involved in the process. While some amount of the course material needs to be committed to memory, for the most part, learning will take place through reflection, writing, and discussion. Each of us has a preferred learning style; one teaching approach will not work for everyone. Through a variety of activities, this course will offer the student an opportunity to build on your baccalaureate education, and enhance your nursing education. Faculty and students will relate in egalitarian and collaborative ways (NLN, 1993) to build a base for life-long learning-an essential component of professional nursing practice.

N 312 Course Requirements, Evaluation Criteria, Contribution to Final Grade, & Grading Scale

1. SFSU Email account & Internet access
   All students must open and maintain an SFSU email account. If you have not done so already, please open a free SFSU-related email account prior to the beginning of the semester. Faculty in the School of Nursing will communicate with nursing students via email using the iLearn program http://ilearn@sfsu.edu.

2. Examinations contribute 35% to final grade
   There will be two examinations during the semester as follows:

   Final exam 35%

   Students must earn a passing grade (≥ 70%) on the exams. Students must schedule an appointment with the instructor if they do not achieve great than 70% on their assignments. Students who earn less than 70% on the exams will receive a failing grade in the course regardless of other course requirement scores.

3. Written Assignments contribute 60% to final grade
   The writing emphasis in this course will provide the student with an opportunity to strengthen written communication and critical thinking skills. To develop these skills, the student is expected to think more clearly and precisely, key for successful, quality professional nursing practice. As with all writing-no matter how experienced the writer-the first draft is never the final draft!
4. Other Learning Activities

Information Literacy. The intent of this requirement is to ensure that SFSU students will have a solid foundation of information competence skills early in their academic careers as preparation for future course work required for the baccalaureate degree. Submit a copy of the completion document by the second-class meeting. OASIS check off (Due Week 2) http://oasis.sfsu.edu

Online Advancement of Student Information Skills (OASIS) is an online, self-paced program consisting of 8 chapters with quizzes. OASIS fulfills the University’s Basic Information Competence Requirement. After completing OASIS, the student will begin to understand the basic strategies for determining information requirements for various research projects, as well as locating, retrieving, using, and evaluating information in both electronic and print formats. After completing OASIS, there will be three short research exercises to help the student identify evidence-based health material, develop a research plan for a specific health topic, evaluate evidence-based health material and correctly citing the evidence-based material in the final paper. OASIS is a graduation requirement for all SFSU undergraduates.

In addition to OASIS there will be an information competency exercise that you will turn into Pam Howard, our librarian. Information competency is a component of evidence-based nursing practice. These are exercises to provide background for the health topic paper. Students will gather information about a health topic or the nursing profession from library databases and web resources. Students are to present their research in three assignments.

Main outcomes:
• Familiarity with trusted web resources
• Familiarity with a limited number of library databases: CINAHL 7 Academic Search Premier

The information competence infusion is as follows:
• They are required to find web information about a health topic and later, find scholarly and non-scholarly articles about the health topic using library resources;
• They are asked to evaluate the materials;
• Their process is documented in a series of worksheets and supported by tool-specific screencasts;
• The worksheets will be collected and graded pass/fail based on a rubric.

Students will learn:
• The concept of main ideas in a search
• The use of the search functions of CINAHL
• How to cite APA format from the database
• Learn to identify the difference between peer reviewed and Popular press articles

Health Insurance Portability and Accountability Act (HIPAA) Requirement
(Due Week 2)

The HIPAA Privacy Rule established a set of requirements for protecting the confidentiality of person-identifiable data arising as a result of health care services, and includes the requirement that authorization (consent) be obtained in most cases before this type of data is used for research
purposes. The Privacy Rule also requires that research plans for use of this type of data undergo review and approval by an Institutional Review Board (IRB) or Privacy Board.

All Level 1 nursing students must successfully complete a HIPAA requirement. This is a clinical agency requirement. After completing the tutorial, students will receive a personalized training certificate. Students are to bring a copy of the certificate indicating that they have successfully completed the tutorial program to class Week 2.

5. Evaluation and Grading Scale – Students may choose a letter grade or credit/no credit.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>A grade below a C- is not passing for a nursing course*</td>
</tr>
<tr>
<td>D</td>
<td>67 -69</td>
</tr>
<tr>
<td>D-</td>
<td>63- 66</td>
</tr>
<tr>
<td>F</td>
<td>0 -59</td>
</tr>
</tbody>
</table>

- NOTE: Students earning a grade below C- will be dropped from the program. It is the policy in the School of Nursing that all students who receive a D+ or lower in any nursing course must petition the School of Nursing Student Affairs Committee for permission to continue. Permission to continue is given on a case-by-case basis and is not automatically granted. Please review the School of Nursing Student Handbook.

COURSE POLICIES/REQUIREMENTS

(Please also refer to SFSU School of Nursing and University Policies)

1. Communications: This course will take advantage of technology to enhance learning and communication. In addition, students will increase their knowledge and skills in the use of information technology. Students should regularly check their e-mail and “My Courses” at http://ilearn.sfsu.edu. Course links and course tools will be used throughout the semester to communicate information, announcements, etc. SFSU email or ilearn@sfsu.edu will be utilized for any necessary announcements. Email is the best way to communicate with the instructors. If you
need assistance with this or other SFSU, computer services please contact the Help Desk. You are responsible for use of this technology. Please seek assistance from faculty or IT as needed.

2. Class participation/preparation: Classes will be conducted in a lecture/discussion format to discuss key concepts and assigned readings. Students are expected to read the required readings, complete all assignments prior to each class session and participate in discussions and classroom activities. Time in class will not consistently allow for a review of all readings. However, students are responsible for content of assigned readings.

3. Attendance: Required; classes provide an opportunity to enhance students’ understanding of the nursing role and profession.

4. Assignment due dates: Written assignments- including rewrites- are due on the date specified in the course schedule unless specific arrangements are made with faculty PRIOR to the due date. A late assignment will incur a full grade per day penalty (for example, if your written assignment grade was an A but was turned in one day late, you would receive a B).

5. Mid-term and final exams: Examinations provide an opportunity for students to review knowledge gained from reading and class participation. University Policies regarding examination procedures will be strictly enforced. If there is an excused absence for an examination, the student must assume responsibility for arranging with the faculty for a make-up exam within one week; otherwise, the grade will automatically become a zero. Exam questions will be developed from the assigned readings and class discussions. Students are not allowed to keep the examination or to copy test questions or answers. Review of exams is at the discretion of the faculty.

6. All written assignments must be typed, follow APA format and use primary sources as appropriate.

7. SFSU School of Nursing HIPAA Statement (for Course Syllabi):
   In keeping with the Health Insurance Portability and Accountability Act (HIPAA), all identifying patient information (name, address, telephone number, age, medical record number, etc.) MUST be removed from student papers, notes, etc. Submitting patient identification data is a violation of the law and will lead to disciplinary action up to and including dismissal from the program. In addition, students may be personally liable for penalty payments under these laws and regulations.

8. Cell phones, pagers, etc. Turn phones off during class. If there is a critical need to be accessible by cell phone during class, set the phone to vibrate. Abuse of this reasonable policy will result in complete prohibition. Please, no knitting, crocheting, or other handicraft work in class.

Syllabus - Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Announcements for Class and Nursing Program
The SFSU School of Nursing web page: www.nursing.sfsu.edu has an announcement section. Please check it regularly for announcements to your semester group and general nursing student announcements.

**Course Assignments/Evaluation Criteria**

1. **Written Assignments**

   **Information Literacy (10%)**

   There are three short research exercises (1-2 pages) to assist the student in identifying a health topic related to the practice of nursing, available evidence-based resources, evaluation of the evidence-based resources, and appropriate citation of the evidence-based information. Research exercise one will focus on finding a health topic and the evidence-based data basis that are appropriate for the selected health topic. Research exercise two will focus on developing a search plan and formalizing the health topic you would like to pursue. Exercise three will focus on evaluating evidence-based material and correctly citing documents using APA format. These exercises are pass/not pass and must be turned in on time. Late papers will be considered as a not pass.

   **Health Topic Papers (65%)**

   As part of understanding the role of the professional nurses in the health care delivery system, it is valuable to obtain a perspective of the complexity of a current health care issue or health problem. Your task is to identify a health care issue or health problem and explore the current literature on the topic and write a five to ten page paper introducing the issue.

   There will be class time set aside for a peer-review session where you can have a classmate review your paper and give you constructive feedback to improve the quality of the paper. You will be required to turn in a copy of the paper that was peer-reviewed by a classmate. Please be advised that the goal of this exercise is to begin getting feedback from your colleagues. This is 5% of your grade.

   **Paper 1 (due week 2):** Preliminary description of research interest. What would you like to explore in your research project? This will be ungraded; its purpose is get you to focus your interest and let me to make suggestions. Length: 1-2 pages.

   **Paper 2 (3-5 pages) Due Week 4**

   **Introduction to the Paper**
   - Identify a health problem/issue.
   - Identify the population/group where this issue resides.
   - Identify a setting where this problem/issue will be seen by nursing.
   - How is this problem/issue related to nursing?
   - Make an argument that this problem/issue needs to be studied.
   - Explain how nursing is involved and why nurses should study this issue.
   - What has been done in the past for this problem/issue?
- Explain the direction of paper including thesis of paper.

Assignment 2 (7-10 pages) Due Week 8
Literature Review
- Use mainly primary sources.
- Organize the literature using a systematic approach.
- Summarize each research or conceptual article succinctly and with appropriate references.
- Evaluate the study for strengths, weaknesses or limitations.
- Summarize overall strengths and weaknesses of the studies reviewed.
- Conclude with a synthesis of the reviewed material that reflects the purpose of the paper.

Assignment 3 (16-20 pages) Due Week 10
Final Paper
- In addition to the Introduction and Literature Review write a concluding portion of the paper which will include:
  - Recommendations to address health problem/issue.
  - How are they different?
  - Why is new approach better?
  - How will recommendations be actualized?
  - Concluding paragraph.

3. Examinations

Final examination (35% of final grade):
Cumulative (i.e. all of semester content) -- will cover all readings and content discussed in class. The class content outline, course objectives and learning outcomes at the beginning of each Chitty & Black chapter will serve as your study guide. That is, this is the content you are expected to master for this course.
<table>
<thead>
<tr>
<th>Week &amp; Date</th>
<th>Class Topic</th>
<th>Readings &amp; Learning Activities – complete PRIOR to attending class each week</th>
</tr>
</thead>
</table>
| W-1 8/27   | - Introduction & Overview of N312<br>- Becoming a Nurse: Defining Nursing and Socialization into Professional Practice | - Chitty, Chap. 6<br>Syllabus, ANA Social Policy Statement, Discussions<br>  
  - Introduction to course content<br>  
  - Approach and policies<br>  
  - What is a nurse?<br>  
  - Self-reflections<br>  
  - What others think<br>  
  - How do you know what you know about nurses and nursing?<br>  
  - Sources of knowledge about nurses and nursing |
| W-2 9/3    | - The History and Social Context of Nursing<br>- - HIPAA Guidelines: Rules and Regulations | - Chitty, Chap. 2<br>- Discussion, In class exercises<br>- Oasis & HIPAA requirements due – bring documentation to class<br>  
  **Print, Read, & Bring to class**<br>  
  **Fact Sheet: Protecting the Privacy of Patients Health Information**<br>  
  - Forces shaping nurses and nursing: personal (including family), socio-cultural, historical (1859-2004)<br>  
  - Nursing as a profession: historical evolution, characteristics of profession, nursing and society<br>  
  - Professional associations: purpose, roles, opportunities<br>  
  - Becoming a professional nurse: socialization, transformation, personal behavior and responsibility<br>  
  - Nursing education: development in US, educational pathways, graduate education<br>  
  - Social content: traditional socialization and women, nursing, feminism and the women’s movement<br>  
  - Professional socialization: models in educational and work settings,<br>  
  - Nursing values, philosophies, and theories: types,
- Nursing Today
- Chitty, Chap. 1
- ANA Code for Nurses, Group Activities

- Nursing today: nursing workforce demographics, where nurses practice, types of nursing roles
- Definitions and scope: evolution, scope of practice, impacts on definitions and scope of practice, state nurse practice acts, standards and guidelines

**CLASS WILL BE HELD IN THE CANADA LIBRARY AT 8AM SHARP**

W-5 9/24
The Professionalization of Nursing
- Chitty, Chap. 3 & 12
- ANA Social Policy Statement, Discussion, In class exercises,
  - What is a professional nurse?
  - What is the nursing profession?

W-6 10/1
- Conceptual and Philosophical Bases of Nursing
- Nursing Theory – the basis for nursing practice
- Chitty, Chap. 13
- ANA Standards, Discussion, In class exercises

- Nursing as a science: review scientific method, nursing process, nursing research, evidence-based practice
- Nursing as a knowledge profession: introduction to critical thinking, nursing process & diagnoses, independent, interdependent, dependent actions
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>W-7 10/8</td>
<td>Critical Thinking, The Nursing Process, and Clinical Judgment</td>
<td>- Chitty, Chap. 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ANA Standards, Discussion, In class exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nursing process: review, overview, assessment,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>diagnosis, planning, implementation, evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Practice implications</td>
</tr>
<tr>
<td>W-8 10/15</td>
<td>Illness, Culture, and Caring: Impact on Patients, Families, and Nurses</td>
<td>- Chitty, Chap. 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ANA Standards, Discussion, In class exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Wellness, illness, and culture: culture and diversity,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>wellness-illness continuum, spirituality and illness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Impact of care giving and illness for: families, patients, caregivers</td>
</tr>
<tr>
<td>W-9 10/22</td>
<td>MIDTERM EXAM</td>
<td>08:00 - 11:00 a.m. MIDTERM EXAM</td>
</tr>
<tr>
<td>W-10 10/29</td>
<td>The Science of Nursing and Evidence-Based Practice</td>
<td>- Chitty, Chap. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ANA Standards, Discussion, In class exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Science and Scientific Method</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- What is Nursing Research?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The Research Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- EBP: bridging the gap between research and practice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Programs of research</td>
</tr>
<tr>
<td>W-11 11/5</td>
<td>Communication and Collaboration in Nursing</td>
<td>- Chitty, Chaps. 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ANA Standards, Discussion, In class exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Therapeutic use of self</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communication theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- How communication develops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Becoming a better communicator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Communication with professional colleagues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Collaboration skills</td>
</tr>
<tr>
<td>W-12 11/12</td>
<td>Legal Aspects of Nursing</td>
<td>- Chitty, Chap. 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- ANA Standards, Discussion, In class exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Legal aspects of nursing: nurse practice acts, malpractice issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Legal risks in professional nursing practice</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Notes</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>W-13</td>
<td>Ethical Aspects of Nursing</td>
<td>- Preventing legal problems in nursing</td>
</tr>
<tr>
<td>11/19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W-14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/26</td>
<td></td>
<td>Health Topic Paper Due by 5pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall Recess</td>
</tr>
<tr>
<td>W-15</td>
<td>Nursing and Health Care Delivery: System, Roles, and Finance</td>
<td>- Chitty: Chap. 14 &amp; 16</td>
</tr>
<tr>
<td>12/3</td>
<td></td>
<td>- ANA Standards, Discussion, In class exercises</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nurse codes of ethics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ethical theories</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ethical principles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Theories of Moral Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Understanding ethical dilemmas in nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ethical decision making</td>
</tr>
<tr>
<td></td>
<td>Nursing’s Future Challenges</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Chitty: Chap. 15</td>
</tr>
<tr>
<td></td>
<td>The Political Activism of Nursing-in Organizations and the Government</td>
<td>- Professional Associations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The Political Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Policy Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Political Activism in the Government Arena</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Health Care Legislation and Regulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Nurses Who Knew How to Use Political Power</td>
</tr>
<tr>
<td>W-16</td>
<td></td>
<td>FINAL EXAM</td>
</tr>
<tr>
<td>12/10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W-17</td>
<td></td>
<td>REVIEW of FINAL EXAM</td>
</tr>
</tbody>
</table>


CHHS Fall 2009 Deadlines
College of Health and Human Services Enrollment & Withdrawal Policy

CHHS Withdrawal Policy: The last day to drop a class is FRIDAY, SEPTEMBER 11TH, 2009. From September 14th, November 19th, you must submit a withdrawal petition. Withdrawal from a class after September 11th, will be considered for serious and compelling reasons only, and must have accompanying documentation. The following reasons are not considered serious and compelling: Changing your major, poor performance, class not required for graduation/major, or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, documentation will be required, along with a copy of unofficial transcripts. If you are requesting a withdrawal, bring your petition and appropriate documentation to the instructor. From November 20th-December 14th, you may not withdraw from a class or the University, except in the case of a serious documented illness or verified accident.

CR/NC Option: October 20th, 2009 (by 5PM) is the last day to request the CR/NC option. The Associate Dean will not approve requests for changes if you miss this deadline.

Late Add Policy: The period to add classes with a late permit number is September 9th-22nd (midnight), 2009. It is your responsibility to procure a late permit number from your instructor and add the class. Faculty cannot add you into a class. After this deadline, a CHHS Late Add Justification Form and an Add Form must be signed by your instructor, Chair and CHHS Associate Dean to add. This will be approved only if there was an administrative error.

Check your registration through MySFSU: Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. This is a student responsibility. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Human Services.

This can be viewed on the Registration Calendar at the following website:
http://www.sfsu.edu/~admisrcc/reg/regsched092.html

Disability Programs and Resource Center: Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC, located in SSB 110, can be reached by telephone at 415-338-2472 (voice/TTY) or by e-mail at dprc@sfsu.edu. Check your registration through MySFSU: Sign up for CR/NC, drop and add classes by the appropriate deadline online through MySFSU. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. This is a student responsibility.

Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Human Services.
ACADEMIC INTEGRITY

All students enrolled in classes at San Francisco State University, School of Nursing, are expected to maintain integrity in all academic pursuits. These include the writing of papers, examinations, quizzes, assignments, records, and other details relative to the assessment of student performance. Integrity and honesty are essential qualities of all nurses. Student dishonesty endangers patients’ health and places their lives at risk. Any dishonesty with regard to patient nursing care is subject to censure or penalty in proportion to the seriousness of the action.

Dishonesty includes:
(1) Copying answers of another person or persons during an examination,
(2) Secreting (hiding) of unauthorized materials to assist in an examination,
(3) Plagiarism, taking as one’s own statements those of another without giving due credit to the author, even though such material may have been restated in one’s own words,
(4) Fraudulently obtaining test information, falsifying records, transcripts, recommendations or other documents indicative of student qualifications.

The SFSU School of Nursing and the State of California, Board of Registered Nursing (BRN), also consider the following to be serious breaches of integrity:

(a) Falsification of patient records (Board of Registered Nursing Regulation).
(b) Breach of patient confidentiality (Board of Registered Nursing Regulation).
(c) Taking property or drugs from clinical sites or patients (Board of Registered Nursing Regulation).
(d) Felony convictions (Board of Registered Nursing Regulation).
(e) Endangering patients due to psychological impairment or by being under the influence of alcohol, or drugs (Board of Registered Nursing Regulation).
(f) Falsification of assignments that are to be conducted on patients or members of the community (SFSU SON).
(g) Having someone else complete your written assignments and submitting them as your work (SFSU SON).

In proportion to the seriousness of the action, censure, and penalty may include a failing grade in the work in question, and/or dismissal from the program. Initial responsibility for resolving these issues lies with the faculty member and the student. Should there be a need; the matter is referred to Academic Standards, Student Affairs Committee, and the Dean of the School of Health and Human Services, or University Administration. Refer to San Francisco State University Bulletin, Student Conduct/ Discipline.
SFSU and School of Nursing Statement on Cheating and Plagiarism

Cheating includes all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Plagiarism includes using materials from such sources as books, articles, class notes, web sources, & audio video resources. Penalties for cheating and plagiarism are severe. For more information on the University's policy regarding cheating and plagiarism, refer to the University Catalog (Policies and Regulations).

Cheating or plagiarism in connection with an academic program at San Francisco State University is punishable by expulsion, suspension, or disciplinary probation (see SFSU Bulletin, 2005). Plagiarism is defined as “literary theft”, i.e., the presentation and passing off as one's own ideas, words, or writings of another. A common violation is the use of another student’s work without acknowledgment. The most common violation involves a student using published materials and failing to acknowledge the sources. Copying a direct quotation without using quotation marks or crediting the source is considered plagiarism. Another form of plagiarism consists of paraphrasing an idea or use of an original idea without properly introducing or documenting the paraphrase or borrowed idea.

The ideas and words of an author are his/her property - they are protected by law and must be credited to him/her when they are borrowed. In order to avoid plagiarism, please refer to the American Association Publication Manual Fifth Addition.

Statement on Disruptive Classroom Behavior

In the classroom, you must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor the differences of viewpoints. Student conduct which disrupts the learning process will not be tolerated and may lead to disciplinary action and/or removal from class. Disruptive behavior is defined as “behavior a reasonable person would view as substantially or repeatedly interfering with conduct of a class”. Listed below are some examples of disruptive classroom behavior:

- Excessive lateness to class/unexcused exits, sleeping in class, prolonged chattering, and overt inattentiveness, cell phone, pager use, disputing the instructor's authority and expertise, verbal aggressiveness directed at classmates or instructor, grandstanding, etc.
PROFESSIONAL BEHAVIOR OBJECTIVES

The following Professional Behavior Objectives have been derived from the American Nurses' Association Code of Ethics and from the California Board of Registered Nursing regulations governing nursing students and Schools of Nursing.

1. The nursing student will demonstrate internalization of Professional Behaviors.
   a. Avoid the use of profane or aggressive language with patients, faculty, classmates, and staff.
   b. Is courteous and professional to faculty, classmates, staff, and interdisciplinary team members.
   c. Present a professional appearance in regard to neatness and personal hygiene.
   d. Arrive at the clinical setting on time and notifies staff and/or instructor when leaving or returning to patient care or the agency.
   e. Notify the Nursing Instructor if there are any physical or psychological conditions that would limit the ability to perform safe, effective nursing care.
   f. Does not report for clinical under the influence of alcohol and/or mind altering drugs.
   g. Does not discriminate against patients on the basis of race, creed, national origin, physical disability, sex, sexual orientation, or disease entity/treatment.
   h. Appear at the clinical agency, whether for patient assignment or care, professionally and appropriately dressed (name pin and SFSU badge), consistent with agency dress code.
   i. Notify the clinical agency and/or Nursing instructor in a timely manner when unable to report to the clinical assignment.

2. The nursing student will demonstrate ethical behavior.
   a. Maintain confidentiality of all patient, family, and agency information as required under the Health Insurance Portability and Accountability Act (HIPPA).
   b. Demonstrate compliance with all HIPPA requirements including, but not limited to, data security forms and privacy reforms.
   c. Inform Nursing instructor and/or staff of any unsafe and unethical practices observed in the clinical setting.
San Francisco State University School of Nursing

Mission
The mission of the School of Nursing is to:
1) provide baccalaureate and graduate education in nursing for a diverse student body;
2) prepare graduates to provide quality nursing care, leadership, and advocacy to meet the health care needs of diverse populations; and
3) To improve health care and nursing practice through research, scholarship, and service to the community.

Goals
- To provide curricula that reflects human diversity and encourages critical thinking, clinical judgment, and social and cultural awareness.
- To provide learning environment conducive for students with diverse learning styles and needs.
- To develop clinicians, leaders, advocates, and change agents to function in evolving health care systems.
- To increase the number of nurses from underrepresented groups in nursing.
- To prepare nurses who support, use, and disseminate research in practice.
- To provide service to the community through faculty and student leadership, consultation, research, and clinical practice.

Philosophy
Some values and assumptions that undergird the SFSU School of Nursing philosophy statement are that: (1) Humans manifest an essential unity of mind/body/spirit; (2) Human experience is contextually and culturally defined; (3) Health and illness are human experiences; and (4) Nursing involves practices that are restorative, supportive, and promotive in nature (ANA, 1995); (5) Students bring rich cultural backgrounds and have diverse learning styles, support systems, and goals. Based on these values, the graduate of our program is prepared to practice in a variety of settings across the health care continuum and to care for patients, families, and communities across the lifespan. The nursing graduate will utilize knowledge from related disciplines, as well as liberal and professional education to demonstrate: (1) knowledge and skills in nursing; (2) intellectual curiosity and critical thinking; (3) cultural competence; (4) evidence-based practice standards; (5) ethical nursing care; and (6) leadership and lifelong learning.

School of Nursing Conceptual Framework
The statements included in the conceptual framework are representative of the values, beliefs, and practices of both the undergraduate and the graduate programs at San Francisco State University School of Nursing. The general focus of nursing is the health of human beings in interaction with their
environments and nursing's goal is the promotion of well-being. Human beings are unique and individual in their responses and represent a variety of socioeconomic and educational perspectives, ethnic backgrounds, and lifestyle patterns. Within such client groups is a wide range of health information and options for health care, beliefs, attitudes and responses to health issues. Potential client systems include the intrapersonal, interpersonal, family, groups, and community client systems. The dignity and integrity of all human beings should be preserved in health and illness through deliberate, responsible, conscious, nonjudgmental continuous nursing assessment. Developmental, cultural, sociological, psychological, physiological, spiritual, and ethical principles are among those explanations required to deal with the complex subject of nursing care.

ENVIRONMENT

Nurses, in their work, care for individuals with conditions that originate in the environment, such as injuries from hazards in the workplace; illness due to exposure to toxic waste; malnutrition; and violation of human rights. Nurses are being challenged to care for clients who are socially, politically, and economically disadvantaged. Nurses must move beyond a psychosocial conceptualization of the environment into a sociopolitical-economic and cultural conceptualization. Through this reconceptualization, nurses can see that human responses to health and illness are related to the structure of the social world, the economic and political policies that govern the structure and the human and social relationships that are produced by structure and policies.

Poverty, educational level, and social problems are inextricably linked to health concerns and cannot be addressed in isolation from each other. When nurses understand the social, political, and economic influences that shape the health of a society, they are more likely to recognize social action as a nursing role and work on behalf of populations. Caring for poverty-stricken and oppressed patients include teaching, encouraging, and activating emancipatory behaviors, rather than relying heavily on the concepts of coping and adaptation. Nurses can focus on modifying economic, political, and environmental factors that have been shown to be the precursors of poor health throughout the world. Examples of theoretical perspectives that support this type of environmental manipulation include ecological approaches, and critical social nursing. Educational, practice, and research approaches that address the concept of environment in nursing emanate from these theories.

HEALTH

There is great diversity of definitions of health in nursing. There is the classical scientific view of health; the psychological/psychosomatic/psychoanalytical view; the preventive/promotional or anticipatory view; the cultural/socio/political view; the archetypal, metaphorical, and symbolic view; and, the space/time/energy and the "rhythm of spheres" view. There are appropriate times for the use of each of these modes. The health-care needs of the client preclude the possibility of focusing only on one level of meaning.

Health is a personal commitment, but it is also a social commitment. There are some groups of individuals who cannot master and control their bodies' well-being because their environments are oppressive or because they have no choices, or because they have never had the opportunity to think of
their optimum capacity. For many individuals health cannot be separated from that of their parents, children, extended family, neighbors, and friends. Individualism is not the norm for these people and consequently, their isolated experiences are not meaningful nor are they representative of the core of health for them.

Access to health care is another aspect of health that needs consideration. Definitions of health are bound by access to health care and how options for health care are perceived. When health is seen as a community and societal obligation rather than only a personal objective, it increases the potential for structural changes. Health is relief from worry; health is relief from fear of family violence; health is access and options for health care. Nurses need to take a proactive role theoretically, empirically, clinically, and politically in issues related to the social obligations of health. Some epistemological principles that are congruent with a contextual conception of health are the health belief model, the explanatory model of illness, and transcultural nursing perspectives.

NURSING
A discipline is distinguished by a domain of inquiry that represents a shared belief among its members regarding its reason for being. A professional discipline, in addition, is defined by its commitment to alleviate the problems of society.

Recently, some efforts have been made toward achieving the goal of identifying, organizing, and achieving consensus concerning the specific body of extant knowledge that underlies nursing practices. First, there is nursing's scientific subject matter. In general, nurses accept the notion that human beings' health-seeking behaviors, beliefs, and propensities can be classified as biological, psychological, sociocultural, and as assets of the human spirit. In their efforts to address the complexity of knowledge required to attend to the whole of man, nursing is increasingly recognizing the relevance of scientific knowledge from nursing as well as from other disciplines. Included, for example, are concepts, principles, and theories from economics, political science, administration and management, education, and computer science.

A second important domain is historical knowledge. Included is knowledge of the heritage of the occupation and the developing profession of nursing, including knowledge of people, circumstances, and events that have shaped that development.

The third domain represents philosophic nursing knowledge. Included are the profession's accepted values and codes of professional behavior. Illustrative of this domain are selected theories of value, justice and morality, and ethical theories.

The fourth domain represents knowledge of nursing strategies, approaches, and technologies along with scientific and artistic principles essential to their execution. Included is also knowledge of the prevailing health care system.
The fifth domain is represented by factors that influence the health status of human beings, both favorably and unfavorably. Included is knowledge of biological, physical, and cognitive abilities with which people are naturally endowed and knowledge of environmental factors, economic and social circumstances, and changes associated with normal development, including the aging process. Within this domain, pathologies, medical diagnoses, and treatments are factors that affect the health of human beings.

The last domain represents knowledge that nurses must gain from relevant data concerning each person being served and that is obtained through astute and perceptive observations. Personal knowledge of individuals and groups of persons is needed for nurses to respect the uniqueness of those for whom they provide exemplary services. In summary, the discipline of nursing is conceptualized as an expandable and permeable whole made up of domains of various sizes.

**NURSING EDUCATION**

Professional nursing education is based on an understanding of facts, concepts, principles, and theories from nursing, the humanities, social, educational, behavioral, natural, medical, and basic sciences. Basic and applied research knowledge is included throughout the nursing curriculum. The sequencing of content and major learning experiences is based on the progression of the student through increasingly complex client system and diverse health care settings. The priority of the San Francisco State University, School of Nursing is to prepare graduates to practice nursing, manage nursing care, provide leadership, and assume accountability for actions and performance within the urban environment of the San Francisco Bay Area. The competencies of the graduates include social understanding of sufficient breadth to place their practice in the context of society and the need for leadership and advocacy. It includes empowerment through caring, giving knowledge, and helping clients not only to recognize existing health options, but also to actually create options.

The curriculum of the master's program builds on the knowledge of the generalist preparation obtained at the baccalaureate level or its equivalent and the professional nursing experiences of the learner. Learning experiences are primarily designed to stimulate creative critical thinking about nursing practice, the health care delivery system in the United States, and the specialist role in nursing. The program of study strengthens the linkages between theory, practice, and research by providing learners with the opportunity to develop an in-depth knowledge of nursing and relevant theories, to develop skills in an advanced role, to apply research findings to a specific area of nursing practice, and to generate further research questions. Graduates should function at the level of advanced practitioners, informed consumers of research, nurse leaders, change agents, and innovators.

The challenge of educating culturally competent nurse graduates is becoming increasingly critical in the United States. There is a need to insure that curriculum content and models, teaching-learning practices, and evaluation methods are responsive to the actual needs of society and consistent with evolving health care and education reforms. In the dynamic, highly culturally diverse society of the San Francisco Bay Area, educators have an increased opportunity and responsibility to maximize the
probability that their culturally diverse graduates will be prepared to administer humanistic, respectful, and technically competent nursing care to clients from diverse cultural orientations. Student characteristics influence the effectiveness of cultural education models. Attainment of a cultural perspective requires more than cognitive learning. An experiential learning opportunity among students of different cultural backgrounds helps them realize the real difference culture makes in communication patterns and health and illness practices. However, designing relevant curricula for diverse learners’ demands that variables associated with learning, such as ability, motivation, interest, materials, developmental readiness, instructional quality, and classroom climate, must be understood and applied within the contexts of culture and ethnicity. These insights should then be combined with principles of curriculum development and subject matter content to create instructional plans that are more meaningful to a wider variety of students.

 Taken from SFSU SON website: http://www.nursing.sfsu.edu/
COURSE EVALUATION SURVEY

Course: NURS 312 Foundations in Nursing Practice

Directions: The purpose of this survey is to obtain student input on this course. Your feedback is a very important part of our program evaluation and improvement efforts. Your input is taken seriously and often provides the basis for course changes. Below are listed the course objectives and content (major concepts, models and/or theories) intended for N 111. After reading the course objectives and content, please answer the survey questions. Please use a scale of 1 (Low) to 4 (High) in rating your response to each question. After the rating scale, you will have an opportunity to comment more specifically on the course.

COURSE DESCRIPTION

Introduction to professional nursing focusing on the challenges influencing nursing education, nursing practice, and health care. Course integrates concepts and principles of professional nursing practice; nursing process, communication, professional values and behaviors, health promotion, and social, political, and economic factors affecting nursing and healthcare.

COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Analyze historical perspectives, and the economic, sociopolitical, environmental, and legal factors that influence health care and nursing systems.
2. Explain ethical, legal, and regulatory issues that influence nursing care.
3. Differentiate between health promotion, risk reduction and disease prevention strategies utilized in nursing.
4. Describe the concept of health promotion as a means of primary prevention.
5. Identify perceptions of health and illness based on culture and ethnicity.
6. Explain the use of the nursing process to plan care that will help patients and their families’ progress toward their optimal level of health and wellness.
7. Identify sources of information utilized in implementing the nursing process.
8. Describe therapeutic and non-therapeutic verbal and non-verbal communication techniques.
9. Describe the role of the nurse as a patient (and family) teacher.
10. Construct a preliminary and personal philosophy of nursing.
11. Distinguish between professional and non-professional nursing behaviors in the academic and clinical settings.
Please evaluate N312 on the following criteria:

1. To what extent was the content of the course consistent with the course objectives?  
   High: A  B  C  D
2. To what extent were the course requirements consistent with the course objectives?  
   High: A  B  C  D
3. To what extent were the teaching methods consistent with the course objectives?  
   High: A  B  C  D
4. To what extent were the evaluation methods consistent with the course objectives?  
   High: A  B  C  D
5. To what extent were the intended major concepts, models, and theories included in this course?  
   High: A  B  C  D
6. To what extent were the course objectives achieved?  
   High: A  B  C  D

Please rate the following aspects of this course:

7. Reading and/or written assignments  
   High: A  B  C  D
8. Teaching methods  
   High: A  B  C  D
9. Course requirements  
   High: A  B  C  D
10. Methods for evaluation student learning  
    High: A  B  C  D
11. What is your overall evaluation of the course?  
    High: A  B  C  D

12. Did the course change your outlook or attitude in significant ways? If so, please explain.

13. What were the strengths of the course?

14. What were the weaknesses of the course?

15. What are your suggestions for improving this course in the future?

Thank you.