

APPROVED RECEIVED

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DEC 29 2011

If you wish to submit a new course, please login

COLLEGE OF GRADUATE STUDIES

The University Of Toledo NEW COURSE PROPOSAL

* denotes required fields

1. College*: Nursing
Department*: College of Nursing

Level (check one)*
Will this course impact program requirements?
Type of course (check all that apply):
Academic Skills Enhancement, Writing Intensive (WAC), Honors, etc.

2. Contact Person*: Susan Sochacki
Phone: 418-383-5806
Email: susan.sochacki@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: NURS - 7000

If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to #15 in this form. Remember to delete the old course ID in #13.

4. Proposed title*: BSN-DNP Orientation

Proposed effective term: F 2012

5. Planned enrollment per section: 10 per term: 10

6. Is the course cross-listed with another academic unit? No

Is the course offered at more than one level? No

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. b. c.

Approval of other academic unit (signature)

Name and title

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level. If the requirements are the same for each level, justification must be provided.

7. Credit hours*: Fixed: 1 or Variable: to

8. Delivery Mode: Primary* Secondary Tertiary

a. Activity Type: Lecture, Other/D.L.
b. Minimum Credit Hours: 1
Maximum Credit Hours: 1
c. Weekly Contact Hours: 1

† Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

1/12/12 SJ
1/12/12 AS

9. Terms offered: [X] Fall [] Spring [] Summer

Years offered: [X] Every Year [] Alternate Years

10. Are students permitted to register for more than one section during a term? [X] No [] Yes

May the courses be repeated for credit? [] No [X] Yes 1 Maximum Hours

11. Grading System*: Undergraduate Graduate

- Normal Grading (A-F,PS/NC,PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit only
- No Grade
- Normal Grading (A-F,PS/NC,PR, I)
- Grade Only (A-F)
- Satisfactory/Unsatisfactory (G only)
- Audit only
- No Grade

12. Prerequisites (must be taken before): a. - b. - c. -
 PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken together): a. - b. - c. -

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?
Course to be removed from inventory Final Term to be offered (YYYYT, i.e. use 20064 for Fall'06.)

a.	<input type="text"/> - <input type="text"/>	<input type="text"/>
b.	<input type="text"/> - <input type="text"/>	<input type="text"/>
c.	<input type="text"/> - <input type="text"/>	<input type="text"/>
d.	<input type="text"/> - <input type="text"/>	<input type="text"/>

14. Catalog description* (30 words Maximum)

See Attached

15. Attach an electronic copy of a complete outline of the major topics covered.

Syllabus: *
 Additional Attachment 1:
 Additional Attachment 2:

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.

First course in the program

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template:

Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

Course Approval:

Department Curriculum Authority:

Date / /

Department Chairperson:

Deanne Smolen, Ph.D., RN

Date / /

College Curriculum Authority:

[Signature: Susan J. ...]

Date: Month 11 / Day 9 / Year 11

College Dean:

[Signature: Timothy ...]

Date: Month 12 / Day 19 / Year 11

After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

Faculty Senate Undergrad. Curriculum Comm.:

[Signature]

Date: Month / Day / Year

Faculty Senate Core Curriculum Comm.:

[Signature]

Date: Month / Day / Year

Graduate Council:

[Signature]

Date: Month / Day / Year

Office of the Provost:

[Signature]

Date: Month / Day / Year

Registrar's Office:

[Signature]

Date: Month / Day / Year

Submit New Course Proposal

You will see a confirmation page after you press the "Submit" button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.

University of Toledo College of Nursing
BSN to DNP
Syllabus

NURS 7000 – BSN/DNP Orientation

COURSE CREDIT & CONTACT HOURS

1 Credit Hour

PRE-REQUISITES

Admission to the BSN-DNP program

FACULTY: TBA

COURSE DESCRIPTION:

Focuses on pertinent information needed by incoming students in the BSN-DNP Program. Emphasis on requirements of The University of Toledo and the College of Nursing to matriculate in the Program.

COURSE OBJECTIVES

1. Define policies/procedures necessary to ensure smooth progression through the Program.
2. Explore the multiple roles of the advanced practice nurse.
3. Become familiar with other students in the class and begin the socialization process of role development as a DNP.

**University of Toledo College of Nursing
NURS 7000 – BSN/DNP**

SYLLABUS

COURSE CREDIT & CONTACT HOURS

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Texts

Joel, L. A. 2009. *Advanced Practice Nursing: Essentials of Role Development*. F.A. Davis Company. ISBN-13: 9780803619586. ISBN: 0803619588

Course Requirements: Expectations of students in course

1. Successful completion of the course requires students' active participation in class discussions, satisfactory completion of ethics written and oral projects, and completion of the ethics reflections.
2. Students are expected to use the required readings in original critical analysis of ethical issues for both written and oral discussions.
3. All papers are expected to reflect accurate use of APA guidelines (i.e. term-paper style) for papers and citing resources within text and in reference lists. The APA Manual is cited as a required text, the APA Web page also has tips available online, and *Write on!* is another source with explanations and examples of APA formatting style (posted on Blackboard).
4. Abide by UT CON Academic Honesty Code. See policies, *Student Handbook Undergraduate Program UT College of Nursing*. The handbook and other CON graduate resources are available at http://www.utoledo.edu/nursing/grad_nursing_resources.html

**Avoiding Plagiarism:* Excellent module on plagiarism. *How to avoid violating ethical and legal guidelines.* Available at

http://www.umuc.edu/prog/ugp/ewp_writingcenter/modules/plagiarism/intro_about.html

5. The faculties reserve the right to change course requirements in exceptional circumstances with fair notice to students.

Grading criteria

Grading Scale	
90 – 100	A
80 - 89	B
70 - 79	C

Assessment of Learning

- Class Participation 20%
- Group Presentation 40%
- Class activities 20 %
- Project 20%

Classroom Procedures and Expectations

Participation: Graduate learning is based on class participation where one articulates one's understanding about new ideas and concepts. Participation requires thoughtful reflection. This course offers opportunities to express yourself and to expand the depth and breadth of that understanding based on consideration of the writings of the scholars in the discipline. Classmates benefit from hearing your perspective whether they agree or not. Acceptance or rejection of those ideas requires critical thinking on your part and integrating that understanding into a broader perception of nursing and your practice world. You are expected to take the risk to initiate verbalizing your understandings, to respect peers and to help them clarify their ideas. Because class discussions support your learning, you are expected to attend and share in the discussions at all classes. Missing more than one class will seriously compromise your learning and your satisfactory completion of this expectation. If your opinion differs from those expressed in the assigned articles, try to identify how your opinion developed and why it may not agree with these scholars. In other words, it is ok to disagree with these writers, but you need to thoughtfully consider why nursing scholars are proposing a contrasting perspective. If you agree, what "fits" for you and why?

Discussion Grading Criteria: Agreeing and disagreeing do not mean just voicing one's opinion. The focus of the discussions should remain on the ideas posed in the readings. Agreeing and disagreeing mean making scholarly arguments from the literature that may support your own ideas. Faculty expects you to support your ideas from the readings or similar scholarly writing about the topic in nursing literature. Always cite your source(s).

Respect for Each Other and Faculty: Some of the class discussions will challenge personal values. Each person has the right and responsibility to examine his or her own thinking in the context of the readings and discussion. Faculty expects each to verbalize those insights *without risk of censure from others in the class*. Conflicting ideas are expected and respected. Responding to another's different perspective in constructive ways is part of using empathy and practicing how to respond to patients whose views and choices may differ from yours. Practice what we advocate! Lack of respect for differences of values and expression will not be tolerated. Please feel free to disagree with each other, gently and respectfully.

Late Assignments: Late papers and presentations will receive a 5% point deduction for the first day late and deductions for each day that follows without receipt of the paper. Deductions may be modified if a student negotiates for a changed deadline with faculty *in advance*. However, all late assignments will receive a grade deduction

Academic accommodations: Academic accommodations may not be made by faculty unless documented testing indicates a need officially. Please pursue your rights as needed to assure your success!

Any student who feels s/he may qualify for academic accommodations in this course based on the impact of a documented disability or who may need assistance in the event of an emergency, should contact the Academic Enrichment Center (AEC) to discuss your specific need(s). If you have already met with the AEC staff and have a faculty memo, please make an appointment to meet with me as soon as possible. AEC staff can be reached at 419-383-4274,

AcademicEnrichmentCenter@utoledo.edu, or go the website at <http://www.utoledo.edu/med/depts/aec/>.

Official Communication will occur through the Blackboard course site for e-mail communication and posting of papers. Faculty will retrieve and return papers online as well.

Tentative Class Schedule/Activities/List of Topics Covered

Week 1	Introduction to course Review Syllabus Graduate Handbook UT Resources	Syllabus Graduate Handbook
Week 2	The Evolution of Advanced Practice	Joel, chapters 1-2
Week 3	Role Development: A Theoretical Perspective Evidence-based Practice	Joel, chapters 3, 4, and 14 Classroom activity: Describe your vision of your role as an APN
Week 4	Global Perspectives on Advanced Nursing	Joel, chapter 5

	Practice	
Week 5	The Kaleidoscope of Collaborative Practice	Joel, chapter 17
Week 6	Advocacy and the Advanced Practice Nurse Case Management and Advanced Practice Nursing	Joel, chapters 15 and 16
Week 7	The Advance Practice Nurse and Research	Joel, chapter 17 Classroom activity on APN and research
Week 8	The Advanced Practice Nurse and Complementary therapies	Joel, chapter 18
Week 9	Basic Skills for Teaching and the Advanced Practice Nurse	Joel, chapter 19
Week 10	Culture in Practice	Joel, chapter 20
Week 11	Conflict Resolution	Joel, chapter 21
Week 12	Competency in Advanced Practice Credentialing	Joel, chapter 8 ANCC credentialing site
Week 13	Promoting Advanced Practice Nurses to the Public	Joel, chapter 23 Group Presentations begin
Week 14	The Law, the Courts, and the Advanced Practice Nurse Malpractice Insurance	Joel, chapters 26 and 27 Group Presentations continue
Week 15	Ethics and the Advanced Practice Nurse	Joel chapter 28 Group Presentations continue