

APPROVED

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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)*

- Undergraduate
Graduate

Will this course impact program requirements? Yes No If yes, a Program Modification must be completed.

Type of course (check all that apply):

- Academic Skills Enhancement Writing Intensive (WAC) Honors
Univ. Core: English Hum Math Nat. Sciences Social Sciences
Multicultural: Diversity of US Culture Non-US Culture
Transfer module: Arts&Hum Engl Math Nat Sci & Phys Soc Sci

2. Contact Person*: Susan Sochacki Phone: 419-383-5806 Email: susan.sochacki@utoledo.edu
3. Alpha/Numeric Code (Subject area - number)*: NURS - 7410

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*: See attached
Proposed effective term: Sp 2013
5. Planned enrollment per section: 10 per term: 10
6. Is the course cross-listed with another academic unit? Yes No
Is the course offered at more than one level? Yes No

Administrative Use Only
Code:
Approved (senate or Grad Council)
Effective Date: / / (mm/dd/yyyy)
CIP Code:
Sub: Prog: Level:

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: 2 or Variable: to
8. Delivery Mode: Primary* Secondary Tertiary

1/12/12 SS
1/12/12 AS

Table with 4 columns: Activity Type, Primary, Secondary, Tertiary. Rows include Lecture, Minimum Credit Hours, Maximum Credit Hours, Weekly Contact Hours.

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

9. Terms offered: Fall Spring Summer
Years offered: Every Year Alternate Years
10. Are students permitted to register for more than one section during a term? No Yes
May the courses be repeated for credit? No Yes 2 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. NURS - 7000 b. NURS - 7400 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. -
 b. -
 c. -
 d. -

14. Catalog description* (30 words Maximum)

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.

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: *Shaine Smolen* Date / /

College Curriculum Authority: Date Month 12 / Day 9 / Year 11
 College Dean: 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.: Date Month / Day / Year
 Faculty Senate Core Curriculum Comm.: Date Month / Day / Year
 Graduate Council: Date Month 2 / Day 1 / Year 2012
 Office of the Provost: Date Month / Day / Year
 Registrar's Office: Date Month / Day / Year

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 Program
Syllabus**

NURS 7410 - Ethical Foundations of Advanced Nursing Practice

COURSE CREDIT & CONTACT HOURS

2 Credit Hours: 2 theory hours

PRE-REQUISITES:

Admission to the BSN/DNP program, NURS 7000 BSN-DNP Orientation, NURS7400 Theoretical Foundations of Advanced Nursing Practice

FACULTY: TBA

COURSE DESCRIPTION:

Examines the inter-relationship between theory, research, practice in ethical decision-making. Focuses on critical analysis/evaluation of selected ethical theories, values, professional codes of ethics related to evidence-based practices.

COURSE OBJECTIVES

1. Identify the ethical foundations of nursing science.
2. Examine personal and professional values and their impact on behaviors
3. Evaluate various theoretical and practical approaches to ethical decision making.
4. Analyze the impact of professional codes of ethics upon the practice of nursing.

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4. Analyze the impact of professional codes of ethics upon the practice of nursing.

TEXTBOOKS

American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: American Nurses Publishing. [2001 edition only.] Available (read only) @ <http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx>
ISBN: 9781558101760

American Psychological Association. (2010). *Publication manual* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-4338-0561-5

Volbrecht, R. M. (2002). *Nursing ethics: Communities in dialogue*. Upper Saddle River, N.J.: Prentice Hall. ISBN: 0130305219

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. Students are expected to abide by UT CON Academic Honesty Policies in the Graduate Student Handbook. The handbook and other CON graduate resources are available at http://www.utoledo.edu/nursing/grad_nursing_resources.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 of Ethical dilemma in nursing 40%
- Professional codes of ethics activity..... 20%
- Reflection paper..... 20%

Classroom Procedures

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.

Respect for each other is reflected in one's choice of words and how one shares one's interpretation of the readings, perhaps differently than expressed by a peer. Respect means that one values another's interpretation in relation to the discussion as an opportunity to understand a different "take," rather than defending one's position. Class discussions offer an opportunity to support each other's growth. Often, defensiveness results when one feels threatened. New ideas may occasionally feel threatening, but discussions are intended to be a safe forum for expressing what one understands, based on the student's genuine attempt to add to the discussions based on the assigned readings.

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

Assessment of Student Outcomes: Students with learning issues, test anxiety or personal matters are urged to seek assistance from the UT Academic Enrichment Center at <http://www.utoledo.edu/med/depts/aec/>. (See Graduate Student Handbook.)

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.

Class Schedule

Week 1	<ul style="list-style-type: none"> • Introductions & Course Overview • Values • Introduction to Ethics & Discipline of Nursing 	<ul style="list-style-type: none"> • Volbrecht, Chapter 1. • Redman, R. K., & Fry, S. T. () Nurses' ethical conflicts: What is really known about them? <i>Nursing Ethics</i>, 7(4), 360-6.
Week 2	Respect in nursing	<ul style="list-style-type: none"> • Milton, C. L. (2005). The ethics of respect in nursing. <i>Nursing Science Quarterly</i>, 18(1), 20-23.
	Moral distress	<ul style="list-style-type: none"> • Corley, M. (2002). Nurse moral distress: A proposed theory and research agenda. <i>Nursing Ethics</i>, 9(6), 636-650.
Week 3	<ul style="list-style-type: none"> • Ethical concepts, theories & principles • Ethical decision-making case study 	<ul style="list-style-type: none"> • Volbrecht, Chapters 2, 4, 6 (chapters 3, 5, 7 optional) • Bournes, D. A. (2000). A commitment to honoring people's choices. <i>Nursing Science Quarterly</i>, 13(1), 18-23. • Case study on Mary (Hand-in your thoughts using an ethical theory)
Week 4	<ul style="list-style-type: none"> • Kohlberg's moral development • Ethical decision-making case studies 	<ul style="list-style-type: none"> • Crain, pg. 118-136 and selected readings • Case studies on truck driver and Mike
Week 5	Nurse Professional ethics & obligations	<ul style="list-style-type: none"> • ANA Code of Ethics for Nurses • International Code of Nursing Ethics
Week 6	<ul style="list-style-type: none"> • Professional codes of practice • Professional oaths 	Medical code of ethics, Pharmacy code of ethics, Patient Bill of Rights, Nightingale Pledge, Medical Professional Oaths
		Rest of the readings may vary based on group topics. There may be additional selected readings throughout the remainder of the course based on current topics.
Week 7	Ethics of Research	<ul style="list-style-type: none"> • Field, K. 2004. Medical school reaches agreement with cancer survivors in suit over cancelled study. <i>The Chronicle of Higher Education</i>. • 2000. The sooner the better? <i>People's Medical Society Newsletter</i>, p. 8.
Week 8	<ul style="list-style-type: none"> • Policy & Health Care • Culture 	Hedayat & Pirzadeh, 2001 Selected readings

Week 9	<ul style="list-style-type: none"> • Case Management • End of life & Palliative care 	Selected readings
Week 10	Genetics & Reproductive Issues	Selected readings
Week 11	Ethics of Nursing Practice <ul style="list-style-type: none"> • Professional Image 	<ul style="list-style-type: none"> • Cassidy, M. (2004). You are what you wear. <i>The World of Irish Nursing</i>, December: 23. • Turner T. (2005). Is there a nurse in the house? <i>Mental Health Practice</i>, 9(2): 10. • Mee, C. (2006). First Impressions <i>Last. Nursing</i>2006, 36(6):6.
Week 12	Ethics of Nursing Practice <ul style="list-style-type: none"> • Professionalism – what we do 	<ul style="list-style-type: none"> • Futch, C. (2004). I am a nurse . . . I am a leader! <i>Viewpoint</i>. November/December: 3-5. • Fights, S. I'm just a nurse. <i>Academy of Medical-Surgical Nurses Newsletter</i> 16(3):1,7. • Johnson, C. (2006). Amazing work. <i>Michigan Nurse</i>. May/June: 5.
Week 13	Presentation of Group project	
Week 14	Presentation of Group projects continue	
Week 15	Presentation of Group projects continue Summary of course	