



SACRAMENTO STATE

# Program Proposal Form B

NRS 08-09



Academic Group (College): <b>Health &amp; Human Services</b>	Date of Submission to College Dean: <b>November 15, 2008</b>
Academic Organization (Department): <b>Nursing</b>	Requested Effective: Fall __, Spring, 2009.
Department Chair: <b>Ann D. Stoltz</b>	Contact if not Department Chair:

Title of the Program:  
**RN to BSN Program in the Division of Nursing**

Type of Program Proposal:

\_\_\_\_\_ Modification in Existing Program:  
      Substantive Change  
     \_\_\_\_\_ Non-Substantive Change  
     \_\_\_\_\_ Deletion of Existing Program

\_\_\_\_\_ New Programs  
     \_\_\_\_\_ Initiation (Projection) of New Program on to Master Plan  
     \_\_\_\_\_ New Degree Programs  
         \_\_\_\_\_ Regular Process  
         \_\_\_\_\_ Fast Track Process  
         \_\_\_\_\_ Pilot Process  
     \_\_\_\_\_ New Minor, Concentration, Option, Specialization, Emphasis  
     \_\_\_\_\_ New Certificate Program

PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at <http://www.csus.edu/acaf/univmanual/index.htm>

Briefly describe the program proposal (new or change) and provide a justification.

**The Division of Nursing received a grant last year to separate the RNs from the generic nursing students into a separate program; Nurs 179 is the final course in this process. In addition to information specifically geared toward the experienced RN, the course can be offered at more convenient times for the working RNs. Nurs 179 is being submitted as a writing intensive course to fulfill the upper division writing requirement for graduation.**

**Nurs 179 is replacing Nurs 169 in the RN to BSN Program only and Nurs 169 will remain a required course in the Generic Undergraduate Nursing Program.**

**This change will not have fiscal repercussions.**

Approvals:

Department Chair: *Ann Stoltz* Date: 12-2-08

College Dean: *[Signature]* Date: 12/2/08

University Committee: \_\_\_\_\_ Date: \_\_\_\_\_

Associate Vice President and Dean for Academic Affairs: \_\_\_\_\_

CONDITIONAL Date: \_\_\_\_\_

APPROVAL

12/5/08

<b>Current RN to BSN Program</b>	<b>Proposed RN to BSN Program</b>
<b>NURS 170 Nursing Research (3 units)</b>	<b>NURS 170 Nursing Research (3 units)</b>
<b>NURS 171 Transitional Concepts for Professional Nursing (6 units)</b>	<b>NURS 171 Transitional Concepts for Professional Nursing (6 units)</b>
<b>NURS 173 Theoretical Foundations for Leadership and Management (6 units)</b>	<b>NURS 173 Theoretical Foundations for Leadership and Management (6 units)</b>
<b>NURS 174 Community Health Nursing for Professional Nurses in Leadership in the Community (6 units)</b>	<b>NURS 174 Community Health Nursing for Professional Nurses in Leadership in the Community (6 units)</b>
<b>NURS 178 Culminating Project (3 units)</b>	<b>NURS 178 Culminating Project (3 units)</b>
<b>NURS 169 Reasoning and Critical Thinking (3 units)</b>	<b>NURS 179 Professional Communication and Reasoning Development (3 units)</b>
<b>Total units: 27</b>	<b>Total units: 27</b>

**California State University, Sacramento  
Division of Nursing**

**NURS179: Professional Communication and Reasoning Development**

**Instructor:** Ann Knickelbein MS, RN

**Online Office Hours:** Virtual office hours via SacCT, TBA

**Office Location:** El Dorado Hall, Room 1032

**Class Time & Location:** Wednesday 5:00 – 8:00 PM  
Classes will be held on Campus and/or via iMEET

**Phone/Fax:** (916) 278-7611

**Contact Information:** Course **SacCT email** is preferred method of contact

**Email for non-course related correspondence** Ann Knickelbein: [knickela@csus.edu](mailto:knickela@csus.edu)

**GE Area:** Writing Intensive/GE, Area E Course and fulfills a course/writing intensive requirement for the Major

**Prerequisites:** NURS171  
**Before enrolling in a Writing Intensive course students must have:**  
(a) completed the English Composition (A-2) and the Critical Thinking (A-3) categories and  
(b) a passing score on the Writing Proficiency Examination or have successfully completed English 109

**Required Texts:** Benner, Tanner, & Chesla, (2009). *Expertise in Nursing Practice: Caring, Clinical Judgment and Ethics* (Second Edition). Springer.  
ISBN10: 0826125441  
ISBN13: 9780826125446

**Recommended Texts & Readings**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, D.C: APA.

Additional readings will be posted in SacCT.

**Other Course Materials**

Microphone/Speaker Headset for iMEET meetings via personal computer or laptop. Additional specifications for iMEET Equipment recommendations can be found on the iMEET website at <http://www.csus.edu/atcs/tools/imeet/equipment.stm>

**Course Description**

NURS179 is a web-enhanced seminar designed to assist RN to BSN students in increasing reasoning, communication, collaboration and leadership skills involved in making clinical and professional judgments. Students will document their skill development throughout the course via formal and informal written assignments and web-based assignments. Approved as a Writing Intensive/GE, Area E Course and fulfills a course/writing intensive requirement for the Major. Lecture: Three hours. Prerequisite: NURS171. Graded. Units: 3.0.

Writing Intensive Component: Students are required to write not less than 5,000 words (15 to 20 pages) of clear and logical prose in this Writing Intensive course. Writing assignments will be spread out over the entire semester and faculty will provide timely responses and evaluations of each writing assignment. Evaluation will include not only the subject matter content but address the student's writing skills.

**Course Objectives**

1. Utilize and build on previous nursing skills and knowledge by analyzing models and professional standards related to professional nurse leadership and critical thinking in clinical settings.
2. Utilize Benner, Tanner, and Chesla's (2009) Novice to Expert model to examine the complex concepts of Caring, Clinical Judgment, and Ethics in professional nursing practice via reflection, self-analysis, and critical examination.
3. Design and deliver professional communication in written, verbal, and electronic modes to a variety of audiences that include clients, peers, organizational leadership, and community.
4. Evaluate the application of principles of professional communication and group process in a clinical setting.
5. Write at least 5,000 words of clear and logical prose using standard written English.

**Method of Instruction**

This course views critical thinking as an investigation of a situation, phenomenon, question, or problem to arrive at a hypothesis or conclusion that integrates available information and is convincingly justified (Kurfiss, 1988). Recognizing that writing is a valuable tool in learning as well as in conveying knowledge, NURS179 is structured to promote writing as a "process" and is designed to be assignment centered. Students will

be required to formulate and justify their ideas related to complex issues of nursing practice and concepts in formal and informal written, electronic and verbal communication.

### ***Course Delivery***

NURS179 is a blended learning course accessed through SacCT. The course meets weekly for 3-hour segments via Face-to-Face class meetings or in the iMEET virtual classroom. Course content and assignments are also delivered via SacCT.

Teaching strategies to elicit critical thinking and improve writing include written assignments, lecture, readings, small group problem solving, inquiry-based class discussions, case presentations, and web-based assignments. Throughout the course, faculty will actively work with students to sharpen their analytical abilities and to improve their writing styles. Students are also encouraged to utilize the university's Writing Center.

### ***Online Component***

In addition to face to face class meetings, this course will utilize iMEET, a real-time virtual classroom environment designed for distance education and Web conferencing. iMEET will be used as a Web presentation tool, a live chat room with audio and video, and a whiteboard among a multitude of other possibilities. The online component to this class will be accessed via SacCT and will include access to course material, announcements, mail, discussions, chat, peer review, and submission of assignments.

**Important note:** Independent study is expected to keep up with online learning activities. You should check the SacCT course site at least twice weekly for postings, emails, announcements, or new course materials.

### ***Access to the Course***

This course will be delivered in a blended learning online environment through the SacCT course management system. Students will use their Saclink account to log into the course from the SacCT Login page (<https://online.csus.edu>).

If you do not have a Saclink account yet, please refer to the Setting Up a Saclink Account webpage (<http://www.csus.edu/saclink/settingUp.stm>) to create a Saclink account online.

To get started using a SacCT course please visit the Student Resources webpage (<http://www.csus.edu/SacCT/student/>) where you can access Online Tutorials, Frequently Asked Questions, and other help resources.

**Technical Requirements**

To access a course on SacCT you will need access to the Internet and an Internet browser (Internet Explorer, Firefox, Safari). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your SacCT course. Refer to the [SacCT Browser Tune-up](#) page for instructions.

For help or to report a problem with SacCT you can:

- Visit the [Student SacCT FAQ's webpage](#)
- Submit a [SacCT Problem Form](#)
- Contact the University Help Desk at (916) 278-7337

To participate in a virtual iMEET meeting, see the handouts, tips and tutorials from the [Participant Resources](http://www.csus.edu/atcs/tools/imeet/participant.stm) page at <http://www.csus.edu/atcs/tools/imeet/participant.stm>

Equipment recommendations and specifications for iMEET can be found at: <http://www.csus.edu/atcs/tools/imeet/equipment.stm>

**Course Assignments**

Assignment	Points	Due Date	Method of Submission
In Class Activities, iMEET and/or SacCT Discussion:	200 Points (10 activities at 20 points each)		TBA
Communication Concept Paper	150 Points		SacCT Assignment Dropbox
Group Process Concept Paper	150 Points		SacCT Assignment Dropbox
Conclusion/Hypothesis Formal Paper	500 Points		SacCT Assignment Dropbox

**All Formal Writing Assignments (Concept Papers and Conclusion/Hypothesis) must adhere to APA format and include a title page and a reference page. This includes:**

- APA format for citations, references, use of title page, line spacing (double spaced), margins (1" all around) and pagination (numbered in the upper right corner, including a reference page, if used; the title page is a silent page)
- Appropriate grammar, spelling, and punctuation
- Font : 12 point Times New Roman

**1) Formal Writing Assignment: Communication Concept Paper (5 Page Minimum)**

Provide a very detailed description of a professional experience in which you applied or observed concepts and principles from class and readings related to professional communication. Describe the experience in detail and include relevant information such as information about the individuals who were involved, how they responded, your feelings and thoughts during the experience, what you did or how you handled the situation, and any decisions or conclusions that you made. Analyze your experience and compare your experience with what you have learned in class. Was this an effective or ineffective example of professional communication and why? If not, what might have been done differently? If the communication was effective, what communication principles were evident? Cite sources that support your responses to these questions. Course faculty will provide written feedback regarding content and writing style.

**2) Formal Writing Assignment: Group Process or Collaboration Concept Paper (5 Page Minimum)**

Repeat the same instructions for the Communication Concept Paper, but in this assignment you will analyze your experience with the concepts and principles related to Group Dynamics or Collaboration.

**Grading Criteria for Concept Papers**

Percentage of Total Points	Criteria for Concept Papers
90 – 100 %	<ul style="list-style-type: none"> <li>• Addresses the assignment thoughtfully and analytically, setting a challenging task</li> <li>• Does not demonstrate a need for more revision.</li> <li>• Displays awareness of and purpose in communicating to an audience.</li> <li>• Establishes a clearly focused controlling idea.</li> <li>• Demonstrates coherent and rhetorically sophisticated organization; makes effective connections between ideas.</li> <li>• Provides clear generalizations with specific detail and compelling support and analysis.</li> <li>• Cites relevant sources and evaluates their validity, effectively</li> </ul>

Percentage of Total Points	Criteria for Concept Papers
	<p>integrating them into the text when appropriate.</p> <ul style="list-style-type: none"> <li>• Displays evidence of careful editing with superior control of grammar and APA editorial style.</li> </ul> <p><i>Guideline for multilingual writers: Grammatical errors are rare and do not interfere with overall effectiveness of paper; occasional imprecision in word choice and usage may occur.</i></p>
80 – 89 %	<ul style="list-style-type: none"> <li>• Addresses the assignment clearly and analytically, setting a meaningful task.</li> <li>• Does not demonstrate a need for significantly more revision.</li> <li>• Addresses audience needs and expectations.</li> <li>• Establishes a clearly focused controlling idea.</li> <li>• Demonstrates clear and coherent organization.</li> <li>• Provides clear generalizations and effective support and analysis.</li> <li>• Cites relevant sources, effectively integrating them into the text when appropriate.</li> <li>• Displays evidence of careful editing with consistent control of grammar and APA editorial style.</li> </ul> <p><i>Guideline for multilingual writers: Some grammatical errors may occur throughout the paper but do not interfere with overall effectiveness; occasional inappropriate word choice or incorrect usage may occur.</i></p>
70 – 79 %	<ul style="list-style-type: none"> <li>• Addresses the assignment with some analysis.</li> <li>• Demonstrates some need for further revision.</li> <li>• Addresses most audience needs and expectations.</li> <li>• Establishes a controlling idea.</li> <li>• Demonstrates adequate organization.</li> <li>• Provides support for and some analysis of generalizations.</li> <li>• Cites appropriate sources, adequately integrating them into text.</li> <li>• Displays evidence of editing with adequate control of grammar and APA editorial style. Errors do not slow the reader, impede understanding, or seriously undermine the authority of the writer.</li> </ul> <p><i>Guideline for multilingual writers: Grammatical errors, inappropriate word choice, or incorrect usage may occur throughout the paper but rarely interfere with effective communication.</i></p>
Below 70 %	<ul style="list-style-type: none"> <li>• Does not address the assignment adequately.</li> <li>• Demonstrates a need for significantly more revision.</li> <li>• Does not show sufficient audience awareness.</li> <li>• Strays from the controlling idea, or the idea is unclear.</li> <li>• Displays random or confusing organization.</li> <li>• Lacks generalizations, or gives generalizations but does not provide support or analysis.</li> </ul>

Percentage of Total Points	Criteria for Concept Papers
	<ul style="list-style-type: none"> <li>• Does not cite sources or does not cite and/or integrate sources appropriately.</li> <li>• Needs significant editing for grammar and APA editorial style; errors impede understanding.</li> </ul> <p><i>Guideline for multilingual writers: Serious and frequent errors in grammar, word choice, or usage seriously hinder communication.</i></p>

### 3) Formal Writing Assignment: Hypothesis/Conclusion (10 Page Minimum)

Because of your reputation as a nurse leader in California, you have been selected to write an essay for Sigma Theta Tau International, the Honor Society of Nursing in their upcoming edition of the *Journal of Nursing Scholarship*. The journal's peer review committee requires that you critically examine a current situation, phenomenon, question, or problem related to one of the nursing concepts studied in this course. The concept you select must be applicable to your current nursing practice and may include communication, group process, caring, clinical judgment, ethics, or nursing leadership.

Once you select a concept, you will organize, integrate, and synthesize valid and relevant information to arrive at a hypothesis or reasoned conclusion. You may seek qualitative and quantitative supporting evidence from the literature (a minimum of three research articles is required), class lectures, Web-based assignments and your personal experiences. While this is not a research paper, you must integrate evidence into the essay to demonstrate the soundness of your conclusions to the peer review committee.

Your final paper will be at least ten, but no more than twelve pages of narrative and include the following headings: Introduction, Analysis of Nursing Concept, Hypothesis, and Conclusions in your paper. Your completed paper will be judged by the peer review committee with the following criteria:

**Manuscript Review Form for Hypothesis/Conclusion Paper**

Manuscript Review Criteria (check appropriate box on right)		1. Strongly Disagree	2. Disagree	3. Not sure	4. Agree	5. Strongly Agree	Comments: Your comments are very helpful to the editor in making decisions about the manuscript and the author in making the revisions needed prior to publication.
1	The title is descriptive of the manuscript.						
2	Manuscript is written in a clear and concise style, with appropriate utilization of APA style.						
3	The manuscript is appropriate for and of interest to the audience						
4	Grammar, punctuation, and spelling are correct.						
5	The topic is adequately developed and based on current research.						
6	The flow of ideas is logical and well organized.						
8	Manuscript is a description of a new problem or innovative approach to an old problem.						
9	The manuscript has conclusions and implications for nursing practice.						
10	References are current and complete.						

Reviewers: Multiply the total score by 10 for a possible score of 500 Points:

REVIEWER RECOMMENDATION	CHECK ONE
Accept: 450 – 500 Points	
Accept with Revisions: 400 – 499 Points	
Reject with Resubmission and Second Review: 350 – 399 Points	
Reject: Below 350	

**Comments on Recommendation:**