

INDIANA UNIVERSITY



November 27, 2006

To: Dr. Sherry Queener
Graduate Office IUPUI

Through: Dr. Judith A. Halstead
Executive Associate Dean for Academic Affairs
Indiana University School of Nursing

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From: Dr. Daniel J. Pesut
Associate Dean for Graduate Programs
Indiana University School of Nursing

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SCHOOL OF NURSING

We are pleased to submit for review and approval the attached proposal for a Nursing Education major in the Masters Degree in Nursing program at IUSON. Given the national shortage of nurse and a more critical shortage of nursing faculty, this proposal meets the demand for the preparation of nurse educators, who are required by the State Board of Nursing to have master's degree credential in order to teach in nursing education programs. The shortage of nurse educators at national, state, and international levels is well documented. The following points are offered as rationale for the need for a nursing education major within the masters' degree program in Nursing.

- The number of faculty is declining and faculty vacancy rates are rising.
- Anticipated faculty retirements compound vacancy rates with limited numbers of adequately prepared potential faculty in the pipeline
- Teaching in schools of nursing and in healthcare agencies requires specialized knowledge, skills, and expertise.
- Currently employed nurse educators must update their knowledge of best practices for teaching and learning and use information technologies that enhance educator skill acquisition
- Masters degree preparation is the minimum State Board of Nursing requirement to teach in academic programs nationally.

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This proposal was approved by the Graduate Curriculum committee of Indiana University School of Nursing on November 27, 2006. We are now forwarding the proposal to you for review and approval by the IUPUI Graduate Affairs Committee, for review and approval. We understand that the proposal will then be transmitted to the Office of Academic Policies, Procedures and Documentation (OAPPD), and that group will forward to the Academic Leadership Council for action.

If you need additional information about this proposal, please contact Dr. Pesut at 317-274-3115 or dpesut@iupui.edu.

*Located on the campus of
Indiana University
Purdue University
Indianapolis*

Indiana University
Nursing Education Major in IUSON Masters Degree
Proposal

Title: Nursing Education Major/ IUSON Masters Degree Program

Campus: IUPUI Academic Unit: Nursing Department: Environments for Health

I. Academic Features

Goals/Objectives:

The goals and objectives of this program are to increase the number of qualified masters prepared nurse educators in the State of Indiana which is a Indiana State Board of Nursing requirement for nurse educators in this state. The proposed nurse educator major within the existing master's degree program at IUSON will meet the overall program outcomes of the masters degree program currently offered and be organized around the knowledge, skills, and abilities needed to teach in nursing education programs or meet the need clinical agencies have for qualified nurse educators. All of the courses in this proposed plan are currently offered in the school of nursing. The proposed program is designed to allow full time students to complete degree requirements within an 18 month time frame in addition to the current 24 month time associated with other majors in the program. Courses and learning experiences will be clustered and offered in intensive-alternative formats in addition to traditional semester offerings for those wishing to accelerate their education.

Principal Components:

The principal components of this major include:

- Nursing Masters Core: Nine credit of masters degree core courses that all majors are required of all MSN students
- Advanced Practice Nursing Knowledge Core: 13 credits that include introduction to the scientific foundations for clinical nurse specialist practice, enhancing health behavior through psycho-educational interventions, and data analysis for clinical and administrative decision making.
- Nursing Education Core: 12 credit hours devoted to nursing education courses that include curriculum planning, teaching in nursing strategies, the use of computer technologies in nursing education, and evaluation of teaching and learning.
- Capstone Cluster 8 credit hours which includes a 135 hours supervised teaching practicum and a 2-credit Topical Seminar that will prepare students for completion of the 3 credit required R590 Research Project /Nursing study..

The total credits required for this nursing education major is 42 which is consistent with the other specialty majors within the MSN degree program offered by the IUPUI School of Nursing. The program will be administratively managed as an additional masters program offering of the IUSON.

Relation to Existing Programs:

Research supports the fact that the root cause of today's nursing shortage is because of a critical need for nursing faculty minimally prepared at the masters level. The faculty shortage limits the number of students who can enroll in nursing education programs. While there are many specialty focused majors within the master's degree program at IUSON, there is not one devoted specifically to the preparation of nurse educators with the expectation that these graduates would assume the educator role. In the past, students have enrolled in nursing education courses as elective options. The goal of this proposal is to increase the number of masters prepared nurse educators available in the state so that nursing programs increase their enrollment capacity for programs educating the entering nurse. The proposed program of study offers options and opportunities for baccalaureate prepared nurses to advance their education and serve as faculty in college and university settings, hospitals, and other health care institutions. The 2005 survey of Indiana Schools of Nursing estimates that over 1,500 qualified applicants were not admitted to Indiana Schools of nursing due primarily to the lack of faculty (Indiana Work Development Consortium) The same reports indicate a 39% increase in projected full-time faculty vacancies for 2006-2007 with 90% of the respondents indicating that it was very or somewhat difficult to recruit masters prepared nurse faculty to meet their current faculty needs.(INWDC, 2005 Report of the Statewide Survey of Nursing Programs)

Coherence with Campus Mission:

This proposal is in response to a request by the Indianapolis Private Industry Council (IPIC) who conducted a strategic skills assessment state-wide. The assessment revealed the root cause of the nursing shortage in the life sciences is a direct result of the lack of numbers of faculty in schools of nursing. A gathering of employers, educators and economic developers at an Economic Summit on May 5, 2006 agreed that five areas of priority critical to shaping the central and state wide work force of tomorrow were in the life sciences health care sector (nursing - <http://www.ipic.org/lmi/lifesciences.pdf>) and biotechnology sector, as well as the areas of logistics, automotive and sports and advanced manufacturing. The IUSON received a grant to plan the proposed program. IPIC continues to seek funds to support the implementation of the program and is expected to help the school secure full tuition, fees and scholarships for a cohort of 20 students in year one of the implementation.

Benefits of the Program for Students, IU, State:

This program will have an impact on the future workforce needs related to health care life sciences initiative that has been identified as a critical strategic need by employers and economic developers and educators in the state of Indiana. The average age of a registered nurse in the state of Indiana is 48. The average age of nursing faculty in the state is 52. As the workforce continues to age, and current nursing faculty prepare for retirement, the need to create future nursing faculty is imperative. Focusing attention and resources on the preparation of nursing faculty is a direct way to influence the root cause of today's nursing shortage. The creation of strategic partnerships among all health care stake holders in the development and preparation of future nursing faculty is important for several reasons. Consumers expect quality health care. Students who aspire to careers in nursing want access to nursing education programs. Hospitals and employers want to recruit and retain knowledgeable, well-prepared

nurses, and schools of nursing need additional resources and labor to continue to meet teaching, service and research missions that produce nurses who are necessary to the business of health care industry.

Opportunities for Degree Recipients:

Graduates of this program will have opportunities in academic, settings, hospitals, community health agencies, private industry and privately supported educational institutions that have nursing education programs in the State of Indiana. There are several local private schools that have implemented nurse educator masters degree offerings. As noted above the current and future needs for qualified nurse educators with a masters degree are great.

II. Implementation

Steady State Enrollment/Degree Completion Projections (year):

Headcount 20 (20 new-to-campus expected every two years)

FTE 20

Degree Recipients 20

Steady State Expenses and Revenue Sources (year [specify--three/four/five?]):

Expenses

Faculty 3.60 FTE faculty

Support Staff Current Staff support ongoing program activities for other majors

Supplies and Expense

Reallocation

Revenue Sources

New-to-Campus Student Fees (Negotiating full time scholarships, tuition and fees for first cohort of 20 students with grant support and funding from the Indianapolis Private Industry Council (IPIC))

Enrollment Change Funding (NA)

Reallocation

Proposal for A Nursing Education Major Within the Current Master of Science Degree Program Offerings within the Indiana University School of Nursing

Introduction

The current national shortage of nurses has been well documented over the past several years. The projected need for nurses by the year 2010 is greater than 1 million nurses. The U.S. Department of Labor has identified registered nurses as the top profession in terms of growth through the year 2012 (www.bls.gov/news.release/ecopro.toc.htm). Many factors drive the current shortage including: an aging population which is expected to increase the demand for healthcare and nursing services (www.bhpr.hrsa.gov/healthworkforce/reports/rnproject) the 'graying' of the nurse workforce, a shrinking applicant pool and high stress work environments in health care settings. One of the most important factors influencing the shortage of nurses in practice is the restricted capacity of schools of nursing to produce the quantity and quality of students at all levels required to meet the nursing workforce needs of U.S. citizens now and in the future. In addition to the shortage of working nurses, there is also a shortage of nurse educators in academic settings and in health care systems.

There are a variety of factors that limit the ability of nursing schools across the nation, including IUSON, to accept all qualified and interested applicants. These include the number of available clinical placements, classroom space, available preceptors, and budget constraints. Key factors limiting nursing school capacity is the dwindling supply and available pool of qualified faculty. This factor is one of the major reasons cited by 75% of school of nursing deans and directors (www.aacn.nche.edu/IDS) for restricting admissions to nursing programs. Nationally there is a faculty vacancy rate of 8% (www.aacn.nche.edu/IDS), with 66% of the schools surveyed (n= 409) reporting vacancies ranging from 1-16 per school. The shortage is precipitated by retirements of faculty members prepared as educators, the lack of recruitment and preparation of nurse educators, and the increasingly complex health care system that requires highly educated nurses.

The result of insufficient educators is decreased capacity and ability to admit students to nursing programs. The decreased capacity compounds the national and international shortage of nurses. In the clinical services arena, the shortage of staff educators puts patient safety at risk because of the inability to orient new staff to complex health-care environments. It is imperative that current and future nurse educators acquire the values, knowledge, skills, and abilities to practice as nurse educator role models. The decline of educators, coupled with the need to prepare educators who can teach students and integrate evidence-based best practices into teaching requires a variety of educational programs that increase the supply of nurse educators. The purpose of this proposal is to create a nurse educator major within the current Master of Science degree program offerings at the Indiana University School of Nursing. This 42 credit master's degree will prepare nurses for certification as nurse educators and for roles in nursing education.

The goals and objectives of this program are to increase the number of qualified masters prepared nurse educators in the State of Indiana. The proposed nurse educator major within the existing master's degree program at IUSON will meet the overall program outcomes of the masters degree program currently offered and be organized around the knowledge, skills, and abilities needed to teach in nursing education programs or meet the need clinical agencies have for qualified nurse educators. All of the courses in this proposed plan are currently offered in the school of nursing. The proposed program is designed for full time students to complete degree requirements within a 18-24 month time frame. Courses and learning

experiences will be clustered and offered in intensive-alternative formats in addition to traditional semester offerings.

The shortage of nurse educators at national, state, and international levels is well documented. The following points are offered as rationale for the need for an educational major within the masters' degree program in Teaching in Nursing.

- The number of faculty is declining (AACN White paper, 2004) and faculty vacancy rates are rising.
- Anticipated faculty retirements compound vacancy rates with limited numbers of adequately prepared potential faculty in the pipeline
- Teaching in schools of nursing and in healthcare agencies requires specialized knowledge, skills, and expertise
- Currently employed nurse educators must update their knowledge of best practices for teaching and learning and use information technologies that enhance educator skill acquisition
- Masters degree preparation is the minimum State Board of Nursing requirement to teach in academic programs nationally.

The Nurse Educator Major within the Masters Degree Program draws on the international and national expertise and resources of the Indiana University School of Nursing and its 30 year history of offering distance accessible education programs. Online delivery of the required courses provides an opportunity to share student and faculty expertise in a distance-learning platform. The proposed course of study provides focused study in nursing education theory, practices, and principles. The proposed educational major within the masters' degree program will provide students with graduate level knowledge and skills needed to launch a career in teaching in schools of nursing and in other healthcare contexts and settings. Teaching in nursing courses will be offered for graduate academic credit to meet the needs of professional nurses who seek graduate level knowledge and development of their knowledge and skills as educators.

Target audience and expected enrollment:

This educational major in the masters' degree program is for nurses interested in acquiring the requisite knowledge and skills to assume educator roles in schools of nursing and clinical agencies. This educational major within the masters' degree program also serves as a foundation for people who want to pursue the IUSON doctoral program in Nursing Science. It is anticipated that 20-30 students will enroll in this master's degree offering annually, with enrollments in individual courses ranging from 20-30 students.

Plan for attaining steady-state enrollment:

The steady state enrollment for this graduate program is a cohort of 20 students annually for the next 3- 5 years. The educational major within the masters' degree program will be marketed through the IUSON web site and through partnerships with the Indianapolis Private Industry Council, Regional hospitals and community partners, and the National League for Nursing, <http://www.nln.org/profdev/onlinecourses/teachinginnursing.htm>.

Required resources:

All required courses except the practica will be distance accessible and use distance-learning technologies. For the practica students will be paired with expert teachers in both clinical and classroom contexts. The School of Nursing has been a national leader in distance learning for over 30 years; the School of Nursing will provide faculty access to needed resources. All of the courses are currently being taught on the WEB through asynchronous methods. Minimal additional resources will be needed for this degree offering as all of the courses are currently approved and being taught in the school of nursing.

Faculty involved in the program:

Several faculties will be involved in the program. Many of them are award winning teachers who have developed national reputations for teaching excellence and programs of research in the scholarship of teaching in nursing education. Detailed below are selected examples of faculty who will be involved in the nurse educator program.

Dr. Donna Boland, Associate Dean for Evaluation, is responsible for program evaluation in the School of Nursing. Dr. Boland is nationally recognized as an expert in program evaluation and assessment of student learning. Her research and scholarship is in the area of educational evaluation. She has published in peer reviewed publications such as, "Program Evaluation and Public Accountability" printed in the <i>Annual Review of Nursing Education</i> , Volume 2 edited by M. Oermann and K. Heinrich in 2003 and <i>Assessment of Student Learning in the Discipline of Nursing</i> (2001) edited by T. Banta and C. Palomba.
Dr. Mary Fisher is member of the Indiana University FACET program, which recognizes excellence in teaching. Dr. Fisher is an expert in the area of Problem-based Learning methods and with Dr. Connie Rowles provides innovative instruction in nursing administration using PBL methods
Dr. Judith Halstead was accepted as a fellow in the American Association of Colleges of Nursing's Leadership for Academic Nursing Program. Dr. Halstead also received the Midwest Nursing Research Society Curriculum and Education Research Section Advancement of Science Award, and has chaired a national NLN task force on nurse educator competencies. Dr. Judith Halstead is also principal author with Dr. Diane Billings of an award-winning text <i>Teaching in Nursing</i> . (2005, St. Louis: Elsevier).
Dr. Sara Horton-Deutsch is recipient of a faculty development grant from IUPUI to transform psychiatric mental health course offerings from two-way video interactive format to a total online delivery model. In addition she has been a Helene Fuld Participant, in the Distance Desktop Faculty Development in the New Pedagogies Program, coordinated by University of Wisconsin-Madison School of Nursing, Morgan Harlow Project Funded to Nancy Diekelmann, Madison, Wisconsin
Dr. Pamela Ironside, was recently recruited to IUSON to establish and direct the Center for Research in Nursing Education. Dr. Ironsides is internationally known for her research in nursing education. Her Narrative Pedagogy Project is at the forefront of a national effort to help faculty develop and use research-based pedagogies that are responsive to the contemporary contexts and challenges of healthcare and education. She is a 2006 inductee into the American Academy of Nursing.
Dr. Pamela Jeffries received the 2004 Sigma Theta Tau International Pinnacle Information Technology Award for Knowledge Advancement for Region 9.
Dr. Pamela Jeffries received the 2005 Outstanding Nursing alumni award from Ball State

University. Dr. Jeffries has designed the Jeffries Hyperlearning Model to guide teachers in developing their own multimedia CD ROMs and online coursework (source). Dr. Jeffries is also researching innovative uses of simulation in nursing education. As project director of a national, multi-site project for the National League of Nursing and Laerdal Corporation, she developed a theoretical framework to guide educators in designing, implementing, and evaluating the use of simulation in nursing education for both theory and practice.

Drs. Josette Jones and Angela McNelis received Excellence in Education Awards from Sigma Theta Tau Alpha Chapter while Drs. Janice Buelow and Anna McDaniel received Excellence in Research Awards from the same organization.

Dr. Daniel Pesut has over 30 years experience in nursing practice, education, and research, and has published research in the areas of self-regulation of health status, educational innovations related to teaching and learning of clinical reasoning, and leadership development in higher education. He is the immediate past President of the Honor Society of Nursing.

In 2005 Dr. Sharon Sims was selected as a Fellow in the American Academy of Nurse Practitioners, on the basis of her innovative scholarship in teaching and learning.

Dr. Melinda Swenson was the recipient of the 2004 National League for Nursing Excellence in Nursing Education Award. Dr. Swenson and Dr. Sherry Sims are internationally known for use of narrative pedagogy in advanced practice nursing education contexts. They have consulted with New Zealand nurses on the development of the NP role in that country, as well as the implementation of narrative pedagogy in advanced practice programs.

Admission to the Nurse Educator Major in the IUSON Masters Program

Admission to the Indiana University School of Nursing (IUSON) master's program requires approval by the faculty and is based on the applicant's qualifications as evidenced by grade point average, statement of professional aspirations, official transcripts, references, etc. A personal interview may be requested. Acceptance into the program is competitive. The following criteria must be met for unconditional admission:

- Undergraduate GPA of 3.0 or higher on a 4.0 scale from an NLNAC or CCNE accredited program.
- Statement of professional aspirations (no more than 250 words) about career plans and reasons for seeking an advanced practice degree.
- Current Indiana RN license. International applicants not yet licensed by any state in the US will need to submit evidence of passing the CGFNS exam before applying for a RN license in Indiana.
- Statistics. Applicants need to have a grade of B- or higher in a 3-credit, 300 level (or higher) class and it must have been taken within the last seven years of the date of application (February 15 or September 15). If the applicant took a course that is not 300 level, he/she may check with a graduate counselor or submit a course syllabus (not course description) to be reviewed for acceptability. For PhD Applicants the requirement is a graduate level statistics course not older than 3 years.
- Essential abilities. Applicants must agree to the essential abilities policy of the Indiana University School of Nursing. The policy states that students must demonstrate essential abilities in a variety of areas (judgment, neurological function, communication skills, emotional coping skills, intellectual/conceptual skills, and other behavioral attributes) as well as meeting all progression criteria.
- Computer ability. Applicants need to be able to use computer technologies to access, retrieve, receive and communicate information.

- Physical assessment skills (except for nursing administration students). Applicants must have verification of ability to perform physical assessment; verification can be by transcript, clinical nursing certification, or by letter from employer/supervisor on letterhead and signed with credentials.
- Students are encouraged to contact the faculty in the specific major to discuss your experience prior to submitting your application, as some majors have specific clinical practice experience requirements. For example:
 - Applicants to any nurse practitioner major must have two years of relevant clinical practice by the admission review deadline. Application may be made during the cycle when the 2 years of experience will be reached .
 - All RN-MSN applicants must have the equivalent of two years full-time practice as an RN in the past five years.

Applicants to a CNS, Administration, or Community Health major who have a BSN do not have to meet a specific practice requirement.

TOEFL Applicants whose native language is not English must have a score of 550 or higher on the Test of English as a Foreign Language if it is taken as a paper version or a score of 213 or higher if it is taken as a computer-based exam. Or, proof of placement into ELS class G011 or above will serve as proof of English proficiency.

If an applicant who does not meet one or more of the above criterion may be admitted with conditions or on probation.

Masters Degree Program Outcomes

The goal of the M.S.N. program is to prepare its graduates for leadership roles in advanced nursing practice, clinical specialization, nursing education,, nursing administration and nursing informatics. Majors are offered in twelve (with approval of this proposal thirteen) areas. Post-master's options are also available in all the majors. Students select a major area of study when they apply for admission. The graduate of the master's degree program will be able to do the following:

1. Function as a leader, collaborator, and consultant to clients, colleagues, and other professionals when dealing with organizational aspects of health care delivery to a client group.
2. Base leadership strategies in the delivery of nursing care on critical analyses of research findings and theoretical concepts from nursing and related disciplines.
3. Participate as an informed professional health care provider to shape the social, political, and ethical ramifications of health care facing a multicultural society at the local, state, national, and international levels.
4. Perform advanced nursing practice within professional, legal, and ethical rules, regulations, and standards.
5. Evaluate the utility of research findings from nursing and related disciplines for the practice of nursing.
6. Evaluate nursing practice for individuals, families, and groups based on a conceptual understanding of health.

In addition to the overall Masters Degree Program Outcomes, students enrolled in this nursing education option will be expected to meet the Competencies outlined from *The National League for Nursing Scope of Practice for Academic Nurse Educators* (2004). These competencies include the following:

1. **Facilitate Learning:** Creates an environment in the classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
2. **Facilitate Learner Development and Socialization:** Recognizes the responsibility for helping students develop as nurse and integrate the values and behaviors expected of those who fulfill that role.
3. **Use Assessment and Evaluation Strategies:** Uses a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.
4. **Participate in Curriculum Design and Evaluation of Program Outcomes:** Designs curricula that reflect contemporary health care trends and prepares graduates to function effectively in the health care environment.
5. **Function as a Change Agent and Leader:** Functions as a change agent and leader to create a preferred future for nursing education and nursing practice.
6. **Pursue Continuous Quality Improvement in the Nurse Educator Role:** Demonstrates an ongoing commitment to develop and maintain competence in the nurse educator role.
7. **Engage in Scholarship:** Demonstrates that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.
8. **Function within the Educational Environment:** Functions as a “good citizen of the academy” by being knowledgeable about the educational environment within which they practice and recognizes how political, institutional, social and economic forces impact their role.

Curriculum for the Nursing Education major within the masters’ degree program

The Core course cluster is required of all masters’ students and provide foundation advanced practice knowledge related to leadership, nursing theory and research methods. The Advance Practice Knowledge Cluster of courses provides students with knowledge and content regarding advanced specialty nursing practice, health behaviors and psycho-educational interventions that support health. Students will also have an opportunity to choose and elective course to complement or expand their knowledge base. Data Analysis for clinical and administrative decision making assists students in understanding the representation and transformation and management of data for use in clinical and administrative contexts. The Nursing Education Cluster of Courses prepares students to demonstrate knowledge, skills, and abilities in the design and evaluation of curriculum and educational programs and practices, as well as the use of innovative pedagogies in the instruction, education, and evaluation of nursing students, and nursing staff who work in health care facilities and need to master content related to specialty practice in a variety of nursing specialties. A Capstone Cluster includes preceptor-supervised practica and a special topics seminar that will prepare students for the completion of a research/ nursing study. The major clusters, courses and credit hours for each course are outlined in the table below.

**Curriculum and Course Clusters
for the Nursing Education Major Within the MSN**

MSN Core (9 cr. hrs.)	Advanced Practice Knowledge (13 cr. hrs.)	Nursing Education (12 cr. hrs.)	Capstone Cluster (8 cr. hrs.)
N504 Nursing Leadership (3 cr. hrs.)	M500 Scientific basis for Clinical Nurse Specialist Practice (4 cr. hrs.)	T670 Teaching of Nursing (3 cr. hrs.)	R590 Research Study (3 cr. hrs.)
N502 Nursing Theory I (3 cr. hrs.)	M560 Enhancing Health Behaviors Through Psycho-Educational Intervention (3 cr. hrs.)	T615 Nursing Curriculum (3 cr. hrs.)	T679 Nursing Education Practicum (3 cr. hrs.)
R500 Nursing Research Methods I (3 cr. hrs.)	Elective (3 cr. hrs.)	T619 Computer Technologies (3 cr. hrs.)	J595 Topical Seminar (2 cr hrs)
	L650 Data Analysis for Clinical & Administrative Decision Making (3 cr. hrs.)	T617 Evaluation in Nursing (3 cr. hrs.)	

Example Program of Full Time Accelerated Study

First Summer (9 cr. hrs.)

N502 Nursing Theory I
R500 Nursing Research Methods I
N504 Nursing Leadership

Fall (10 cr. hrs.)

M500 Scientific Basis for Clinical Nurse Specialist Practice
N560 Enhancing Health Behaviors through Psycho-Educational intervention
T670 Teaching of Nursing

Spring (9 cr. hrs.)

T619 Computer Technologies
T615 Nursing Curriculum
Elective option here

Second summer (6 cr. hrs)

L650 Data Management
T617 Evaluation in Nursing

Second Fall (9 credits)

T679 Teaching in Nursing Practicum
J595 Topical Seminar
R590 Research Study

Example of a Part Time Program of Study

	Summer	Fall	Spring
Year One	N504 Nursing Leadership	N502 Nursing Theory I M500 Scientific Basis for Clinical Nurse Specialist Practice	R500 Nursing Research Methods I
Year Two	L650 Data Management	T670 Teaching of Nursing	T615 Nursing Curriculum
Year Three	T617 Evaluation in Nursing	Elective	T619 Computer Technologies
Year Four	Elective	N560 Enhancing Health Behaviors through Psycho-Educational intervention	T679 Teaching in Nursing Practicum J595 Topical Seminar R590 Research Study

Program Evaluation

Evaluation of this educational major within the masters' degree program will be conducted through course evaluations and follow-up surveys with course participants. Evaluation of the program also will occur during regularly-scheduled program reviews of academic programs at IUSON. The IUSON recently created an Associate Dean for Evaluation. This person will have primary responsibility for working with faculty and administrators of the school to implement and sustain programs of evaluation for all courses, programs and outcomes associated with IUSON educational programming. Detailed below are the syllabi of the courses that comprise the nurse educator major within the masters' degree offering.

Syllabi of Courses for Nurse Educator Major
Within IUSON Masters Degree Program

Nursing 502 Nursing Theory I

General information

- Credit hours: 3
- Placement in curriculum: core course, master of science in nursing program, BSN–PhD program
- Prerequisites: none
- Co requisites: none

Description

The focus of this course is on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research are explored.

Course competencies

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

1. Analyze terminology associated with theory development.
2. Analyze factors and issues influencing the development of nursing theory.
3. Critically analyze the differences between and among theories, models, and conceptual frameworks in nursing.
4. Apply selected criteria in the evaluation of a nursing theoretical formulation.
5. Analyze the linkages between theory, practice, and research in nursing.

ACADEMIC INTEGRITY:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*.
<http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

AMERICANS WITH DISABILITIES ACT:

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at (317)-274-3241. The office is located in CA 001E.

N504 Leadership for Advanced Nursing Practice

Faculty TBA

Course Information

- Credit hours: 3 (didactic)
- Placement in curriculum: core course, Master of Science in Nursing degree program
- Prerequisites: None
- Co requisites: None

Course Description: This course addresses core competencies essential to all advanced nursing practice roles and health care in complex systems.

Course Objectives:

1. Examine the phenomenon of health and health care systems from an advanced practice nursing perspective.
2. Analyze the leadership role of advanced practice nurses in health care using leadership theories.
3. Explore use of self as a leader.
4. Analyze the legal scope of practice, code of ethics, and standards of practice for advanced practice nurses.
5. Examine the current dynamics of health care economics as they impact financial management of nursing.
6. Evaluate the role of nursing leaders in influencing health policies.
7. Apply ethical and policy decision-making frameworks to advanced practice nursing issues

Course Content:

Module 1: Leadership – (4 weeks) – Leadership theory, self as leader, complex work environments, coaching/mentoring, change management, emotional intelligence, external mandates.

Module 2: Role (2 weeks) – Characteristics of APNs, Nurse Practice Act for APNs, role differentiation, working with other APNs, the phenomenon of health.

Module 3: Health care economics: (3 weeks) – Health as a social mandate, healthcare economics, finance of healthcare, overview of cost/benefit analysis.

Module 4: Policy (3 weeks) - Knowing the Process and Using the Power, Policy and Politics in Government, Policy Perspectives Within Community and Professional Nursing Organizations

Module 5: Law and Ethics: (2 weeks) – Malpractice, contracts, ethical frameworks and ethical decision making.

Recommended Texts:

Guido, G. W. (2006). *Legal and ethical issues in nursing* (4th ed.) New Jersey: Prentice Hall. Joel, L.A. (2004). *Advanced Practice Nursing: Essentials for Role Development*. Philadelphia, PA: F.A. Davis.

Mason, D. & Leavitt, J.K. (Eds.) (2007). *Policy and Politics in nursing and Health Care*, 5th ed. Philadelphia, PA: W.B. Saunders.

Porter-O'Grady, T. & Malloch, K. (2006). *Quantum Leadership: A Textbook of New Leadership*. Boston: Jones and Bartlett.

Evaluation and Grading:

Percentage	Assignment
30	Weekly Web Assignments (6% per module)
30	Critique of a Health Policy Issue
20	Leadership Self Analysis and Planned Application to Desired APN Role
20	Financial Analysis of a Case Study

Grading Scale:

Letter grades are calculated based on the School of Nursing Grading Scale below.

A+ 97 - 100 B + 87 - 89 C+ 77 - 79 D+ 67 - 69 F Below 60

A 93 - 96 B 83 - 86 C 73 - 76 D 63 - 66

A- 90 - 92 B- 80 - 82 C- 70 - 72 D- 60 - 62

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Bashor, S. A. (2000). Transformational leadership and personal values for managers in the new millennium. *Home Healthcare Nurse Manager*, 4(1), 21-3.

Bell J. (2006). What's keeping you up at night? The new risks facing hospitals. *Healthcare Financial Management*, 60(6), 66-72.

Beauvais B. Wells R. (2006). Does money really matter? A review of the literature on the relationships between healthcare organization finances and quality. *Hospital Topics*, 84(2), 20-8.

Bolman, L & Deal, T. (2000). Escape From Cluelessness: A guide for the organizationally challenged. New York : American Management Association (AMACOM).
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Watson, J. (2006). Caring theory as an ethical guide to administrative and clinical practices. *Nursing Administration Quarterly*, 30(1), 48-55.

Wortans J. Happell B. Johnstone H. (2006). The role of the nurse practitioner in psychiatric/mental health nursing: exploring consumer satisfaction. *Journal of Psychiatric & Mental Health Nursing*, 13(1), 78-84.

ACADEMIC INTEGRITY:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*:

<http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

AMERICANS WITH DISABILITIES ACT:

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R500 Nursing Research Methods I

Course Information

- Credit hours: 3 (didactic)
- Placement in curriculum: core course, Master of Science in Nursing degree program
- Prerequisites: N502 Nursing Theory I
- Co requisites: None

Faculty

Section

Kathleen Hanna, PhD, RN
Associate Professor
Department of Family Health
Campus Address: NU 451F
Phone: (317) 274-1494
E-mail: kathanna@iupui.edu

Section

Jo Ann Brooks DNS, RN, FAAN,
FCCP
Adjunct Associate Professor
Department of Adult Health
Campus Address: IU Cancer Pavilion,
Room 415
Phone: (317) 274-3940
E-mail: jbrooks@iupui.edu

Description

This course provides a survey of research in nursing with a focus on evaluating nursing research for usability in practice.

Course Competencies

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

1. Evaluate various components of the research process.
2. Evaluate the role of theory in the development of a research problem.
3. Evaluate strategies for protection of human subjects.
4. Evaluate research studies using established criteria.
5. Design a plan to utilize research findings related to a clinical problem.

Texts / Readings

Required:

Polit, D. F. & Beck, C. T. (2004). Nursing research, principles and methods (7th ed.). New York: Lippincott.

Recommended:

Polit, D. F. & Beck, C. T. (2004). Study guide for nursing research, principles, and methods (7th ed.). New York: Lippincott.

American Psychological Association. (2001). Publication of the American Psychological Association (5th ed.). Washington: American Psychological Association.

Teaching Strategies

- Independent reading assignments
- Class participation
- Discussion
- Practice Quizzes
- Human Subjects Tutorial

Evaluation

Class participation (discussion forum, practice quizzes) and group participation (evaluation by group members)	10 percent
IRB certification	10 percent
Research utilization project	30 percent
Critique Assignments	<u>50 percent</u>
Total	100 percent

Grading Scale *(There is no rounding of grades)*

A+	97-100%
A	93-96.99%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-

	69.99%
D	63- 66.99%
D-	60- 62.99%
F	below 59.99%

Topical Outline

- Scientific approach
- Research process
- Problem delineation
- Theory and research
- Literature review
- Formulating hypotheses/research questions
- Quantitative designs
- Qualitative research methods
- Sampling
- Strategies for protection of human subjects
- Data collection methods
- Reliability and validity in measurement
- Analysis of data
- Evaluation and critique of research
- Utilization of research findings

ACADEMIC INTEGRITY:

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Approved IUSON Grad Curriculum Meeting 11/27/06

M 500 Scientific Bases for Clinical Nurse Specialist Practice

Total Credit Hours: 2 hours didactic
1-2 hours clinical

Pre-requisites: R 500
N 502

Faculty: Jan Fulton, PhD, RN, Associate Professor
Carol Beausang, PhD, RN, Associate Professor
Anne Belcher, DNS, RN, PNP, Associate Professor

Course Description:

This course focuses on the unique contribution of the clinical nurse specialist to client care and the scientific basis for advanced nursing practice for individuals, families, and communities. Students are provided the opportunities to develop critical thinking skills in deriving nursing diagnoses, designing and selecting nursing interventions, and evaluating outcomes for a selected population. Specifically, students will study clinical reasoning models to develop a framework for their specialty practice, learn to conduct a needs assessment, and analyze evidence regarding their practice area.

Course Competencies:

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

1. Analyze the unique scope of practice and competencies of the CNS within the health care system (didactic).
2. Compare and contrast various methods of assessing the health needs of populations (didactic).
3. Analyze clinical reasoning models to inform CNS practice pertinent to specific populations (didactic).
4. Synthesize theory and research findings to guide advanced nursing practice related to a selected phenomenon for a specific population (didactic).
5. Demonstrate application of a select theoretical model to assessment of a target population (clinical).
6. Utilize best evidence to guide assessment, diagnosis, and interventions in advanced practice nursing for a specific population (clinical).
7. Use relevant criteria for evaluation of interventions (clinical).

Required Texts/Readings:

Allen, P.J., & Vessey, J.A., (2004). *Primary care of the child with a chronic condition*. (4th ed.) St. Louis: Mosby. (For PCNS Students).

American Psychological Association. (2001). *Publication manual of the American psychological association*. (5th ed.) Washington, DC:

Altschuld, J.W. & Witkin, B.R. (2000). *From needs assessment to action*. Thousand Oaks: Sage.

DiCensoA, & Guyatt, G. (Eds) (2005). *Evidence-based nursing: A guide to clinical practice*. Mosby, Inc. St. Louis.

Friis, R.F., Sellars, T.A. (2004). *Epidemiology for public health practice*. Sudbury, Massachusetts: Jones and Bartlett. (For Community Health CNS students)

Recommended Texts/Readings:

Carrieri-Kohlman, V., Lindsey A. M., & West, C. M. (2003). *Pathophysiological phenomena in nursing*. St. Louis: Saunders.

Doran, DM (2003). *Nursing-sensitive outcomes: state of the science*. Boston: Jones & Bartlett.

Polit, D. F. & Beck, C. T. (2004). *Nursing research: principles and methods*. Philadelphia: Lippincott, Williams, & Wilkins.

Other:

Johnson, M. & Maas, M. (1997) Iowa intervention project: nursing outcomes Classification (NOC). Mosby.

McCloskey, J. & Bulechek, G.M. (1996). Iowa Intervention project: nursing interventions classification (NIC). (2nd ed.), Mosby.

Teaching Strategies:

Lecture.

Online asynchronous learning modules

Didactic and Clinical in-class seminars. Class discussion on topics related to course content and clinical practicum.

Class Presentations:

Clinical Experience: Each student will document 5-10 clinical hours per week in a faculty approved and CNS precepted clinical experience.

Topical Outline:

1. Define scope of practice & competencies of the CNS practicing in multiple settings.
 - a. Differentiate between the medical and nursing scopes of practice.
 - b. Statutory definitions
 - c. Professional definitions
 - d. Begin development of a personal profile of CNS competencies (portfolio).
2. Introduce mobility as an exemplar for applying a clinical model to guide advanced practice nursing.
 - a. Define mobility

- b. Identify etiologies of impaired mobility
 - c. Describe interventions for impaired mobility
3. Needs assessment.
- a. Define need
 - b. Describe phases of needs assessment
 - c. Identify data needed and sources of data to determine extent of need.
5. Epidemiology
6. Clinical Reasoning model
- a. Concept analysis re: phenomena of concern to nursing
 - b. Hypothesis formation to guide the “ruling in” and “ruling out” process
 - c. Profiling etiologies across patients based on best evidence
7. Health determinants model
8. Evaluating interventions and outcomes
- a.. Identify nurse sensitive outcomes
 - b. Design an evaluation model
 - c. Discuss methods for determining cost-effectiveness of interventions.
9. Change in Practice
- a. Nurse sensitive outcomes
 - b. Contributions to multidisciplinary endeavors
 - c. Contributions to the “system’s values, mission, and goals

Evaluation:

Evaluation of student performance will be as follows:

1. Research critiques: 30%. Students will complete two research critiques. Each critique contributes 15% of the grade. .
2. Clinical experience synthesis paper: 50%. A scholarly paper synthesizing clinical data and relevant information from the theoretical and empirical literature.
3. Self-evaluation through portfolio development: 20%. Using the course objectives, students will evaluate what they have accomplished as reflected by their behavior during seminar and by what they learned during the clinical experience. Cite specific examples to validate evaluation. Using your evaluation assign yourself a grade.

A final grade of B- or better comprises a satisfactory grade in the course. Incomplete grades are not given except for illness or some unforeseen circumstance that affects the conduct of the clinical experience.

ACADEMIC INTEGRITY:

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AMERICANS WITH DISABILITIES ACT:

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M560 Enhancing Health Behaviors Through Psycho-Educational Interventions

Course Information:

- Credit hours: 3 (two didactic, one clinical)
- Placement in Curriculum: Variable
- Pre- or Co-requisite Course: M559, Stress and Coping

Faculty:

Donna L. Boland Ph.D., RN
Associate Professor
Office: NU 117

Office Phone: 278-8105
Email: dboland@iupui.edu
Administrative Assistant: Donna Anderson

If you need any special accommodations due to a disability, please contact Adaptive Educational Services at 274-3241. The office is located in CA 001E on the IUPUI campus.

Course Description:

The focus of this course is the application of science to nursing practices to influence health care decisions and behaviors. During this course, students will critique the scientific basis of psycho-educational interventions to enhance self-care decisions and performance of self-care. Emphasis is on the development of psycho-educational interventions to enhance capability of self care through learning and cognitive restructuring. Contemporary theories of learning and relevant research in nursing and related disciplines will be critiqued for possible clinical application for the interventions design and development. A clinical includes the development, implementation, and/or evaluation of a patient/family education program guided by empirical and theoretical literature. Seminars, clinical experiences, and written work will focus on examining the congruency among clinical data and theoretical and empirical evidence to influence therapeutic and cost-effective outcomes.

Course Objectives:

By the end of the course, you will be able to:

1. Analyze theoretical and empirical literature to develop rationale for psycho-educational interventions to enhance self-care decisions and performance of self-care behaviors.
2. Conduct a needs assessment to identify educational needs, characteristics of the clients that influence the delivery of educational interventions.
3. Design and implement and/or evaluate an educational program, based on the needs assessment and empirical literature, to facilitate client/family self-care decisions and self-care abilities.
4. Modify psycho-educational interventions based upon continuous assessment and post-assessment of outcomes.

5. Use evaluative techniques and knowledge of the health care system to enhance the ongoing modification and utilization of the psycho-educational intervention.
6. Conduct cost-benefit analysis to assist in supporting the total effectiveness of the educational intervention for the patient/family and for the health care system.
7. Consults with other related disciplines to incorporate the most current practice and research findings into plans of care and related policies.

Teaching Strategies:

Web-based modules are designed to enhance student's critical thinking skills relative to designing or evaluating psycho-educational interventions. The scientific basis for the design of health messages will be examined through evaluation of the theoretical and empirical literature. Students are expected to actively engage in the learning activities and demonstrate mastery of course content. Research critiques, discussions, completion of relevant clinical experiences are among the teaching strategies being used in this course.

Each student will critique 2 research articles. Each article will be critiqued for the theoretical foundation, threats to validity, and appropriateness of the findings and conclusions. Inferences for your nursing practice will be included in the critiques.

Students will complete a teaching project that demonstrates synthesis of an assessment of need for a particular populations, theoretical understanding of teaching and learning, and evaluation of appropriate psycho-educational interventions given the assessment. This scholarly project will follow the guidelines from the most current edition of the APA Publication Manual.

Course Content:

1. External forces that shape educational interventions.
2. Factors that influence self-care decisions and behaviors amenable to psycho-educational interventions.
3. Strategies for collaborating among providers to incorporate psycho-educational interventions into plans of care.
4. Theories of health-care behavior and behavioral change.
5. Educational strategies to influence:
 - a. Acquisition and memory
 - b. Concept learning
 - c. Problem-solving
 - d. Efficacy expectations
 - e. Behavioral change
6. Theories and empirically-based approaches to health message design.

7. Instructional designs for educational programs.
8. Evaluation: needs assessment, formative assessment, outcome assessment.

Clinical Experience:

[Minimum clinical hours = 75 (1 cr x 15 weeks x 5 hours)]

Students will determine patient/family learning needs, examine standards of practice, and identify federal mandates. Experiences are to include: developing a learning needs assessment, utilizing information gained from the needs assessment, review of extant literature, and knowledge of instructional design strategies to evaluate web-based psycho-educational interventions. Students will meet with faculty weekly. The outcomes of the clinical project will be synthesized and presented through a scholarly paper and class presentation.

Required Texts:

1. Altschuld, J. W., & Witkin, B. R. (2000). *From needs assessment to action: Transforming needs into solution strategies*. Thousand Oaks, CA: Sage. (ISBN: 076190932X)
2. Boyd, M. D., Graham, B. A., Gleit, C. J., & Whitman, N. J. (1998). *Health teaching in nursing practice: A professional model* (3rd ed.). Stamford, CT: Appleton & Lange. (ISBN: 0838536816)
3. Lorig, K. (2001). *Patient education: A practical approach* (3rd ed.). Thousand Oaks, CA: Sage. (ISBN: 0761922903)

Recommended Texts:

1. Doak, C.C., Doak, L.G., & Root, J.H. (1996). *Teaching patients with low literacy skills* (2nd ed.) Philadelphia: Lippincott. (ISBN:0397551614)
2. Hill, W.F. (2001). *Learning: A survey of psychological interpretations* (7th ed.). Boston: Allyn & Bacon.
3. Kreuter, M., Farrell, D., Olevitch, L., & Brennan, L. (2000). *Tailoring health messages: Customizing communication with computer technology*. Mahwah, NJ: Lawrence Erlbaum.
4. Rossi, P. H., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.

Required Software:

1. MS Word
2. MS Power Point

Evaluation:

Class participation - 5%
Two research critiques - 30%
Teaching Project - 50%
Self evaluation - 5%
Preceptor Journal – 10%

Grading scale:

Letter Grade	Percentage
A+	97 - 100
A	93 - 96.99
A-	90 - 92.99
B+	87 - 89.99
B	83 - 86.99
B-	80 - 82.99
C+	77 - 79.99
C	73 - 76.99
C-	70 - 72.99
D+	67 - 69.99
D	63 - 66.99
D-	60 - 62.99
F	0 - 59.99

ACADEMIC INTEGRITY:

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L650 Data Analysis for Clinical and Administrative Decision-Making

Course information:

- Credit Hours: 3
- Pre-requisite: R500 Nursing Research
- Co requisites: none
- Placement in the curriculum: Elective course in the Master of Science in Nursing

Faculty:

Anna M. McDaniel, DNS RN FAAN
Associate Professor
Campus address: NU483
Phone: (317)274-8095
E-mail: amcdanie@iupui.edu

Description:

Focuses on understanding, manipulating, and analyzing quantitative data in nursing and health care. Includes use of computer-based systems for data management and statistical analysis. Application and interpretation multivariate statistical models for decision-making.

Course competencies:

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

1. Manage a set of data using a computerized database.
2. Utilize a computer-based statistical application to analyze data.
3. Interpret results of statistical analyses for decision making.
4. Use a decision model to answer clinical and administrative questions in nursing.

Texts/Reading:

Required

Norusis, M.J. (2006). *SPSS 31.0 Guide to data analysis*. Englewood Cliffs, NJ: Prentice Hall.

Spicer, J. (2004). *Making sense of multivariate data*. Thousand Oaks, CA: Sage.

Recommended

Chapman, G.B, & Sonnenberg, F.A. (2000). *Decision making in health care: Theory, psychology, and applications*. New York: Cambridge University Press.

Grimm, L.G., & Yarnold, P.R. (Eds). (1995). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.

Willis, J. (2004). *Data analysis and presentation skills: An introduction for the life and medical sciences*. Hoboken, NJ: John Wiley and Sons.

Teaching Strategies:

- Participation in class discussion (on-line and face-to-face),
- Lecture
- Required readings
- Oral and written presentations
- Computer exercises.

Evaluation:

Class participation.....	15%
Research critique.....	10%
Homework (<i>Guided statistical analyses</i>).....	20%
Midterm Examination.....	15%
Project (<i>See guidelines</i>).....	40%

T615 Curriculum in Nursing (3 credits)

Faculty:

Donna Boland PhD RN, Associate Professor and Associate Dean for Evaluation Indiana University School of Nursing

Prerequisites: None

Course Description:

This course is designed for persons who are or will be engaged in teaching within nursing education settings. The primary focus is the process of curriculum development; philosophical, social, political, economic, and professional issues that need to be considered in planning curricula, evaluating existing curricula, and changing curricula are examined.

Course Competencies:

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

1. Demonstrate knowledge of issues affecting curriculum development when applied to nursing education.
2. Develop a nursing curriculum design within a small group setting.
3. Critique selected nursing curricula.
4. Describe factors that must be considered in changing curricula.

Required Text:

Glatthorn, A.A., Boschee, F., and Whitehead, B.M. (2006). Curriculum leadership: development and implementation. Thousand Oaks: SAGE Publications

Required Readings:

At the discretion of the faculty

Supplemental readings:

Dictated by student interest in completion of curriculum model

Teaching Strategies:

Discussion, critique, group projects

Evaluation:

Development of a Philosophy Statement	10%
Critique of Selected Curriculum Structure	25%
In-class Discussion of Critique	15%
Curriculum Model	50%

The grading scale is as follows:

Letter	Percentage
A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

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T617 Evaluation in Nursing (3 credits)

Faculty:

Pamela Ironside PhD RN

Associate Professor of Nursing

Nu 478 Department of Environments for Health

Indiana University School of Nursing

317-274-8604

Prerequisite: None

Course Description:

Integration of concepts of assessment and evaluation into a nursing education framework. Students analyze assessment/evaluation concepts, models, and frameworks for applicability for students, faculty, curricula, and programs.

Course Competencies:

1. Analyze concepts of assessment and evaluation as they relate to nursing education
2. Analyze theoretical and empirical literature to identify appropriate assessment/evaluation models, methods, and strategies.
3. Design and implement an evaluation plan.
4. Utilize theoretical and empirical literature to choose evaluation strategies.

Required Text:

See list of references and resources

Required Readings:

See list of references and resources

Supplemental Readings:

The following journals will be helpful to you:

- *Computers in Nursing*. Philadelphia: Lippincott.
- *Nurse Educator*. Philadelphia: Lippincott.
- *Journal of Professional Nursing*. Philadelphia: Saunders.
- *Journal of Nursing Education*. NY: Blackiston Division, McGraw-Hill.
- *Journal for Nurses in Staff Development*. Philadelphia: Lippincott.
- *Journal of Continuing Education in Nursing*. Thorofare, NJ: Slack.

Teaching Strategies:

- Independent reading
- Informed class participation
- Philosophy statements
- Critique

- Critical reflection
- Portfolio

Evaluation:

- Philosophy of evaluation
- Learning activities
- Evaluation plan
- Evaluation strategy
- Multiple choice test
- Clinical Evaluation Instrument
- Portfolio

The grading scale is as follows:

Letter	Percentage
A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

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T619 Computer Technologies for Nurse Educators (3 credits)

Faculty:

Judith Halstead, DNS, RN

Prerequisite: None

Course Description:

This course provides nurse educators an opportunity to acquire knowledge and skills for using computer technologies to support the teaching/learning process. Emphasis is given to theoretical frameworks that guide the selection, use and integration of computer technologies in nursing education programs.

Course Objectives:

1. Synthesize knowledge from education, nursing, social sciences and the humanities into frameworks for using computer technologies in nursing education.
2. Use computer technologies to assess, plan, implement, and evaluate instruction.
3. Analyze social, ethical, legal, and organizational issues influencing the use of computer technologies in nursing education.
4. Apply frameworks for evaluating instructional software.
5. Utilize empirical data from computer literature to integrate computer technologies in a nursing education program.

Teaching/Learning Strategies:

Independent reading, informed class participation, case study, and case studies, software critique, critical reflection.

Textbooks:

Use any or all of these to meet your own needs.

Alspach, J. (1995). *The Educational Process in Nursing Staff Development*. St. Louis: W. Mosby Co.

Billings, D. and Halstead, J. (Eds.) (1999). *Teaching in Nursing*. Philadelphia, WB Saunders.

Brookfield, S. (1995). *Becoming a Critically Reflective Teacher*. San Francisco, Jossey-Bass.

Gaberson, K. B. and Oermann, M. (1999). *Clinical Teaching Strategies in Nursing*. New York. Springer Publishing Co.

Kelly-Thomas, K. (Ed) (1998). *Clinical and Nursing Staff Development*. Philadelphia: Lippincott, Williams and Wilkins.

Linn, P.L. and Gronlund, N.E. (2000). *Measurement and Assessment in Teaching*. Upper Saddle River, NY: Prentice-Hall, Inc.

Schookcraft, V. (1994). *A Down-to-Earth Approach to Being a Nurse Educator*. New York: Springer Publishing Co.

Seldin, P. (1993). *Successful Use of Teaching Portfolios*. Bolton, MA: Anker Press.

Steven, K. and Cassidy, V. (Eds.) (1999). *Evidence-based Teaching: Current Research in Nursing Education*. New York: James & Bartlett Publishers.

Ulrich, D. & Glendon, K. (1999). *Interactive Group Learning: Strategies for Nurse Educators*. New York: Springer Publishing.

Valiga, T. & Bruderle, E. (1996). *Using the Art and Humanities to Teach Nursing*. New York: Springer Publishing Co.

Valiga, T. & Streubert, H. (1991). *The Nurse Educator in Academia: Strategies for Success*. New York: Springer Publishing Co.

Course Evaluation:

- Software Critique 20%
- Course/Curriculum Integration Plan 30%
- Completion of online learning activities/discussion 30%
- Issue Analysis 20%

The grading scale is as follows:

Letter	Percentage
A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

ACADEMIC INTEGRITY:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*:

<http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

AMERICANS WITH DISABILITIES ACT:

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T670 Teaching in Nursing (3 credits)

Faculty:

Pamela R. Jeffries, DNS, RN, FAAN

Prerequisites: None

Course Description:

Seminar and guided experiences in teaching of nursing, including planning, developing, implementing and evaluating classroom and clinical instruction. The course is taught entirely on the Internet. Students work with a preceptor and submit a videotape or audiotape of teaching a unit of instruction.

Course Competencies:

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

1. Accept self as a learner with needs, motives, abilities, and capabilities that change or are realized with growth and development.
2. Value the roles of the teacher and student within the learning environment.
3. Use evaluative criteria and instruments in order to assess student and teacher achievement in the teaching-learning process.
4. Participate effectively and productively with others directly or indirectly involved in teaching.
5. Facilitate student learning by creating a climate of freedom, respect, and trust and by fostering the independence and full expression of student competence.
6. Develop, implement, and evaluate a unit of instruction for a group of learners based on learner analysis.

Required Text: See list of reference and resources

Required Readings: See list of references and resources

Supplemental Readings:

The following journals will be helpful to you:

- *Computers in Nursing*. Philadelphia: Lippincott.
- *Nurse Educator*. Philadelphia: Lippincott.
- *Journal of Professional Nursing*. Philadelphia: Saunders.
- *Journal of Nursing Education*. NY: Blackiston Division, McGraw-Hill.
- *Journal for Nurses in Staff Development*. Philadelphia: Lippincott.
-

Teaching Strategies:

- Independent reading
- Informed class participation
- Philosophy statements
- Critique
- Critical reflection
- Portfolio

Evaluation:

- Philosophy of Teaching
- Curriculum critique
- Course participation and learning activities
- Lesson Plan
- Classroom / clinical teaching
- Portfolio

The grading scale is as follows:

Letter	Percentage
A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

ACADEMIC INTEGRITY:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*:

<http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

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T679: Nursing Education Practicum (3 Credits)

[Course information](#) | [Faculty](#) | [Description](#) | [Course competencies](#) | [Texts / readings](#) | [Teaching strategies](#) | [Evaluation](#)

Course Information

- 3 Credit hour course: Practicum calculated at three hours per week x 3 credit hours x 15 weeks = 135 total hours required. Schedule may be negotiated with preceptor.
- Placement in curriculum: required certificate course offering, MSN, or post masters nursing education option.
- Prerequisites: T670 Teaching in Nursing T615 Curriculum in Nursing T619 Computer Technology in Nursing T617 Evaluation in Nursing or permission of instructor.
- Co requisites: none

Faculty:

TBA

Description:

A capstone practicum experience designed for application, demonstration and synthesis of theory and competencies related to the role of nurse educator. Learning experiences are planned and negotiated to meet individual learning goals in the context of preceptor- supervised experiences in classroom an/or clinical health care practice settings.

Course Competencies:

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

1. Synthesize the components of the nursing education role into present and future career activities.
2. Demonstrate the competencies of the nurse educator role.
3. Analyze teaching-learning experience according to current educational frameworks that guide evidence-based educational practices.
4. Modify a learning experience for a specified group of learners that is grounded in evidence informed practices to enhance learning outcomes.

5. Evaluate the effectiveness of teaching pedagogies used by the preceptor to enhance learning for a specified group of learners.
6. Craft a professional development plan based on reflection, analysis and evaluation of experiences and commitment to continuous quality improvement of teaching-learning knowledge, skills and abilities.

Course Content Topical Outline:

The intention of this course is for students to apply and demonstrate knowledge, skills and abilities related to teaching in nursing that have been acquired in the pre-requisite courses. Topics covered in this course include but are not limited to:

Self-assessment of learning needs and teaching skills

Facilitation of learning and socialization of students in clinical and classroom contexts.

Mastery of clinical and classroom teaching-learning techniques

Use of assessment and evaluation strategies

Curriculum design and evaluation of program outcomes

Quality improvement of teaching and learning

The scholarship of discovery, application, integration and teaching

Mastery of technologies that support effective teaching and learning

Required Texts :

Billings, D.M., & Halstead, J.A. (2005). *Teaching in nursing: A guide for faculty* (2nd ed.). St. Louis, MO: Elsevier.

Diekelmann, N.L., (Ed.). (2003). Teaching the practitioners of care: New pedagogies for the health professions. *Interpretive studies in healthcare and the human sciences* (Vol. 2). Madison, WI: University of Wisconsin Press.

Trifonas, P.P. (2003). *Pedagogies of difference: Rethinking education for social change*. New York: Routledge/Falmer.

Recommended Readings:

Arbon, P. (2004). Understanding experience in nursing. *Journal of Advanced Nursing*, 13, 150-157.

Bosher, S. (2003). Barriers to creating a more culturally diverse nursing profession:

Linguistic bias in multiple-choice nursing exams. *Nursing Education Perspectives*, 24, 25-34.

Callister, L.C., Matsumura, G., Lookinland, S., Mangum, S., & Loucks, C. (2005). Inquiry in baccalaureate nursing education: Fostering evidence-based practice. *Journal of Nursing Education*, 44, 59-64.

Carroll, S.M. (2004). Inclusion of people with physical disabilities in nursing education. *Journal of Nursing Education*, 43, 207-212.

Chasens, E.R., DePew, D.D., Goudreau, K. A., & Pierce, C.S. (2000). Legal aspects of grading and student progression. *Journal of Professional Nursing*, 16, 267-272.

Cronenwett, L.R., & Redman, R. (2003). Partners in action: Nursing education and nursing practice. *Nurse Educator*, 28, 153-155.

Daley, L.K., Kirkpatrick, B.L., Frazier, S.K., Chung, M.L., & Moser, D.K. (2003). Predictors of NCLEX-RN success in a baccalaureate nursing program as a foundation for remediation. *Journal of Nursing Education*, 42, 390-398.

Delaney, C. (2003). Walking a fine line: Graduate nurses' transition experiences during orientation. *Journal of Nursing Education*, 42, 437-443.

Doane, G. A. (2002). Beyond behavioral skills to human-involved processes: Relational nursing practice and interpretive pedagogy. *Journal of Nursing Education*, 41, 400-404.

Freshwater, D., & Stickley, T. (2004). The heart of the art: Emotional intelligence in nurse education. *Nursing Inquiry*, 11, 91-98.

Gray, M.T. (2003). Beyond Content: Generating critical thinking in the classroom. *Nurse Educator*, 28, 136-140.

Ironside, P.M. (2003). Trying something new: Implementing and evaluating narrative pedagogy using a multi-method approach. *Nursing Education Perspectives*, 24(3), 122-128.

Kautz, D.D., Kuiper, R.A., Pesut, D.J., Knight-Brown, P., & Daneker, D. (2005). Promoting clinical reasoning in undergraduate nursing students: Application and evaluation of the outcomes present state test (OPT) model of clinical reasoning. *International Journal of Nursing Education Scholarship*, 2(1). Available at: www.bepress.com/ijnes/vol2/iss1/art1.

Leonardo, Z. (2004). Critical social theory and transformative knowledge: The functions of criticism in quality education. *Educational Researcher*, 33(2), 11-18.

Lipman, M. (2003). *Thinking in Education* (2nd Ed.). New York: Cambridge.

Lóvlie, L., Mortensen, K.P., & Nordenbo, S.E. (Eds.) (2003). *Educating humanity: 'Building' in postmodernity*. Malden, MA: Blackwell.

MacDonald, A.A., & Sanchez-Casal, S. (2002). Twenty-first-century feminist classrooms: pedagogies of identity and difference. New York: Palgrave Macmillan.

Myrick, F. (2004). Pedagogical integrity in the knowledge economy. *Nursing Philosophy*, 5, 23-29.

Nokes, K.M., Nickitas, D.M., Keida, R., & Neville, S. (2005). Does service-learning increase cultural competency, critical thinking, and civic engagement? *Journal of Nursing Education*, 44, 65-70.

Palmer, P.J. (1998). The hidden wholeness: Paradox in teaching and learning. *The courage to teach: Exploring the inner landscape of a teacher's life* (pp. 61-87, 186-187). San Francisco, CA: Jossey-Bass Publishers.

Phillips, N., & Duke, M. (2001). The questioning skills of clinical teachers and preceptors: A comparative study. *Journal of Advanced Nursing*, 33, 523-529.

Sowers, J.A., & Smith, M.R. (2004). Nursing faculty members' perceptions, knowledge, and concerns about students with disabilities. *Journal of Nursing Education*, 43, 213-218.

Tabak, N., Adi, L., & Eherenfeld, M. (2003). A philosophy underlying excellence in teaching. *Nursing Philosophy*, 4, 249-254.

Twomey, A. (2004). Web-based teaching in nursing: Lessons from the literature. *Nurse Education Today*, 24, 452-458.

Young, P.K. (2004). Trying something new: Reform as embracing the possible, the familiar, and the at-hand. *Nursing Education Perspectives*, 25, 124-130.

Teaching Strategies:

Negotiated learning contracts

Preceptored teaching experiences

Online discussion forums

Reflective self-analysis, planning and evaluation

Demonstrations and return demonstrations

Student-preceptor- faculty conferences

Evaluation and Grading:

There are several evaluation methods for this course. The course grade will be calculated in consultation with the preceptor based on the school of nursing grading scale:

:

- | | |
|--|------------|
| 1. Self analysis | 15 percent |
| 2. Educator role project | 60 percent |
| 3. Participate in discussion forums
(graded by rubric) | 15 percent |
| 4. Reflective narrative and
professional development plan | 10 percent |

Letter grades are calculated based on the School of Nursing Grading Scale below. Attainment of an average of B- is required to successfully pass the course

A+ 97 - 100 B + 87 - 89 C+ 77 - 79 D+ 67 - 69 F Below 60

A 93 - 96 B 83 - 86 C 73 - 76 D 63 - 66

A- 90 - 92 B- 80 - 82 C- 70 - 72 D- 60 - 62

ACADEMIC INTEGRITY:

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<http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

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J595 Topical Seminar (2 credits)

Faculty:

TBA

Prerequisites:

N502; R500; and 6 credits of Teaching in Nursing coursework

Course Description:

Seminar topic to be announced each semester.

Course Competencies:

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

1. Examine of the interrelationships among pedagogical theory, nursing research, pedagogical practice and student learning in a selected context.
2. Analyze the congruence among extant pedagogical research in nursing, the practice of teaching observed in a selected context, and your own teaching practice.
3. Explore barriers encountered to evidence-based teaching and innovative approaches to addressing those barriers.
4. Investigate educational policy issues related to the seminar topic

Example Topics include: Federal Education Privacy Act, Admission policy debates, violence, the extent to which the ADA recommendations are enacted and evaluated ; Educational Policy and regulatory issues that impact nursing education programs.

Required Text:

None

Required Readings:

Discretion of the faculty and some examples include:

Arbon, P. (2004). Understanding experience in nursing. *Journal of Advanced Nursing*, 13, 150-157.

Byrne, M.M., Weddle, C., Davis, E., & McGinnis, P. (2003). The Byrne guide for inclusionary cultural content. *Journal of Nursing Education*, 42, 277-281.

Canales, M.K., & Bowers, B.J. (2001). Expanding conceptualizations of culturally competent care. *Journal of Advanced Nursing*, 36, 102-111.

Esposito, N.W., Redman, R.W., Moore, K.A., Foster, B.B., & Blue, J.H. (2005). Preventing violence in an academic setting: One school of nursing's approach. *Nursing Education Perspectives*, 26, 24-28.

Herdman, E.A. (2001). The illusion of progress in nursing. *Nursing Philosophy*, 2, 4-13.

Huber, M.T., & Hutchings, P. (2005). *The advancement of learning: Building the teaching commons*. A Carnegie Foundation Report on the Scholarship of Teaching and Learning in Higher Education. Stanford, CA: Jossey-Bass.

Intrator, S.M. (2003). *Tuned in and fired up: How teaching can inspire real learning in the classroom*. New Haven, CT: Yale University Press.

Leonardo, Z. (2004). Critical social theory and transformative knowledge: The functions of criticism in quality education. *Educational Researcher*, 33(2), 11-18.

MacIntosh, J. (2002). Gender-related influences in nursing education. *Journal of Professional Nursing*, 18, 170-175.

Potolsky, A., Cohen, J., & Saylor, C. (2003). Academic performance of nursing students: Do prerequisite grades and tutoring make a difference? *Nursing Education Perspectives*, 24, 246-250.

Pugsley, K.E. & Clayton, L.H. (2003). Traditional lecture or experiential learning: Changing student attitudes. *Journal of Nursing Education*, 42, 520-523.

Rolfe, G. (2002). Faking a difference: Evidence-based nursing and the illusion of diversity. *Nurse Education Today*, 22, 3-12.

Romyn, D.M. (2001). Disavowal of the Behaviorist Paradigm in Nursing Education: What makes it so difficult to unseat? *Advances in Nursing Science*, 23(3), 1-10

Sacks, P. (1999). *Standardized minds: The high price of America's testing culture and what we can do to change it*. Cambridge, MA: Perseus

Thomas, S.P. (2003). Handling anger in the teacher-student relationship. *Nursing Education Perspectives*, 24, 17-24.

Supplemental Readings:

Bransford, J.D., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*, (expanded edition). Washington, DC: National Academy Press.

Teaching Strategies:

Discussion, critique, group projects

Evaluation:

Participation in classroom discussion, writing assignments, and completion of course activities comprise 100% of the grade for this course.

The grading scale is as follows:

Letter	Percentage
A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

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R590 Nursing Study

General Information:

- Credit hours: 3
- Placement within curriculum: End of coursework
- Prerequisite: R500
- Co-requisites: none

Description :

A guided experience in identifying a researchable problem and in developing and implementing a research proposal.

Course Competencies:

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

1. Apply research techniques to the study of a nursing problem.
2. Conduct the investigation of the nursing problem under the supervision of a faculty advisor.
3. Evaluate the relevance of the outcome to nursing.

Seminar objectives

1. Formalize research relationship with faculty advisor.
2. Delineate a researchable problem in nursing administration.
3. Conduct a related literature review.
4. Identify the theoretical basis for the research questions and/or hypotheses.
5. Design research methodology appropriate to study the identified problem.
6. Present research problem, literature review, theoretical framework, and methods to peers for critique.
7. Analyze and critique peers' research problems, literature reviews, theoretical frameworks, and methods.

8. Prepare research proposal documents for submission to Institutional Review Board (IRB) and other research committees, as appropriate.

ACADEMIC INTEGRITY:

This course complies with Indiana University School of Nursing policies and standards, and those delineated in the *IU Code of Student Rights, Responsibilities, and Conduct*:

<http://www.dsa.indiana.edu/Code/> and http://www.dsa.indiana.edu/Code/Part_2acad.html.

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Selected Examples of Elective Course Options

F570 Assessment of Individuals, Families and Communities (3 cr.) This course enables students to develop advanced practice nursing skills in individual health assessment of infants, children, adults and aging people. In addition, students develop skills in family and community assessment.

G553 Women, Health, and Culture (3 cr.) P: Consent of instructor. Focus on feminist and cultural theory and research, applicable to women and their families within the context of contemporary society and culture throughout the life span.

H546 Action Research and Community Health Policy (3 cr.) Analysis of action research as a method of scientific inquiry for social and policy change. Working with mainstream and multicultural community groups, students design and conduct action research projects. Based on research results, recommendations for social and policy change and further policy research are made.

I630 Introduction to Nursing Informatics (3 cr.)

Introduction to the field of nursing informatics, current state of the science, major issues for research and development. Includes theoretical models of nursing informatics; nursing roles; information processing and data management; data acquisition and data representation; information system standards system architecture and networking; evaluation; and ethical/social issues in healthcare informatics.

I631 Clinical Information Systems (3 cr.)

Clinical Information systems includes; human computer interface and systems design; healthcare decision support and clinical guidelines; system selection; organizational issues in system integration; project management for information technology change; system evaluation; regulatory policies; impact of the Internet; economic impacts of 3-health; distributed healthcare information technologies and future trends.

I635 Consumer Health Informatics (3 cr.)

Topics include theoretical models for the delivery of consumer health information; Internet-based information delivery access to patient information and privacy issues; quality of consumers' health information health literacy; design and development of consumer health information resources; consumer access to clinical information and cu

M554 Functional Enhancement (3 cr., 2 didactic, 1 clinical) P: M552. Focus is on assessments and diagnoses of impairments contributing to functional disabilities and the critique of current therapeutics to remediate or prevent impairments. Innovative theory/research-based therapeutics to enhance physical and cognitive functioning will be examined. Clinical experiences include the design, implementation, and evaluation of innovations. 5 clinical hrs./wk.

M556 Symptom Management (3 cr., 2 didactic, 1 clinical) P: M552. Focus is on application of science to practices that facilitate self-management (nurse management when necessary) of illness-related symptoms. Clinical experiences include assessments and diagnoses of non-disease-based etiologies that contribute to symptoms, design, implementation, and evaluation of nursing therapeutics to facilitate symptom prevention or reduction. 5 clinical hrs./wk.

M559 Stress and Coping: Counseling to Promote Function (3 cr.) P: M552. Theories and research relevant to stress and stress management are explored with emphasis on the attainment of situational

stress counseling skills to promote optimal functioning. Students are required to provide direct care to patients/clients who have a known or predicted bio dissonance and to utilize the nursing process in clinical application of appropriate theory and research. 5 clinical hrs./wk.

P510 Psychopharmacology (3 cr.) Considers indications, therapeutic uses, neurophysiological mechanisms of action, and side effects of the major classifications of psychotropic drugs. Relevant research is examined as is clinical application pertinent to current psychiatric mental health practice, including therapeutic management, psychodynamics, and combination of drugs with other treatment modalities.

P515 Psychiatric/Mental Health Assessment in Advanced Psychiatric Nursing (3 cr.) Methods and skills for completing a comprehensive mental health assessment are emphasized. Content includes criteria for DSM, psychiatric nursing diagnosis, ICD, and functional abilities, developmental status, and cultural influences. Students become familiar with standardized assessment tools commonly used in psychiatric/mental health settings. 5 clinical hrs./wk.

R505 Measurement and Data Analysis (3 cr.) Principles and applications of scientific measurement, data summarization, inferential statistics, and practical derivations of the general linear model. Considers the research purpose and the phenomenon under study as determinants of measurement techniques and data analysis.

W540 Writing for Professional Nursing Publication (3 cr.) This 3-credit course is for graduate students wanting to learn how to write for nursing publication. The course is co-taught by editors of nursing journals. Students will submit a draft of an article and receive editorial review.

Y550 Physical Health Assessment (3 cr.) Enables students to learn psychomotor skills required for performing physical examinations. This course also provides the theoretical basis to begin the process of physical diagnoses of health and illness. 5 clinical hrs./wk

Y515 Pathophysiology (4 cr.) Provides advanced knowledge of Pathophysiology as the foundation for nursing management in the health care of adults.

Y612 Pharmacology for Nurse Practitioners (3 cr.) This course provides a basis for understanding the use of pharmacotherapeutic agents for clients across the life span. The course builds upon the pharmacologic knowledge base acquired at the baccalaureate level in nursing.

References and Resources For Nurse Educator Major with in the IUSON Masters Degree Program

The AAHE Assessment Forum. (1994). *Principles of good practice for assessing student learning*. In J. S. Stark & A. Thomas (Eds.), *Assessment and program evaluation*. Needham Heights, MA: Simon & Schuster.

Abruzzese, R. (1992). *Nursing staff development*. St. Louis: Mosby.

AACN White Paper: Faculty shortages in baccalaureate and graduate nursing programs: scope of the problem and strategies for expanding the supply. Retrieved December 13, 2005 from <http://www.aacn.nche.edu/publications/whitepapers/facultyshortages/htm>

American Association of Colleges of Nursing: <http://www.aacn.nche.edu/> (note quality indicators for specific educational programs such as practitioners, baccalaureate programs, and doctoral programs).

Anderson, C. A. (2000). Our obligation to the next generation. *Nursing Outlook*, 48(4), 149-150.

Angelo, T.A. & Cross, K.A. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass, Inc.

Angelo, T. A. (1994). Classroom assessment: Involving faculty and students where it matters most. *Assessment Update: Progress, Trends, and Practices in Higher Education*, 6(4), 1-2, 5, 10.

Angelo, T. A., & Cross, K. A. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.

Bastable, S. (2003). *Nurse as educator: Principles of teaching and learning for nursing practice, second edition*. Sudbury, MA: Jones and Bartlett.

Billings, D., & Halstead, J. (2005). *Teaching in nursing—A guide for faculty*. St. Louis: Elsevier.

Banta, T. W., Lund, J. P., Black, K. E., & Oblander, F. W. (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.

Barr R., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education. *Change*, 13-25.

Barrett-Barrick, C. (1993). Promoting the use of program evaluation findings. *Nurse Educator*, 18(1), 10-12.

Barrows, H. S., Marcy, M. C., Verhulst, S. J., & Colliver, J. A. (1992). Six years of comprehensive, clinical, performance-based assessment using standardized patients at the Southern University Illinois School of Medicine. *Academic Medicine*, 67(1), 42-50.

Bosher, S. (2003). Barriers to creating a more culturally diverse nursing profession linguistic bias in multiple-choice exams. *Nursing Education Perspectives*, 24(1), 25-34.

Brown, D. (2002). Cheating must be okay—Everybody does it! *Nurse Educator*, 27(1), 6-8.

Caputi, L. & Engelmann, L. (2004). *Teaching nursing: The art and science*. Illinois: College of DuPage Press.

Classroom-Based Assessment Initiative:

http://www.enmu.edu/academics/excellence/assessment/faculty-role/tools/classroom_assessment_techniques.shtml—good Web site with lots of links to Cybercasts and classroom assessment techniques.

Daly, B. J., Shaw, C. R., Balistreri, T., Glasnape, K., & Piacentine, L. (Jan. 1999). Concept maps: A strategy to teach and evaluate critical thinking. *Journal of Nursing Education*, 38, 42.

Diekelmann, N. (2004). Class Evaluations: Creating New Student Partnerships in Support of Innovation. *Journal of Nursing Education*, 43(10), 436-439.

Fitzpatrick, J. J. & Montgomery, K. S. (2003). *Internet resources for nurses, 2nd edition*. New York: Springer.

Gaberson, K.B. & Oermann, M.H. (1999). *Clinical teaching strategies in nursing*. New York: Springer.

Gard, C., Flannigan, P. and Cluskey, M. (2004). Program evaluation. *Nursing Education Perspectives*, 25(4), 176-179.

Goodwin, L. D. (1997). Changing concepts of measurement validity. *Journal of Nursing Education*, 36(3), 102-107.

Goudrean, K., & Chasens, E. (2002). Negligence in nursing education. *Nurse Educator*, 27(1), 42-46.

Graf, M. A. (1993). Videotaping return demonstration. *Nurse Educator*, 18(4), 29.

Greiner, A. & Knebel, E. (Eds.). 2003 *Health Professions Education: A Bridge to Quality*. Institute of Medicine, Washington, DC: The National Academies Press.

Halstead, J. (1998). Teaching students with special needs. In Billings, D. & Halstead, J. *Teaching in Nursing*, Philadelphia, PA: Sanders.

Halstead, J. (1998). The academic performance of students: Legal and ethical issues. In Billings, D. & Halstead, J. *Teaching in Nursing*, Philadelphia, PA: Sanders.

Handron, D. S. (1994). Poster presentations: A tool for evaluating nursing students. *Nurse Educator*, 19, 17-32.

Ingersoll, G. L., & Sauter, M. (1998). Integrating accreditation criteria into educational program evaluation. *Nursing and Health Care Perspectives*, 19(5), 224-229.

ISU CTE: Teaching portfolios: <http://www.cte.iastate.edu/portfolio/>.

IUPUI North Central Accreditation: <http://www.jaguars.iupui.edu/handbook/2002/accreditation.html>.

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