D'YOUVILLE COLLEGE
DIVISION OF NURSING

FALL 1995

COURSE: NUR 601X & F Professional Issues and Socialization in Nursing
CREDITS: 1
CLASS: Wednesday 5:30 pm - 6:20 pm
      Friday 1:00 pm - 1:50 pm
FACULTY: Dr. Carole Gutt
OFFICE: HSB 505
OFFICE HOURS: By appointment - 881-7783

COURSE DESCRIPTION: This course is designed to introduce the graduate nurse to professional socialization issues as they impact on personal and professional development. The course is oriented towards analysis of social, political, economic, and cultural influences. The teaching methods will focus on group discussion, debate and analysis of issues.

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

1. Analyze social, political, economic and cultural influences as they impact on individual and professional role perceptions of the nurse involved in graduate education.

2. Identify mechanisms that will assist the professional nurse in meeting personal, professional and societal obligations.

3. Identify ways in which peer support, empowerment, and leadership approaches enhance the professional nurse.

4. Debate the ethical and legal implications of the nurse as a colleague with nurses and other health professionals in the health care system.

REQUIRED TEXT:


COURSE REQUIREMENTS

1. Class attendance and participation are expected. (An unavoidable absence may be made up by reading an extra article and submitting a bib card on the topic).

2. Preparation for class discussion is expected.
3. Each student is expected to write one reaction paper (2-3 pages in length, double spaced) during the semester. At least two perspectives should be given, one after completion of the assigned reading and prior to class, and the second following the class discussions. The second entry should discuss reactions to the class discussion of the assigned reading topic for that date.

The reaction papers should not be summaries of the discussions or the articles. Rather, the student should briefly summarize any of the following:

a. What did I learn from this experience?
b. What interested me most during this experience?
c. What do I think about this experience?
d. How do I feel about this experience?
e. What do I want to remember about this experience?

Papers can be done relevant to any topic area and reading of the student's choice. However, papers must be submitted prior to 11/29/95 and 12/1/95 or a grade of U will be given.

4. Each student will be responsible for the leadership of one discussion on the topical outline.

5. Each graduate level student is expected to demonstrate membership in their local district of the American Nurses Association or the Canadian Nurses Association/RNAO.

6. Students may substitute the suggested assigned reading with one that they choose that relates to the topic scheduled for discussion. A supplemental reading list by topic is provided.

GRADING: The grade for the course is S/U. A student will be given a grade of S (SATISFACTORY) when he/she demonstrates, by the end of the semester, attainment of the course objectives. The attainment of the course objectives will be evaluated by the instructor based upon the completion of the course requirements (i.e. attendance, preparation, discussion, leading seminar, and submission of one reaction paper by 11/29 and 12/1/95.

COURSE CONTENT

I. Socialization to Roles
   A. Role Theory
   B. Influences on the Process of Socialization
      1. Social
      2. Cultural
      3. Political
      4. Economic

II. Dealing with Role Expectations
   A. Coping Mechanism
   B. Planned Change
   C. Leadership Styles
   D. Peer Support
   E. Conflict Management
III. The Nurse in Collegial Relationships
   A. Ethical Issues
   B. Legal Implications

NUR 601 - CLASS SCHEDULE

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<th>DATE</th>
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<td>(i.e. How did I arrive at this point in my educational life?)</td>
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<td>9/6/95</td>
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ASSIGNMENT:


WEEK 1 Leader(s): ___________________ ___________________

ASSIGNMENT:


Mason text: Chapters 1, 2, & 3

WEEK 2 Leader(s): ___________________ ___________________

ASSIGNMENT: (CHOOSE ONE)


Mason text: Chapters 6, 7, & 10

WEEK 3 Leader(s): _____________________________

9/27 9/29 Cultural Influences on Socialization 1, 2, 3, 4

ASSIGNMENT: (CHOOSE ONE)


Mason text: Chapters 4, 5, 12, & 13

WEEK 4 Leader(s): _____________________________

10/4 10/6 Political Influences on Socialization 1, 2, 3, 4

ASSIGNMENT: (CHOOSE ONE)


Mason text: Chapters 9, 16, 18, 24, & 25

WEEK 5 Leader(s): _____________________________
10/11  10/13  Economic Influences on Socialization

ASSIGNMENT: (CHOOSE ONE)


Mason text: Chapters 19, 20, 21, 22, & 23

WEEK 6 Leader(s): __________________________  __________________________

10/18, 25  10/20, 27  Dealing with Role Expectations: 1, 2, Coping Mechanisms 3, 4

ASSIGNMENT: (CHOOSE ONE)  (SEE INSTRUCTOR FOR COPIES)


WEEK 7 Leader(s): __________________________  __________________________
11/1  11/3  Planned Change  1, 2, 3, 4

ASSIGNMENT: (CHOOSE ONE)


Mason text: Chapter 8

WEEK 8 Leader(s): ____________________  ____________________

11/8  11/10  Coping Mechanisms: Accentuating the Positives of Nursing  1, 2, 3, 4

ASSIGNMENT: (CHOOSE ONE)  (SEE INSTRUCTOR FOR COPIES)


Mason text: Chapters 14 & 15

WEEK 9 Leader(s): ____________________  ____________________

11/15  11/17  Peer and Economic Support  1, 2, 3, 4

ASSIGNMENT:

Mason text: Chapters 11, 17, 26, 27, 28, 29, 30, & 31

WEEK 10 Leader(s): ____________________  ____________________

11/22-11/26/95  THANKSGIVING BREAK - NO CLASS!
ASSIGNMENT: (CHOOSE ONE)


Mason text: Chapters 32, 33, 34, 35, 37, 38, & 39

WEEK 11 Leader(s): ____________________________

__________________________________________________________________________________________

IN-CLASS ASSIGNMENT – FORMULATION: A PLAN FOR MOVING NURSING INTO AN ACTIVE ROLE IN HEALTH POLICY DEVELOPMENT NATIONALLY OR INTERNATIONALLY

__________________________________________________________________________________________

12/6 12/8 Nursing Empowerment 1, 2, 3, 4

ASSIGNMENT:

Each assigned group (i.e. 3 to 4 individuals) is responsible for the planning and development of an action plan to enable nurses to become instrumental in health policy development at both the national and international level.

__________________________________________________________________________________________

12/6 12/8 COURSE EVALUATION
D'YOUVILLE COLLEGE
DIVISION OF NURSING

FALL 1995

COURSE:  NUR 602F Professional Issues in Nursing
CREDITS:  2

CLASS:  Wednesday  6:30 pm - 8:20 pm
        Friday  2:00 pm - 3:50 pm

INSTRUCTOR:  Dr. Carole Gutt
              HSB 505

OFFICE HOURS:  By Appointment;  881-7783

COURSE DESCRIPTION:
Critical analysis of the nursing profession in its broadest sense as an
essential human service influenced by the social, political, economic and
educational forces and trends of the times. The arts of persuasive
argumentation and debate are essential components of the course.

COURSE OBJECTIVES:
At the completion of the course the student will be able to:

1. Analyze the purpose and the mission of the profession in a social
   context.

2. Examine the mechanisms by which the profession attempts to meet its
   obligations to society for the advancement of health care.

3. Analyze the responsibility of accountability of the nurse.

4. Recognize the responsibility to contribute to the development of
   the profession.

5. Interpret empowerment strategies to increase accessibility of
   quality nursing services.

6. Examine philosophical bases of nursing education, practice, and
   research.

7. Analyze social, political, and economic influences as they affect
   nursing education, practice, and research.

8. Debate the ethical and legal implications of the nurse as a
   colleague with nurses and other health professionals in the
   health care system.

COURSE REQUIREMENTS:
1. Students are expected to come to class prepared to discuss all
   issues. Class discussion is a very important part of the course and
   all students are expected to participate in an active and informed
   manner. Active debate will be valued.
2. In groups of two, debate the pros and cons of a selected issue from those identified, for one hour. The debaters must take a clearly defined, well-documented position. The class will respond to the issues presented.

The debate approach includes:

1. Taking the affirmative or negative side of a particular issue and speaking for 10 minutes each.

2. Five minute rebuttal & additional statements by each.

3. Open discussion. Students in class ask particular question to specific speakers.

Both students and faculty will evaluate the debate based on the following areas:

- presentation
- articulation
- documentation vs. emotionalism
- ability to handle questions

This graded assignment is worth 40% of the course grade. This grade is to be determined by peer and faculty evaluation.

All debate topics must have prior approval of the faculty member teaching the course. As soon as everyone in the class has submitted a topic for debate a list of the topics to be presented will be distributed to each member of the class via their mailboxes or in class to allow preparation for seminar participation.

A reference list MUST be prepared for distribution prior to or at the debate. APA format MUST be used.

ASSIGNMENTS:

1. A five (5) page report on a specific issue not discussed in class is required. This paper represents 30% of the final grade based on the following criteria:

   In Parts A and B, present the pros and cons of the issue in a clearly defined, well-documented and unbiased fashion. The student's position should not be evident. In Part C, present your individual position on the issue including why you chose this position. Grading will be based on approach, documentation and lack of bias. Limit 10 pages.
   Date Due: NUR 602F = 12/1/95

   a. organization, written presentation and applicability of source materials - 35%
   b. APA format - 5%

   PAPER IS DUE - NUR 602F 12/1/95 and will be graded by the instructor.
2. In groups of two - four (in class) debate the pros and cons of a selected issue from the Levine text for fifteen minutes. The debators must take a clearly defined, well-documented position using the guidelines outlined in #2 course requirements. A group grade will be given. This assignment is worth 15% of the course grade.

CLARIFICATION OF CLASS ATTENDANCE REQUIREMENT

15% of the course grade is based on attendance and active participation in each class. If an untoward "event" prevents class attendance a 2-3 page paper presenting both the pros and cons of the issues debated in the class unattended is required. Your presentation of the pros and cons should be unbiased. This should be followed by your stand with a rationale based on previous information in the paper. This paper is due the week following the unattended class. A grade of S/U will be given for this paper. If no paper is submitted or a "U" grade is received three (3) points will be deducted from the total grade for the course.

REQUIRED TEXTS: (Available in Bookstore)


RECOMMENDED REFERENCES (Available in Library)


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<th>DATE</th>
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| 8/30/95 9/1/95 | Graduate Student Orientation  
 Orientation to course  
 Course Objectives; requirements  
 responsibilities; format; texts;  
 required preparation for seminars;  
 grading            |            |
| 9/6         9/8         | Overview of the Development of  
 Profession  
 Evolution of Nursing as a Profession  
 Profession and Ethics  
 Sources for Ethics  
 Autonomy and Ethics  
 Library Tour     | 1, 3, 7    |
| 9/13 9/15     | Development of a scientific knowledge base for nursing practice  
 Status of Nursing Education at all levels  
 Selected Issues in Nursing Education | 2, 6, 7    |
| 9/20 9/22     | Status of Accountability and Responsibility for Nursing  
 Practice  
 Power and Motivation: Essential Elements for Professionalism | 1, 3, 4, 7 |
| 9/27 9/29     | The use of critical thinking in nursing  
 Critical thinking in decision making  
 The role of critical thinking in resolving controversial issues | 5, 7, 8    |
| 10/4 10/6     | Deductive, Syllogistic and Symbolic Reasoning  
 Fallacies | 2, 5, 8    |
| 10/11 10/13   | Inductive reasoning and analogies; cause-effect relationships; evidence and probability |            |
For the next six (6) classes the students will present their debates:
(objectives 1, 2, 3, 4, 5, 6, 7, 8)

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COURSE EVALUATION
Since there may be 2 debates scheduled for each class, it will be absolutely necessary to time the debator -- i.e. when the time is used the debator will be asked to stop speaking. It would be to your best advantage as a debator to time your presentation making it the most persuasive statement on your chosen topic.

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