

**ECU's Writing Across the Curriculum Program
Writing-Intensive Course Proposal**

Course Information

1. Course number: N4910 Department: Nursing

2. Course name: Nursing leadership and the health care system

3. Faculty involved: Ann Schreier Phone: 744-6355

4. Will all sections be designated writing intensive? Yes x No

If no, please list the sections to be designated W-I. _____

5. This course is for: Majors x Non-majors Both

6. How frequently is this course offered?

 Once a year in Fall Semester

7. What is the average student enrollment?

 twenty

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Use of Writing

1. Which of the following writing-intensive course models do you use in this course? (Note: Descriptions of these models are available from the Faculty Senate Office and from the Writing Across the Curriculum Program Office.)

Model One: Academic Writing

Model Two: Professional Writing

Model Three: Writing to Learn

Model Four: Combination of Approaches

Model Five: Collaboration between Faculty

If you use Model Two, "Professional Writing." And, as a result, students will be required to collaborate in writing a document, what roles will be available for students to fill in that collaboration?

If you use Model Four, "Combination of Approaches," what portion of the course will employ writing to learn? What other kinds of writing will be used?

If you use Model Five, "Collaboration between Faculty," have you received permission from each department chair involved to teach the course this way? What subject areas will collaborate with you in this endeavor?

Model 1 Academic writing

2. What types of documents will students write in this course (i.e., reports, memos, research papers, etc.)? Include the expected or required number of pages for each assignment.

Paper 1: Patient education review (3-5 pages)

The purpose of this project is to familiarize students with the concepts of low-literacy, patient education objectives and analysis of patient education material for literacy level and general readability.

The product of this project is an analysis of patient education written material and the revision of the written to meet the needs of older adults with low-literacy levels.

Paper 2: Professional Organization Position Paper review (3-5 pages)

The purpose of this paper is to familiarize the student with various professional nursing organizations and their role in promoting best nursing practices and standards.

Paper 3: Ethical Issue paper (10-12 pages)

The purpose of this paper is to familiarize students with common ethical decisions that occur in professional nursing practice. The student will be expected to use ethical principles to support ethical decision-making

Paper 4: Healthcare Policy (3-5 pages)

The purpose of this paper is to familiarize the students with the effective of healthcare policy on access and quality.

Paper 5: Healthcare Organization Outcomes Paper (15 – 20 pages)

The purpose of this paper is to review nursing literature through a standard data base and analyze the research evidence that supports nursing scientific practice. Specific objectives of the paper are

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1. Differentiate clinical opinion from research and evidence summaries of healthcare outcomes
 2. Describe reliable sources for locating evidence reports and clinical practice guidelines
 3. Describe how the strength and relevance of available evidence influences the choice of interventions in the provision of patient centered care
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3. Which activities will be used to prepare students to write these documents (i.e., reading of model texts, preparatory writing in the classroom, class discussions or lectures, etc.)?

Class lectures and discussion in class; model texts

4. Will multiple drafts be used to improve the quality of writing? Will you respond to the drafts? If so, how? One of the 5 required papers will have two drafts (literature review draft & draft of paper). Drafts will be graded by faculty with criteria and students will be expected to incorporate feedback in final paper
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5. Are students asked to use a particular style manual (such as APA or MLA) for their assignments? If so, do you expect students to know this style prior to entering your class? Will they be required to purchase the manual? Use an online source? Use a prepared handout?
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APA is the style manual required for this course. Students will be required to purchase the APA Manual. The Laupus Health Sciences Library provides students access to the following documents: APA tutorial; APA frequently asked questions and other guides to use of the APA citation format and referred to ECU Online Writing Center and online writing resources.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

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6. What specific criteria will be used to evaluate finished drafts of writing assignments?

Students will be provided a grading rubric for each assignment.

7. How are the writing assignments to be integrated into teaching learning goals for the course?

The written assignments follow the course objectives and topical outline. Throughout the course the student will engage in critical analysis of the important influences on healthcare. In addition, these assignments prepare the student for leadership roles in healthcare. Here are two examples of the relationship between the objectives and the written assignments. Objective 1 of the course is: explore economic, social, legal, political, ethical and historical issues in the delivery of health care. When providing care, patient education is important and the developing of education materials for low literacy contributes to knowledge about social, legal and ethical components of providing care in the health care system.

Objective 4 of the course is: describe leadership knowledge, skills, and attitudes that promote positive patient outcomes. By the reviewing evidence based practice and writing about the research assists the student to develop knowledge of current evidence of interventions that promotes positive patient outcomes and the development ability to communicate in writing recommendations for improving patient outcomes in a health care system

8. What are your objectives for the writing experience in this course?

Students will be able to

1. Critically analyze economic, social, legal and political influences on healthcare
 2. Develop cogent arguments in support of changes in clinical nursing practice
 3. Cite sources used in appropriate manner and avoid plagerism
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9. Additional comments (optional)
