Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information

Course Number and Title: **NURS 226: Essentials of Communication in Professional Nursing**

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
  Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[ ] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement

Boise State's Foundational Studies Program provides undergraduates with a broad-based education that spans the entire university experience. NURS 226 satisfies 3 credits of the Foundational Studies Program's Communication in the Discipline requirements. It supports the following University Learning Outcomes, along with a variety of other course-specific goals.

ULO 1. Write effectively in multiple contexts for a variety of audiences
ULO 2. Communicate effectively in speech, both as a speaker and listener

NURS 226: Essentials of Communication in Professional Nursing is designed to integrate course content related to professional communication, professional behavior, values, and relationships, ethical/legal concepts, professional scope of practice, and cultural influences on health care with the opportunity to develop communication skills important in the profession of nursing. This course helps to achieve the goals of the Foundations program by focusing on learning outcomes.

Part III. Design for Accessibility

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

NURS 226 Essentials of Communication in Professional Nursing: All posted pdf reading assignments will be checked for readability by a screen reader. Whenever available, videos chosen for use in the course will be those that have been close-captioned by the content producer to provide access to students with hearing impairment. PowerPoint presentations used in class lectures, insofar as they contain graphs or other visual representations of content, will be verbally described to students on an as-needed basis. We will add textual descriptions accessible by screen readers to images used on the course web site. Extra time on tests, oral examinations, or other accommodations will be provided to students as needed per the policies of the Disability Resource Center.

Part IV. Evidence of Quality Course Design

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Please see below.
# Boise State University
Foundational Studies Course
Spring 2014

Course Number and Title: **NURS 226: Essentials of Communication in Professional Nursing**

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO 1 &amp; 2 Criteria</th>
<th>Foundation ULO 1 &amp; 2 Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ULO 1.1-1.6: Write effectively</td>
<td>* Focuses narrowly on a clear purpose</td>
<td>* Use APA format in selected written assignments.</td>
<td>* Annotated Bibliography</td>
<td>Lecture, in-class participation, in-class activities, discussion, and assignments related to the objectives. These activities are designed to help the student meet the nursing curriculum competencies of Critical Reasoning and Critical Inquiry, Communication, Experiential Learning, Professionalism and Leadership, and Global World View as well as the course objectives. Specifically, the student will:</td>
</tr>
<tr>
<td></td>
<td>* Adopts an appropriate voice, tone, and level of formality</td>
<td>* Use appropriate medical terminology in written and verbal communication.</td>
<td>* Reflection Paper</td>
<td>* Learn about self and others</td>
</tr>
<tr>
<td></td>
<td>* Uses the text conventions of writing in a field professionally</td>
<td>* Uses concepts of critical thinking and critical reading to select reference material.</td>
<td>* Culture Paper</td>
<td>* Share ideas</td>
</tr>
<tr>
<td></td>
<td>* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
<td></td>
<td>* Medical Terminology tests</td>
<td>* Clarify course content/concepts</td>
</tr>
<tr>
<td></td>
<td>* Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td></td>
<td></td>
<td>* Practice critical thinking</td>
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<td></td>
<td>* Controls mechanical features such as syntax, grammar, and punctuation</td>
<td></td>
<td></td>
<td>* Practice writing and verbal skills applicable to nursing.</td>
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<td>ULO 1.7-1.10: Write in multiple contexts</td>
<td>* Uses genres appropriate to the discipline well</td>
<td>* Demonstrate appropriate management of client information.</td>
<td>* Annotated Bibliography</td>
<td>Lecture, in-class participation, in-class activities, discussion, and assignments related to the objectives. These activities are designed to help the student meet the nursing curriculum competencies of Critical Reasoning and Critical Inquiry, Communication, Experiential Learning, Professionalism and Leadership, and Global World View as well as the course objectives. Specifically, the student will:</td>
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<td>* Responds well to the needs of different rhetorical situations</td>
<td>* Demonstrate appropriate written documentation of client’s information.</td>
<td>* Reflection Paper</td>
<td>* Learn about self and others</td>
</tr>
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<td></td>
<td>* Uses wide variety of resources to locate sources</td>
<td>* Use concepts of critical thinking and critical reading to select reference material.</td>
<td>* Culture Paper</td>
<td>* Share ideas</td>
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<td>* Exploits wide range of communication strategies appropriate to contexts (including electronic ones)</td>
<td>* Write a formal research paper.</td>
<td>* Medical Terminology tests</td>
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<td></td>
<td></td>
<td></td>
<td>* Practice critical thinking</td>
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| ULO 1.11: Write for a variety of audiences | * Responds well to the needs of different audiences  
* Addresses professionally the expectations of disciplinary audiences | * Demonstrate appropriate management of client information.  
* Demonstrate appropriate written documentation of client’s information.  
* Use concepts of critical thinking and critical reading to select reference material.  
* Write a formal research paper. | * Annotated Bibliography  
* Reflection Paper  
* Culture Paper  
* Medical Terminology tests | Lecture, in-class participation, in-class activities, discussion, and assignments related to the objectives. These activities are designed to help the student meet the nursing curriculum competencies of Critical Reasoning and Critical Inquiry, Communication, Experiential Learning, Professionalism and Leadership, and Global World View as well as the course objectives. Specifically, the student will:  
* Learn about self and others  
* Share ideas  
* Clarify course content/concepts  
* Practice critical thinking  
* Practice writing and verbal skills applicable to nursing. |
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<td>ULO 2.1-2.5: Communicate effectively as speaker</td>
<td>* Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>* Demonstrate effective communication as a speaker in small and large groups. * Practice techniques of professional verbal communication including interviewing, teaching and therapeutic communication skills. * Respond with critical understanding of oral communication of ideas.</td>
<td>* Small Group Discussion: Application of nursing theory; Shift Report using SBAR format; Delegation activity * Therapeutic Communication Activity * Group teaching project</td>
<td>Lecture, in-class participation, in-class activities, discussion, and assignments related to the objectives. These activities are designed to help the student meet the nursing curriculum competencies of Critical Reasoning and Critical Inquiry, Communication, Experiential Learning, Professionalism and Leadership, and Global World View as well as the course objectives. Specifically, the student will: * Learn about self and others * Share ideas * Clarify course content/concepts * Practice critical thinking * Practice writing and verbal skills applicable to nursing.</td>
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| ULO 2.6: Communicate effectively as listener | Responds with critical understanding of oral communication of ideas | * Demonstrate effective communication as a listener with an individual and in small and large groups.  
* Identifies and participates in successful group processes, and group outcomes | * Small Group Discussion: Application of nursing theory; Shift Report using SBAR format; Delegation activity  
* Therapeutic Communication Activity  
* Group teaching project | Lecture, in-class participation, in-class activities, discussion, and assignments related to the objectives. These activities are designed to help the student meet the nursing curriculum competencies of Critical Reasoning and Critical Inquiry, Communication, Experiential Learning, Professionalism and Leadership, and Global World View as well as the course objectives. Specifically, the student will:  
* Learn about self and others  
* Share ideas  
* Clarify course content/concepts  
* Practice critical thinking  
* Practice writing and verbal skills applicable to nursing. |

5-16-2013

__________________________________________

Foundational Studies Program Director Signature  

Date