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 420: Policy, Power and Voice

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
[x] CID (Communication in the Discipline)
[ ] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[x] 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 420 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 420: Policy, Power and Voice is designed to integrate course content with the opportunity to develop communication skills important to the field of nursing. NURS 420 is organizing concepts used to explore career planning, career management, and the integration of policy and politics into nursing roles. The advocacy role of the professional nurse in health policy development and taking a leadership role in health policy and politics are examined. Concepts for active participation in policy making and politics are analyzed and integrated with nursing practice. This course helps to achieve the goals of the Foundations program by focusing on learning outcomes.

After successful completion of this course, you will be able to:

• Demonstrate a variety of effective written and oral communication strategies to enhance personal influence and power in nursing and health care.
• Evaluate written and oral communication strategies used to influence others and impact policymaking in nursing and health care. Through effective written and oral communication strategies, engage peers/colleagues about power, policymaking and political advocacy in nursing
• Utilizes effective and appropriate strategies, such as media and policy analysis, to assess, plan and begin evaluating policymaking related to nursing and health care.
• Demonstrate a variety of effective written and oral communication strategies to influence a variety of audiences.
• Explores the uses and impacts of groups and coalitions in the policymaking process and on the nursing profession
• Explores ways to influence public and organizational policymaking through effective communication strategies by critically examining health and professional nursing issues
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.)

*NUR 420: Policy, Power and Voice:* This is an on-line course that is conducted via Boise State’s web-based course management system, Blackboard. There are no tests given in this course, hence testing accommodations are not necessary. All lecture notes delivered through course sessions are posted to Blackboard such that all students can access notes if desired. PowerPoint slides used in class lecture, 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 on an as-needed basis. All students have complete access to all course materials; hence no special accommodations should be necessary for students.

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.
Course Number and Title: NURS 420: Policy, Power and Voice

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>
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</thead>
<tbody>
<tr>
<td>ULO 1.1-1.6: Write effectively</td>
<td>* Focuses narrowly on a clear purpose</td>
<td>* Demonstrate a variety of effective written communication strategies to enhance personal influence and power in nursing and health care.</td>
<td>* Weekly written on-line discussion questions with written instructions on how participation points can be earned</td>
<td>* Discussion questions online: How is patient advocacy affected within the confines of our state’s political ideologies; Analyze three different media sources, FOX News, CNN, and PBS or NPR. Next research sources on how to analyze the media. On the discussion board, provide examples of how the media networks are biased or unbiased and compare the 3 media sources in how they are alike or differ.</td>
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<td>* Adopts an appropriate voice, tone, and level of formality</td>
<td>* Evaluate written communication strategies used to influence others and impact policymaking in nursing and health care.</td>
<td>* Short essays with grading rubrics</td>
<td>* Personal Effectiveness Profile: Worksheet to be completed on the strengths and weaknesses of the student’s personal effectiveness.</td>
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<td>* Uses the text conventions of writing in a field professionally</td>
<td>* Through effective written and oral communication strategies, engage peers/colleagues about power, policymaking and political advocacy in nursing.</td>
<td>* Team Charter that outlines the “by-laws” for group assignments</td>
<td>* Group Assignment: Letter to the Editor of a selected major newspaper regarding an editorial, column or a story that the group either supports or disagrees with. to nursing.</td>
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<td>* Improves across a series of drafts that are the result of drafting, revising and editing in response to feedback</td>
<td>* Controls mechanical features such as syntax, grammar, and punctuation</td>
<td>* Written assignments with grading rubrics</td>
<td>* Short essays: The student’s involvement in or reluctance to join professional nursing organizations.</td>
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<td>* Evaluates and synthesizes ideas from sources well; documents sources according to disciplinary conventions</td>
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<td>* Issue Analysis Paper: the student will write a formal 7–8 page paper in which they will provide an argument for and against a contemporary nursing issue and must select a proposed solution based on documented evidence</td>
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| ULO 1.7-1.10: Write in multiple contexts | * Uses genres appropriate to the discipline well  
* Responds well to the needs of different rhetorical situations  
* Uses wide variety of resources to locate sources  
* Exploits wide range of communication strategies appropriate to contexts (including electronic ones) | * Utilizes effective and appropriate strategies, such as media and policy analysis, to assess, plan and begin evaluating policymaking related to nursing and health care.  
* Explores a variety of effective oral and written communication strategies to enhance personal influence and power in nursing and health care. | * Weekly written on-line discussion questions with written instructions on how participation points can be earned  
* Short essays with grading rubrics  
* Team Charter Assignment  
* Written assignments with grading rubrics  
Demonstration that a literature review has been conducted to support written work | * A written Team Charter signed by all team members that outlines how group assignments will be completed, who will do what by when, how conflicts will be addressed and how assignment components will be delegated.  
* Self-examination of one’s Personal Effectiveness Profile  
* Will send emails and other forms of correspondence to state and national representatives as we study the political influence on the U. S. health care system  
* Will write a letter to the editor of a major newspaper to defend or disagree with a news item.  
* A minimum of 5 references will be required to support written assignments that demonstrate a variety of sources such as a library search and professional media sources and/or websites.  
* Application of APA writing format is required and evaluated for all written assignment |
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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 a variety of effective written communication strategies to influence a variety of audiences.  
* Explores the uses and impacts of groups and coalitions in the policymaking process and on the nursing profession. | * Weekly written on-line discussion questions  
* Short essays  
* Team Charter Assignment  
* Written assignments | * Responds to peer discussion questions, disagrees respectfully, offers new insights, adds to information etc.  
* Completes a written Team Charter signed by all team members that outlines how group assignments will be completed, who will do by when, how conflicts will be addressed and how assignment components will be delegated.  
* Works in a team to write a letter to the editor of a major newspaper to either support or disagree with an editorial, column or story.  
* Completes written assignments to be evaluated by the instructor such as: Issue Analysis Paper and short essays  
* The student will analyze and critique his/her own strengths and weaknesses in a Personal Effectiveness Profile worksheet. |
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<td><strong>ULO 2.1-2.5: Communicate effectively as speaker</strong></td>
<td>* Focuses on a compelling central message that is precisely stated, appropriately repeated, memorable, and strongly supported</td>
<td>* Demonstrate a variety of effective oral communication strategies to enhance personal influence and power in nursing and health care.</td>
<td>* Oral Communication Presentation Assignment * Short Oral communication assignments</td>
<td>CID Oral Communication Assignment: divided into 3 components: * Selecting a topic pertinent to nursing – must be approved by instructor by Week 4 * Creating an outline that must be reviewed through a form of online or media basis (Skype, online communication etc.) with the instructor. Must be completed by Week 8 * Present the oral presentation to a selected audience within a nursing setting. A selected professional representative that the student identifies and who will attend the presentation and evaluate the student’s presentation must be faxed to instructor by Week 13. If for some reason a student cannot make a presentation to an actual audience, alternative strategies will be developed such as Skype or podcast at which point the instructor will conduct the evaluation of the student’s presentation. Other communication assignment - Students will be required to attempt to telephone their state representative to discuss an issue of interest to the student. The experience will be discussed in class on the discussion board</td>
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<td>* Offers a variety of supporting materials that are relevant to the central message, appropriate to the occasion, and in a variety of appropriate media (oral, written, media-supported) and establish the speaker’s credibility and authority</td>
<td>* Evaluate oral communication strategies used to influence others and impact policymaking in nursing and health care</td>
<td>* Explores ways to influence public and organizational policymaking through effective communication strategies by critically examining health and professional nursing issues</td>
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<td>* Uses an organizational pattern that is clear and consistently observable and makes content cohesive in creative ways</td>
<td>* Makes imaginative, memorable, and compelling language choices with a tone appropriate to the audience and occasion</td>
<td>* Through effective written and oral communication strategies, engages peers/colleagues about power, policymaking and political advocacy in nursing.</td>
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<td>* Uses compelling and appropriate delivery techniques (posture, vocal expressiveness, audience interaction) so that speaker appears prepared, polished, and confident</td>
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**Course Learning Outcomes:**
- By the end of this course, each student should be able to...

**Assessment Method:** Evidence of Student Learning
- Planned Teaching & Learning Activities / Pedagogy
  - Oral Communication Presentation Assignment
  - Short Oral communication assignments

**Other communication assignment - Students will be required to attempt to telephone their state representative to discuss an issue of interest to the student. The experience will be discussed in class on the discussion board.**
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| ULO 2.6: Communicate effectively as listener | Responds with critical understanding of oral communication of ideas | Explores a variety of effective oral and written communication strategies to enhance personal influence and power in nursing and health care | * Team charter assignment  
* Short Oral communication assignments | * Using on-line strategies, students will work in teams to create a Team Charter that will outline how they will work together as a team to accomplish a written assignment. Part of the Team Charter assignment is developing how conflicts that may arise will be addressed and dealt within the team. The Charter must reflect each student’s input and agreement.  
* Students will be required to attempt to telephone their state representative to discuss an issue of interest to the student. The experience will be discussed in class on the discussion board. |

5-16-2013

__________________________  _______________________
Foundational Studies Program Director Signature  Date