Courses submitted for inclusion in the HMVV Curriculum must already exist and/or have been approved by the Undergraduate Council.

**Course title:** Discipline and Practice of Professional Nursing  
**Department and Course Number:** NURS 39113  
**Instructor:** Lockwood/Walker

Please indicate below which *Learning Outcomes* and *Student Action Steps* best represent the focus of your course, keeping in mind that your course only needs to meet one of the **Learning Outcomes** to be approved. Using the bulleted instructions on page 2 of this form, please provide examples that explain how students will, through the use of *Student Action Steps*, achieve the **Learning Outcomes** in your course.

**Competency:**  
TCU graduates will demonstrate knowledge of trends, issues, and opportunities that impact the global community.

<table>
<thead>
<tr>
<th><strong>Learning Outcomes:</strong> Indicate one or both as appropriate to your course.</th>
<th><strong>Student Action Steps:</strong> Indicate which are to be used in your course or add others you will use to reach the selected <strong>Learning Outcome(s).</strong></th>
</tr>
</thead>
</table>
| Students will demonstrate critical awareness that problem-solving in the global community requires the integration of a variety of perspectives. [X] | Students will examine and critique information and argument related to substantive problems that have a global dimension. [X]  
Students will learn how to evaluate sources from a variety of perspectives and use those sources to inform their critique of problems in the global community. [X]  
Other: |
| Students will demonstrate the ability to develop informed judgments about global issues. [ ] | Students will learn to employ discipline-specific skill sets in their analyses of global issues. [ ]  
Students will synthesize and balance information in developing appropriate evidence-based conclusions about global issues. [ ]  
Other: |

*The **Learning Outcomes** are statements of what we expect our students to know or be able to do upon completion of a course in that category.

**The **Student Action Steps** identify the process(es) that will lead to the intended **Learning Outcome**. As such, **Student Action Steps** must specify an action(s) to be taken by a student to fulfill a specific **Learning Outcome** and be reasonable within the context and time frame of the course. The **Student Action Steps** above are provided as examples of how students might achieve the **Learning Outcomes**.
Please provide 2 or 3 examples below that explain how students will, through the use of Student Action Steps, achieve the HMVV Learning Outcomes in your course. Although useful, reference to your syllabus does not substitute for a written explanation on this page. To facilitate understanding, please use language accessible both to faculty who might be outside your discipline as well as to students who might see such language in a course syllabus.

**Action Step 1.** Students will examine and critique information and argument related to substantive problems that have a global dimension. As part of the course requirement, students complete a position paper that focuses on a controversial health care issue with a global perspective (e.g. “should public funds support abortions for recipients of governmentally funded health care?”). This paper requires students to critically examine and critique a health care policy issue having ethical implications. Citing research, the student provides supportive and oppositional literature to respond to the issue. Throughout the course various pedagogies are used (class discussions, group discussion, testing with essay items, and threaded discussions) to help students make informed judgments about their own health and that of society. These methods lay a strong foundation for student development of position papers and classroom and group-led discussions.

Some course objectives emphasize the US health care system which cannot be critiqued without in-depth presentation of other systems of health care. The faculty facilitates discussion which emphasizes global communities of Ft Worth and TX noting that diversity among consumers contributes to health care differences. Discussion transitions into comparing the U.S. health care system to health care systems in other countries based upon the marketplace approach to health care in the U.S. and the social justice model for health care seen in the UK, Mexico, Canada, and other developing countries. For example, U.S. consumers hold nurses in high esteem and nurses often function as independent practitioners in the U.S. This expanded nursing role contrasts with that in Mexico where nurses often receive less education and, serve patients predominantly through physician directives. These differences in nursing roles directly affect the cost, quality and access to health care of consumers in both the U.S. and Mexico, a focus given considerable attention in N39113.

**Action Step 2.** Students will learn how to evaluate sources from a variety of perspectives and use those sources to inform their critique of problems in the global community. Guest speakers with experience in global health care systems provide information on health care systems that contrast to those in the United States. Students critically analyze various health care systems in threaded discussions and on examinations in the form of essay questions. Student responses are evaluated for students’ ability to discern, discuss, and distinguish components of global health care systems that might be incorporated into needed health care reform in the U.S., particularly balancing social justice and marketplace values.