Level I Integrative Seminar

NUR 350: Credits: 1
Lecture/Recitation/Discussion Hours: 21(2-0)
Wednesday 3:00pm-4:50pm Room A131 Life Sciences
Fall 2007

Course Description
This course involves the integration of concepts and theories into beginning level nursing practice. The concentration will be on the examination of dynamic interrelationship between professional, scholarly nursing practice, and the health and wellness of diverse persons and populations across the life span.

Course Objectives
At the end of this course students will:
1. Explain the interactive processes essential for relating for persons, and colleagues, with direct supervision (communication)
2. Demonstrate the use of the critical thinking process used in nursing practice (critical thinking)
3. Adapt standardized nursing care protocols to selected persons and populations (nursing therapeutics)
4. Apply foundational theories and principles to the health promotion and risk reduction of selected persons and populations (health promotion/risk reduction)
5. Explain activities necessary for focused care management of selected persons and populations (illness and disease management)
6. Describe the characteristics of effective professional leadership (professional leadership)
7. Discuss basic ethical decision-making processes relevant to nursing practice (ethical practice)
8. Use scholarly evidence in planning the care for to selected persons and populations (evidence-based practice)
9. Explore the dynamic interplay between humans and their environment, and the effect of this process on the health of selected persons and populations (global and cultural competence)

Prerequisites: NUR 300

Co-requisites: PHM 350 concurrently, NUR 330 Concurrently, and NUR 340 Concurrently

Standards Documents (the curriculum is guided by):

American Nurses Association (2003). Nursing’s social policy statement (2nd ed.). Washington, DC
Instruction:

Level I Outcomes and Competencies

The CON has defined the following competencies that must be achieved by all students in Level I before progressing onto Level II. At the end of Level I, all students will achieve the objectives and competencies listed below, as well as the bolded indicators specific to this course. All indicators, as well as the overall grade for the course, must be at 75% to proceed onto the next level.

NURSING THERAPEUTICS I: Follows protocols for the delivery of standardized nursing care to individuals.

Competencies
1. Obtains an in-depth history and physical on healthy and acutely ill clients in order to obtain individual baseline data
2. Identifies and implements standardized nursing care plans on acutely ill individuals

Indicators
1. At least one satisfactory nursing care plan reflecting integration of nursing knowledge with biological, physiological, developmental and psychological concepts (Also ILLNESS AND DISEASE MANAGEMENT; NUR 330)
2. Performs satisfactory Head-to-Toe physical examination on a well adult.

ILLNESS AND DISEASE MANAGEMENT I: Follows procedures related to the coordination of care necessary for the focused management of illness and disease.

Competencies
1. Applies Standards of Care in the nursing care of individuals
2. Recognizes and manages illness and disease states of the individual based on underlying theories and principles
Indicators

COMMUNICATION I: Follows procedures of the interactive processes in relating to clients, colleagues, and others with direct supervision.

Competencies
1. Applies basic principles of therapeutic communication with assigned clients.
2. Differentiates among therapeutic, social, and professional communication.

Indicators
1. Clinical evaluation rating of satisfactory in patient focused and professional communication (COMMUNICATION Overrider; NUR 330)

PROFESSIONAL LEADERSHIP I: Discuss the impact of an effective professional nursing within varied types of health and nursing care delivery systems

Competencies
1. Identify characteristics that make nursing a profession.
2. Identifies and describes nursing theory, history, philosophy, and research of the nursing profession
3. Describe various health care systems

Indicators
1. Nursing theory paper relating a nursing theorist to the development of the profession of nursing (Also CRITICAL THINKING and EVIDENCE-BASED PRACTICE; NUR 340)

ETHICAL PRACTICE I: Comprehends and practices basic ethical problem solving in nursing practice scenario.

Competencies
1. Understands how personal values relate to contemporary ethical issues
2. Practice ethical problem-solving process in case studies

Indicators
1. Case study analysis will identify: ethical consideration that create the problem; alternatives to resolve the problem; critical examination of the pros and cons for selecting any given alternative solution; and, on the basis of this analysis, select a solution
HEALTH PROMOTION AND RISK REDUCTION I: Understands basic theories and principles underlying health promotion and risk reduction

Competencies
1. Describe determinants of health relevant to the individual, family and community
2. Explain basic key health promotion/risk reduction concepts

Indicators
1. Complete, analyze and interpret a health risk and genogram with a ‘client’. Examine census tract data to identify level of income, racial composition, housing density, etc of ‘client’ and discuss the implications of these factors on individual health (Also GLOBAL AND CULTURAL COMPETENCE; NUR 350).

GLOBAL AND CULTURAL COMPETENCE I: Identifies theories and principles underlying the interaction between humans and their environment that affect health and health disparities.

Competencies
1. Performs appropriate assessments for diverse clients across the life span, including perception of health.
2. Situate professional nursing within the global and cultural context

Indicators

CRITICAL THINKING I: Comprehends the relevance of the critical thinking process in nursing practice

Competencies
1. Apply critical thinking in nursing practice with comprehension and acceptance.
2. Know and practice the critical thinking process

Indicators

EVIDENCE-BASED PRACTICE I: Analyzes general concepts of theory and research.

Competencies
1. Describes and examines the general components of the research process.
2. Compare and contrast concepts, theories, & models in terms of their relevance to nursing.

Indicators
Required/Suggested Text (Equipment)

All required text from current and previous College of Nursing curricula.

Instructional Model

Seminar will utilize a case study format to facilitate synthesis of level content and previous learning. Students will be required to come to seminar prepared to discuss the case studies in order to assimilate the concepts presented. Students will be working in groups throughout the semester. Because group work is often new to our students, we will provide orientation about processes important in effective group work. Please be advised that written assignments are to reflect only individual work. Evidence of strong written collaborations among students should not be evident and may be considered plagiarism.

Evaluation/Grading Scale

Standard College of Nursing grading scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
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<tr>
<td>93-89%</td>
<td>3.5</td>
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<tr>
<td>84-88%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
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<tr>
<td>75-78%</td>
<td>2.0</td>
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<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>65-69%</td>
<td>1.0</td>
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<tr>
<td>≤64%</td>
<td>0</td>
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</tbody>
</table>

The seminar is evaluated as pass/no pass (no grade) utilizing the standard College of Nursing grading scale. Note: A cumulative course grade of 75%, as well as a passing grade on the seminar indicator, reflective summary, portfolio check, list of topics for Senior Scholarly Project, and ERI Exams (or proof of remediation for ERI Exams) are required for progression to Level II (75% is considered passing for all graded material).
Components of the course and their respective weights are listed below.

<table>
<thead>
<tr>
<th>NUR 350 Components</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Critical analysis</td>
<td>20%</td>
<td>At completion of selected classes</td>
</tr>
<tr>
<td>Preparatory work</td>
<td>20%</td>
<td>Prior to Class</td>
</tr>
</tbody>
</table>

**Level Components**

| Seminar indicator (Genogram assignment)   | 30%    | Genogram due class 12                         |
| Reflective summary                       | 30%    | Class 13                                      |
| Portfolios                                | Pass   | Class 8, 14                                   |
| List of Topics for Senior Scholarly project | Pass   | Class 9                                       |
| ERI Exams:                                |        |                                               |
| Pathophysiology                           |        |                                               |
| RNCAP Fundamentals of Nursing            |        |                                               |
| Clinical Calculations & Classification    |        |                                               |
| Pass or evidence of remediation           |        | Patho Class 2                                 |
|                                           |        | Fundamentals Week 13                          |
|                                           |        | Clinical Calculations & Classification Week 14 |

**Critical analysis writings** will consist of synthesis of concepts and topics following the completion of a case study. This is a timed exercise given at the final 20 minutes of selected classes.

**Preparatory work** will consist of analysis of knowledge and information prior to the case study discussion. This work will provide a springboard for discussion and integration of concepts during seminar. Only faculty predetermined preparatory works will be graded. Prep work determined to be unsatisfactory may require remediation. Please be advised that written assignments are to reflect only individual work. Evidence of strong written collaborations among students should not be evident and may be considered plagiarism resulting in a grade of 0.0

Prep work is to be submitted on time (including the time it is sent to the faculty’s drop box). Late prep work will not be accepted and a grade of 0.0 will be issued for the assignment.

**Integrative seminar indicators are required for** successful completion of Integrative Seminar I (These are indicated in bold under concepts on page 2 & 3 above).

**Reflective summary** is required by all students. A reflective summary will be completed at the end of each level, synthesizing and reflecting on the College of Nursing concepts. Evaluation criteria for the reflective summary for Level I is found in the rubric for Reflective Summary. Examples of student development and growth during the level may be supported by exemplars in the student portfolio or from clinical experiences.
**Student portfolios** will be monitored and evaluated in the Integrative Seminar. Required portfolio items for successful completion of the semester will include:

- Reflective Summary (NUR 350)
- Skills Check List (from NUR 330)
- Topics for Senior Scholarly Project (NUR 350)
- Nursing Theory Paper (NUR 340)
- **One** Exemplary Written Paper from Level I
  - Exemplars of quality work may include but are not limited to: Evaluation Tool from Head to Toe Physical Exam, Disparity Poster Printout, Health Risk Appraisal, Genogram and Census Tract Data Analysis, Ethics Paper

Portfolios will be maintained by the student. Select portfolios will be presented at senior scholarship day.

**The Senior Scholarly project** begins in Level I and is completed by Level IV. In each level, student groups will complete specific tasks related to this process. The purpose is to prepare students for their professional practice responsibilities. The College of Nursing uses this format to provide an opportunity to work together with colleagues in an area of interest, investigating issues and trends or applications and findings in relation to theories and principles of nursing practice. During Level I, students will declare 3 content areas of interest. Then student groups will be formed for further deliberation of these general content areas regarding their relevance to nursing and the MSU College of nursing faculty expertise. Throughout the program, student groups will work with available and selected faculty who will facilitate their analysis, research, preparation, and presentation of their selected topic at the Senior Scholarship Day. During NUR 350, students are expected to list 3 content areas phrased as questions or hypotheses, delineate faculty experts chosen for facilitation of this topic, state suggested theories to guide this study, and list potential support courses or electives that would support these topics. The final iteration of this effort will be placed in the portfolio for continued work in level II.

Topics might relate to ethical issues, international health, policy issues or any of the nine concepts. Examples might include:
- Safe sleep practices for infants
- Smoking cessation programs
- Pre-eclampsia and infant bonding
- Water-borne illnesses in 3rd world countries
- Comparison of health care systems in the US and another country
- Nurse inter-collegial relationships and their effects

Students will work with faculty to facilitate their analysis, research, preparation, and presentation of their selected topic. All projects will be presented at Senior Scholarship Day.
ERI Exams: The students will be responsible for completion of three standardized examinations from Educational Resources, Inc. (Pathophysiology, Fundamentals of Nursing and Critical Thinking Process Test). Students receiving below national average scores on the Fundamentals of Nursing Exam and/or the Pathophysiology Exam will be required to complete remediation materials. ERI scores and fulfillment of remediation for ERI will be maintained by students in their portfolio and monitored by the Integrative Seminar faculty. The exam dates are as follows:

- RNCAP Pathophysiology—Week 2
- RNCAP Fundamentals of Nursing—Week 13
- Clinical Calculations and Classifications—Week 14

Failure to complete the Fundamentals of Nursing ERI or Clinical Calculations and Classifications ERI during the scheduled time will result in 0.5% deduction (for each) from the student’s final NUR 350 grade.

Course, Faculty, and Assignment Evaluation

SIRS: Evaluation of the course and instructors are valuable for making course and assignment revisions. While students may have personal opinions about the quality of a course, it is expected that the student evaluate the course and faculty in relation to the course objectives and expected outcomes. Students are expected to complete the course and instructor evaluation forms the week prior to final examinations. These evaluations can be accessed through www.msu.edu/evaluation.asp. The process is monitored through the University and is strictly anonymous.

University, CON, and Course Policies

A. Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

1. Academic Dishonesty
2. Taping and communication devices
3. Weather
4. Protection of property/computers
5. Protection of Scholarship and grades
6. SIRS
7. Clinical Attire/dress code
8. Disabled Student
9. Professional Development Guidelines
10. Health Policy (please note documentation of a drug screen and background check are also required upon acceptance of to the CON)
B. Attendance

1. Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

2. Attendance for seminar is required. Absences will result in additional assignments as designated by the faculty. Students who fail to complete additional assignments will be reported to the Course Chair and Director of Undergraduate Programs for potential failure of NUR 350.

C. Academic Integrity

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Nursing adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 350. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/honestylinks.html)

D. Accommodations for students with disabilities

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

E. Disruptive Behavior:

Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . .
interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

F. Confidentiality

The MSU College of Nursing supports all clients’ rights to privacy and confidentiality. Any violation of confidentiality or HIPAA will be reported to the Course Chair and the Director of Undergraduate Programs for potential failure of NUR 330.

Communication

1. See phone numbers on the front of syllabus

Professionalism:

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your two years at the College of Nursing and in your chosen profession. Faculty are open to feedback, ideas, and concerns. For in-depth discussions, a scheduled meeting is suggested. It is expected that you will be on time to seminar. Absences or unforeseen tardiness should be discussed with the course faculty.
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<thead>
<tr>
<th>Class</th>
<th>Content</th>
<th>Assignment</th>
<th>Concepts</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation and Introduction to Seminar (Format, Concepts, Critical</td>
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<td></td>
<td>Thinking, Case Studies, ERI, NCLEX)</td>
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<tr>
<td>2</td>
<td>ERI Exam: RNCAP Pathophysiology</td>
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<tr>
<td>3</td>
<td>Dr. Givens visit</td>
<td>Preparatory Worksheet Due</td>
<td>CT, NT, EBP</td>
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<td></td>
<td>Beginning critical thinking activities (short case studies related to</td>
<td>Practice Critical Analysis</td>
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<td>vital signs)</td>
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<td>4</td>
<td>Communication Role Playing Therapeutic vs. Non-therapeutic</td>
<td>Preparatory Worksheet Due</td>
<td>GCC, COM, HPRR</td>
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<td>Preparatory Worksheet Due</td>
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<tr>
<td>5</td>
<td>Case Study Involving Patient Undergoing Surgery for CA and Code Status</td>
<td>Preparatory Worksheet Due</td>
<td>IDM, EP, CT, COM</td>
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<tr>
<td>6</td>
<td>Continuation of Case Study: Patient Undergoing Surgery for CA and Code</td>
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<td>Status</td>
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<td>7</td>
<td>Case Study Related to Chronic Disease and Skin Assessment</td>
<td>Preparatory Worksheet Due</td>
<td>COM, NT, IDM, EBP</td>
</tr>
<tr>
<td>8</td>
<td>Case Study Related to Domestic Violence</td>
<td>Preparatory Worksheet Due</td>
<td>GCC, HPRR, CT, EP, EBP</td>
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<td>Preparatory Worksheet Due</td>
<td>Portfolio Check</td>
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<td>Case Study Involving a Patient Undergoing Surgery and Complications of</td>
<td>Preparatory Worksheet Due</td>
<td>NT, COM, IDM, HPRR, CT, EBP</td>
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<tr>
<td></td>
<td>Pneumonia</td>
<td>Topics for Senior Scholarly</td>
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<td>Project Due</td>
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<td>10</td>
<td>Continuation of Case Study: Patient Undergoing Surgery and Complications</td>
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<td>of Pneumonia</td>
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<td>11</td>
<td>Case Study Related to a patient Suffering from a Stroke</td>
<td>Preparatory Worksheet Due</td>
<td>IDM, NT, HPRR, EBP</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Case Study Description</td>
<td>Assignment Details</td>
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<tr>
<td>12</td>
<td>Nov. 14</td>
<td>Case Study (ethics support involving cultural issues)</td>
<td>Preparation for Case Study, Genogram Assignment Due (Indicator)</td>
</tr>
<tr>
<td>13</td>
<td>Nov. 21</td>
<td>Case Study (ethics support involving research ethics)</td>
<td>Preparation for Case Study, Reflective Summary Due, Fundamentals of Nursing ERI</td>
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<tr>
<td>14</td>
<td>Nov. 28</td>
<td>Case Study Involving Leadership Effectiveness</td>
<td>Preparatory Worksheet Due, Portfolio Due, Clinical Calculations and Classifications ERI</td>
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<tr>
<td>15</td>
<td>Dec. 05</td>
<td>Case Study Involving a Client with Diabetes</td>
<td>Preparatory Worksheet Due</td>
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