Level III Integrative Seminar  
NUR 450, 001
Credits: 1 Lecture/Recitation/Discussion Hours: 2 -1(2-0)
Section 001: Thursdays 12:40-2:30 pm – A 133 Life Sciences Building
Section 002: Thursdays 12:40-2:30 pm – A 219 Clinical Center
Spring 2012

Catalog Course Description: Integration of concepts and theories into intermediate-level nursing practice. Dynamic interrelationship between professional, scholarly nursing practice and health and wellness of diverse families, from childbearing through adolescence.

Course Objectives: At the end of this course, students will:
1. Critically examine the application of complex communications strategies in relationships with dynamic families and communities and colleagues (communication).
2. Evaluate the use of critical thinking processes in their nursing practice with families, children and communities (clinical decision-making).
3. Analyze data in the planning and delivery of targeted nursing care with families, children and communities (nursing therapeutics).
4. Demonstrate the development and implementation of health promotion plans in collaboration with families, children and communities (health promotion/risk reduction).
5. Apply theories and principles in coordinating the wellness and illness care with families, children and communities (illness and disease management).
6. Formulate professional leadership approaches that promote optimal health outcomes for families, children and communities in varied health care settings (professional leadership).
7. Articulate ethical nursing practice and advocacy for the self determination for the health and wellness of families, children and communities (ethical practice).
9. Plan and implement care for families, children and communities that addresses the global, cultural and socioeconomic factors that influence their health and wellness (global and cultural competence).

Prerequisites  NUR 380

Co requisites: NUR 435 concurrently or NUR 440 concurrently

Professional Standards & Guidelines: The curriculum is guided by the following documents:

Faculty: 001

Marci Mechtel, MSN, RN  
Office Address: W152 Owen Graduate Center  
Phone Number: (517) 353-4778  
Office Hours: By appointment  
E-mail: marci.mechtel@hc.msu.edu  
**Note:** Times can be arranged to accommodate student schedules.

Lisa Palmer MSN, RN  
**Contact Information:** W153 Owen Graduate Center  
Phone number: (517) 353-4801  
**E-mail:** lisa.palmer@hc.msu.edu  
**Office Hours:** by appointment  
**Note:** Times can be arranged to accommodate student schedules.

Faculty: 002

Patricia Doerr, MSN, RN  
**Contact Information:** W108 Owen Graduate Center  
E-mail: doerrpat@msu.edu  
**Office Hours:** by appointment  
**Note:** Times can be arranged to accommodate student schedules.

Karen Lake, RNC, MSN, WHNP  
**Contact Information:** W-124 Owen Graduate Hall  
E-mail: karen.lake@hc.msu.edu  
**Office Hours:** by appointment  
**Note:** Times can be arranged to accommodate student schedules.

Instruction:

a. Methodology:

   Seminar will utilize a case study format, other interactive learning methodologies to facilitate synthesis of level content and previous learning. Completion of assignments prior to seminar is necessary to assimilate concepts and participate in seminar discussion. Assignments will include recommended review material.

b. Required Texts:

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

   *American Nurses Association (2010). *Nursing: Scope and standards of practice (2nd ed.)*. Washington, DC:  
   Author  ISBN 1-55810-215-9  
   *American Nurses Association (2010). *Nursing’s social policy statement: The essence of the profession (3rd ed.)*.  

   (**Note to Student:** Access to these three books listed above can be done thru the MSU Health Library. They are available thru Ovid under an unlimited concurrent user format.).

c. Required Resources, References, Supplies:
Evaluation:

a. Learning Assessments and Grading:

Seminar Indicator will include the examination of two ethical problems; one case will deal with a pediatric population and one case will deal with an infant and family population. Both assignments will be graded and at least one assignment shall be at least a 75% or above in order to pass the course.

The BSN Scholarly project begins in Level III and is completed by Level IV. At this level, students will begin to work on a topic of interest, completing a research critique with Research Summary forms by midterm, writing a Research Critique paper, and developing a PowerPoint presentation that includes all Level III SSP components for presentation during the last classes of the semester. The objectives with an outline, timeline and plan, including CON faculty mentor and choice of nursing theorist, are to be part of the presentation. Students will work with seminar faculties to facilitate their analysis, research, preparation, and presentation of their selected topic. This is a group graded project and consists of 50% of the final course grade.

ATI Examinations are a level requirement. The examinations will be scheduled during class time. Students shall take a non-proctored practice exam prior to taking the proctored exam for the content area. Students are expected to achieve proficiency level II or above on the proctored exam. Students receiving below a proficiency level II are required to complete remediation materials within 10 days of the proctored exam. All documentation for ATI examinations and remediation must be turned in to the course faculty by the due date (see course calendar).

ATI Remediation – Students will be given 10 days from the date of the proctored exam to remediate. Students shall create a Focused Review via the ATI web site and spend a minimum of 2 hours on the review materials. After the students have done the review, they need to take a non-proctored practice assessment in the area of remediation no later than 10 days following the proctored exam. Students must achieve a 75% or higher on the practice assessment to pass integrative seminar. Students must provide documentation of achieving at least a 75% on the practice assessment to the course faculty.

The course is a Pass/No Pass graded course. In order to pass the course a student must (a) pass one ethics assignment by 75%, (b) pass the combined two ethics assignments at 75% or above, (c) pass the SSP Presentation at 75% or above, and complete all ATI testing and Remediation as described above. A final grade of 75% or above is necessary to pass the course. See attached evaluation tools/rubrics for ethics indicator and Senior Scholarly Project.

Students need to review comprehensive course calendar prior to the first class session. With any changes to the calendar, the student will be notified in a timely manner by seminar faculty.

Course Evaluation
Students are expected to complete the course and instructor evaluation forms. These evaluations can be accessed through www.msu.edu/evaluation.asp. The process is monitored through the University and is strictly anonymous.

b. Evaluation/Grading Scale:
This course is a Pass/Fail course, however, rubrics are supplied for each assignment and the seminar is evaluated utilizing the standard College of Nursing grading scale. This means that if you do not achieve a grade of 75% on any assignment, you will not pass that assignment. Note: A cumulative course grade of 75% on all assignments, as well as passing grade on seminar indicators, research summary forms, Senior Scholarly Project presentation is required for progression to Level IV. All assignments are due in the appropriate drop box on the dates that are assigned.
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

B. Attendance
   1. Attendance for seminar is required.
      • All completed assignments must be emailed to faculty prior to class, in the event of an absence.
      • Assignments are due at the beginning of the class period on the date specified. Any conflicts are to be discussed with faculty as soon as possible. A healthcare provider's note will be requested. All overdue assignments will receive grade deduction per CON policy and as indicated in syllabus.

Communication
   1. Faculty can be reached through e-mail or via office phone. All e-mail will receive a response within 3 working days. Students are expected to refer to the syllabus, Angel website, text, or peers for previously provided class information, posted schedules, and general updates prior to contacting faculty. Urgent messages can be forwarded through the College of Nursing office, A117 Life Sciences, 517-353-4827, if faculty cannot be reached. Examples of urgent needs include personal or family serious illness requiring an absence.
   2. Students are responsible for announcements and information sent electronically via Angel.

Class Participation and In-class Expectations
   1. Contributions in class discussions must:
      • Add value to discussion
      • Demonstrate knowledge of topic with evidence of adequate preparation
      • Not monopolize discussion
   2. Students will model professional behavior during class:
      • Refrain from excessive talking, unexcused absences or tardiness, sleeping or other unprofessional behaviors.
      • Listens attentively and respectfully without interruption.
      • Participates in class discussion and SSP group work.

Student Faculty Relationship
   It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to class. If for some reason you have to be late or leave early, the faculty should be notified prior to disruption, and plans will be made so you will not disturb the entire class. Talking, reading the newspaper and sleeping are examples of unacceptable behaviors. Faculties are open to feedback, ideas, and concerns. For in-depth discussions, a scheduled meeting is encouraged.
CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.

### LEVEL III

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIII Competency</th>
<th>LIII Indicator</th>
</tr>
</thead>
</table>
| **COMMUNICATION III (COMM)** | Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology. | 1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.  
2. Evaluate group communication skills. | Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence. |
| **CRITICAL THINKING III (CT)** | Apply critical thinking processes to nursing practice. | 1. Critique and value the impact of her/his critical thinking process used in their nursing practice  
2. Formulates and defends an argument | Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice. |
| **NURSING THERAPEUTICS III (NT)** | Utilize data to competently deliver targeted nursing care to individuals, families and groups. | Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes | Presents at least one grand round presenting a patient case, include family dynamics, developmental stages, home and school environment. Critiques the barriers and limitation of the health care system and strategies for resolution, include theoretical base of practice (also ILLNESS AND DISEASE MANAGEMENT, COMMUNICATION, EVIDENCE BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440) |
| **HEALTH PROMOTION AND RISK REDUCTION III (HPRR)** | Implement appropriate health promotion plans for individuals, families, and groups. | 1. Uses National and State datasets to examine the health of a vulnerable population  
2. Applies strategies to a special and vulnerable populations | 1. As part of a group, select a culturally diverse (OB) vulnerable population group. Using an evidence-based approach, topics from scholarly published research will be reviewed. Using HEALTH PROMOTION AND RISK REDUCTION strategies, develop an educational plan of care to meet selected HC needs. Individual students will construct a group teaching plan to present to this population, their families, and |
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Outcomes</th>
<th>Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT III (IDM)</td>
<td>Apply theories and principles to competently provide high quality, safe and</td>
<td>1. Anticipates and manages complexities of patient care and health care</td>
<td>Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based</td>
</tr>
<tr>
<td></td>
<td>efficient management of illness and disease for individuals, families and</td>
<td>system that impact coordinated and efficient care</td>
<td>Practice.</td>
</tr>
<tr>
<td></td>
<td>groups.</td>
<td>2. Promote achievement of client outcomes by coordinating delivery of</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>care</td>
<td></td>
</tr>
<tr>
<td>PROFESSIONAL LEADERSHIP III (PL)</td>
<td>Assumes leadership responsibility for the effective delivery of nursing</td>
<td>Coordinates care in collaboration with faculty and agency staff</td>
<td>Combined with Health Promotion Risk Reduction, Global and Cultural</td>
</tr>
<tr>
<td></td>
<td>care for individuals, families, and groups varied care settings.</td>
<td>including supervision of ancillary staff in providing care to a selected</td>
<td>Competence, and Communication.</td>
</tr>
<tr>
<td>ETHICAL PRACTICE III (EP)</td>
<td>Articulate ethical practice and advocate for individuals, families and</td>
<td>1. Analyze ethical problems related to the health care for vulnerable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>groups.</td>
<td>population</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Engage in respectful and reasoned dialog with colleagues related to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>the health care needs for a vulnerable populations</td>
<td></td>
</tr>
<tr>
<td>EVIDENCE-BASED PRACTICE III (EBP)</td>
<td>Value and use of theory, research based evidence, and patient preferences</td>
<td>Evaluate selected research and theory as relevant to a client and family</td>
<td>Combined with Nursing Therapeutics, Illness and Disease Management, and</td>
</tr>
<tr>
<td></td>
<td>in the provision of care to individuals, families, and groups.</td>
<td>of choice.</td>
<td>Critical Thinking.</td>
</tr>
<tr>
<td>GLOBAL AND CULTURAL COMPETENCE III (GCC)</td>
<td>Delivers care with consideration of the impact of global, cultural, societal,</td>
<td>1. Systematically investigate the interaction between social and cultural</td>
<td>Combined with Professional Leadership, Health Promotion Risk Reduction, and</td>
</tr>
<tr>
<td></td>
<td>and policy factors affecting the health and wellness of individuals, families</td>
<td>determinants</td>
<td>Communication.</td>
</tr>
<tr>
<td></td>
<td>and groups.</td>
<td>2. Using culturally specific data, develop plan for care of culturally</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>diverse vulnerable populations.</td>
<td></td>
</tr>
</tbody>
</table>
University & College Policies:
The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook  http://nursing.msu.edu/handbooks.asp
- MSU Spartan Life Student Handbook and Resource Guide 
  http://www.vps.msu.edu/SpLife/index.htm
- Information for Current Students—including Rights, Responsibilities and Regulations for Students  http://www.msu.edu/current/index.html
- Academic Programs  http://www.reg.msu.edu/UCC/AcademicPrograms.asp

Academic Integrity:
Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “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 specified in General Student Regulation 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 this course. 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.

Please read each part of the following site to fully understand your responsibilities and the position of the University regarding:

- cheating,
- plagiarism,
- MSU regulations, ordinances and policies regarding academic honesty and integrity
- Academic integrity links  http://www.msu.edu/unit/ombud/honestylinks.html

*Academic dishonesty in any form will not be tolerated in the College of Nursing.* Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Services in the College of Nursing and a grade of 0.0 may be issued for the course.

Lectures, quizzes and examinations must remain the property of the College of Nursing and must not be copied from the Internet for use with others. **Any quiz or exam should not be printed.** **Printing an exam or quiz will be considered academic dishonesty.** According to university policy, consequences for academic dishonesty may include failure of the course, expulsion from the major, or expulsion from the university. You are advised to complete and submit your own work. The exams are NOT group projects and must not be shared with other students in any way.

Online discussions and other course activities are confidential and should not be shared or discussed with others who are not enrolled in the class. The course provides an opportunity for each course participant to express his/her ideas and all are expected to do so. All ideas need to be respected in discussions and exercises. Any “group projects” (that are required) still require individual work as a minimal expectation, and individual work will be graded.
For further information you can access any of the following sites:

- International Studies and Programs
  [http://www.msu.edu/international/index.html](http://www.msu.edu/international/index.html)

**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.

**Attendance:** 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. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

**College of Nursing Policies:** Professional Development Guidelines are found in the CON MSN Student Handbook at the CON website. Students are responsible for the information found in the CON MSN Student Handbook.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Met (10)</th>
<th>Partially Met (1-9)</th>
<th>Not Met (0)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Introduction &amp; Problem: (10)</td>
<td>Problem-focused or knowledge-focused triggers; Background includes history, why a priority. The topic is clearly identified with potential scholarly application of the evidence. Project choice is one for which sufficient research exists for an evidence based project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*PICO Question (10)</td>
<td>State as a single question to include minimum of 3 elements: PIO is present in the introduction of the powerpoint presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Theoretical Foundation (10)</td>
<td>Linkage evident as the presentation demonstrates scholarly depth and focus. Includes nurse theorist name, model, and 1 or more major concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critique of Research from written paper (10)</td>
<td>Critique of Research is summarized with scholarly knowledge of research and there is clear connections demonstrated to project within each reference.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References (10)</td>
<td>Relevant to the PICO question and application to the topic. There is a minimum of 10 current research references with a research summary form for each. More than 50% of the references come from nursing research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure (10)</td>
<td>The presentation has clear structure with smooth transitions between topics and thoughtful conclusions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format (10)</td>
<td>Sentences are well formed and appropriately varied in length and style. There are few if any spelling or grammatical errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA format (10)</td>
<td>Presentation and research summary forms use appropriate APA formatting and contains few if any errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeline (10)</td>
<td>Timeline included in presentation clearly demonstrates plan for Level IV completion and includes scheduled meetings with Faculty mentor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poster elements (10)</td>
<td>Begin to outline poster content. It should be logically structured with appropriate headings which include: Title: MSU CON logo; authors’ names; credentials (SN) plus a minimum of 6 elements - will continue to develop the elements in level IV.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score received (100 possible points) _____________________ Must receive a minimum of 75% to pass this assignment.
Michigan State University College of Nursing  
Level III Spring 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>Introduction</td>
</tr>
<tr>
<td>January 19</td>
<td>Group Work/Literature Search Guidelines both sections A 133 LS</td>
</tr>
<tr>
<td>January 26</td>
<td>ATI Exam (Med/Surg) 001- A 131 LS 002- B 109 LS and Media Lab</td>
</tr>
<tr>
<td>February 2</td>
<td>OB Ethics Case /SSP work</td>
</tr>
<tr>
<td>February 9</td>
<td>Peds Ethics Case/SSP work</td>
</tr>
<tr>
<td>February 16</td>
<td>SSP Work</td>
</tr>
<tr>
<td>February 23</td>
<td>ATI Exam (Psych Mental Health) 001- A 131 LS 002- B 109 LS and Media Lab</td>
</tr>
<tr>
<td>March 2</td>
<td>001- Spartan Health Island 002-EBP guest</td>
</tr>
<tr>
<td>March 8</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 15</td>
<td>QSEN/RCA</td>
</tr>
<tr>
<td>March 22</td>
<td>001- Case in A219 CC 002-Spartan Health Island in A 133 LS</td>
</tr>
<tr>
<td>March 29</td>
<td>SSP Work</td>
</tr>
<tr>
<td>April 5</td>
<td>SSP Work</td>
</tr>
<tr>
<td>April 12</td>
<td>Culture both sections in A 133 LS</td>
</tr>
<tr>
<td>April 19</td>
<td>SSP Power Point Presentations</td>
</tr>
<tr>
<td>April 26</td>
<td>SSP Power Point Presentations</td>
</tr>
</tbody>
</table>

Please see the complete Level III calendar which will be posted on the course site.