Integrative Seminar I
NUR 355-734
Online
2 credits
Summer 2014

Catalog Course Description: Critical appraisal of literature related to health promotion and risk reduction in preparation for an evidence based practice project.

Course Objectives:
1. Discuss health risks among various persons/populations.
2. Discuss health promotion or risk reduction strategies for persons or families.
3. Examine evidence that supports health promotion or risk reduction nursing interventions for persons or families.
4. Critique various prevention guidelines for health promotion and risk reduction for persons or families.

Prerequisites: Prior NUR major required courses.

Co-requisites: NUR336

Standards Documents: The curriculum is guided by the following documents:


Course Faculty: Rhonda Conner-Warren PhD, RN, CPNP-PC
Office: A 105 Life Science Building
1355 Bogue Street
Phone: 355-4719
Contact Information: Email: Rhonda Conner-Warren@hc.msu.edu
Office Hours: By appointment

*Note: Meeting times can be arranged to accommodate student schedules via conference call or Skype

E-mail Communication: Email communication for this course is preferred when possible. Instructors will be using student msu.edu email addresses. The goal will be to respond to your questions within 72 hours between 8am and 5pm, as a general rule.
**Instruction:**

a. **Methodology:**

This online course will be taught using the university's D2L platform. Readings will be assigned from textbooks, from articles available electronically through the MSU library and from web sites. Learning will be assessed through posts on discussion forums and short papers.

b. **Writing Requirements:** All written assignments are to be submitted in APA format with proper citations of the literature unless exceptions are specified by the faculty.

c. **Required Texts:**


**American Nurses Association Electronic Books (E-books)**


(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: [http://libguides.lib.msu.edu/nursing ebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users.)*

Optional Texts: none
Required Resources, References, Supplies

Desire to Learn/ Distance Learning and Technology Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
http://help.d2l.msu.edu/
Always check with the Help Line first!
http://help.d2l.msu.edu/students/quick-start-guide

b. Frequently Called Telephone Numbers
Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Student Support Services C Bott Building 353-4827

Indicators

Critical Reflection Summary

Evaluation:

a. Learning Assessments and Grading:
This course is pass/no grade. Rubrics will be used to grade weekly assignments. An average of 75% on weekly assignments is required for a passing grade. A 5% penalty will be taken per 24 hours for late submissions. A 75% is required on the Reflective Summary paper to pass the course.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
<th>Weight %</th>
</tr>
</thead>
<tbody>
<tr>
<td>DBF total 8</td>
<td>80 points</td>
<td>40</td>
</tr>
<tr>
<td>CA total 8</td>
<td>80 points</td>
<td>40</td>
</tr>
<tr>
<td>Assignments x3</td>
<td>30 points</td>
<td>20</td>
</tr>
<tr>
<td>Course total</td>
<td>190 points</td>
<td>100</td>
</tr>
</tbody>
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b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94 %</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0 (Minimum passing grade)</td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Communication

Questions about content and course details and course assignments should be posted on the appropriate Desire to Learn (D2L) discussion board, NOT emailed to instructors. This helps minimize the number of times I have to e-respond to the same question and also enhances group learning.

Examples of appropriate Content Discussion Board questions are: “I understand the normal and flexible lines of defense in Neuman’s theory, but I’m not sure how that might impact how I do my assessment as a nurse? Would I have to assess what their baseline is first?”

Examples of appropriate Course Logistic Discussion Board questions are: “I am confused about the requirements for this week’s assignment. We’re wondering if we need to…” or “I took the first quiz but don’t see my grade recorded. Is anybody else having the same problem? I called the Help Line and they weren’t sure why this was happening.” and “Dr. Rhonda said the scores for the exam are available, but I can’t find my score. Can somebody tell me where they are?” Questions will be answered within about 24-48 hours, excluding weekends and holidays. I encourage student responses to student questions. Please use the discussion board as a dialogue space! Do not post questions about specific quiz or exam questions.

Guidelines for Content Discussion Board Posting:

First, read the course text and assigned readings because you will most often be able to answer your own question. Students need to become comfortable using multiple resources in order to develop habits as lifelong learners. This should be reflected in your posted question. If the posting guidelines are not followed, the student will be asked to re-word the post.

To get the most targeted, focused response to your content discussion board questions and to make it easy to go back and review old posts, please include:

1. The unit and objective # in the subject, if the question is based on an objective (e.g. Health Disparity objective #6)
2. Your understanding (e.g. I understand the difference between morbidity and mortality, but how does that differ from occurrence and incidence rates?)
3. Your question and what you found in the text that helps you think about your question (e.g. How does this relate to health disparity? I’m confused by…in the assigned reading by Healthy People 2020 on page…I’m thinking that if…)
4. A new post for each question; don’t ask multiple questions in one post
5. Please post on the appropriate board (eg. course content discussion board, not course logistics)

Examples of inappropriate posts for the Content Discussion Boards are: “I don’t get how prevalence changes as incidence changes, and I can’t find it in the readings” and “What does objective 5 mean?” and “Does anybody know what the professor is looking for in objective 3” and “I can’t figure out slippery slope—help!” and “Where do we find out information about the final exam?”

Students are most often asked to re-word their posts because either they fail to provide their current understanding and/or they fail to discuss the section in the course text that they are using to try to answer their question (and/or they post Logistics questions on the Content boards).

Please contact the course chair via email with questions about other course issues that are personal. An example of appropriate email questions are: “I have a family tragedy and I just don’t know if I can finish the course. How do I get an incomplete and finish the course later?” or “I’m not achieving my course goal of … Here’s what I’ve been doing to study and prepare….What do you suggest?” or “I’m really confused about Orem and her theory, could we schedule a time to meet outside of your office hours? I’m available…” Please keep in mind that servers may be slow and
email messages might not be received immediately. If the instructor does not respond within 24-48 hours, please resend your message! Email will be answered within about 24-48 hours of when they are received, excluding weekends and holidays. If scheduling an appointment, please include 3 times you are available to meet, how much time you anticipate needing, and how you would like to meet (phone, on campus) so we do not bounce 5 emails to schedule one appointment. Voice mail will be checked regularly during the week but is not the most expedient form of communication.

**For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook. Grades will not be rounded.**

**Professionalism:** Students are expected to apply professional standards to all behavior related to the course, including communications with faculty, peers and community members. Respect for faculty and other students includes turning in assignments on time. A 5% penalty for each day of late submissions will be taken.

**Honors Option:** Refer to the BSN Student Handbook for CON Policy related to Honors Options in Nursing Courses.

**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 BSN Student Handbook: [http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm)
- MSU Spartan Life Online: [http://www.vps.msu.edu/SpLife](http://www.vps.msu.edu/SpLife)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
- Code of Teaching Responsibility and Student Assessments and Final Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514)
- Integrity of Scholarship and Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534)

**University Policies:**

**Academic integrity:** Article 2.3.3 of the [Academic Freedom Report](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College 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 [http://splife.studentlife.msu.edu/](http://splife.studentlife.msu.edu/) and/or the MSU Web site: [www.msu.edu](http://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 www.allmsu.com. 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 https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

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.

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 found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON BSN Student Handbook.

Course Calendar: see attached course calendar. Updated calendars will be posted in Desire to Learn(D2L) . Announcements of updated calendars will be sent via email or via Desire to Learn(D2L) announcements.

***Syllabus: Syllabus subject to changes as needed to meet course objectives. Announcements of updated syllabus will be sent via email or via Desire to Learn(D2L) announcements.
## NUR 355: Course Calendar Spring 2014

<table>
<thead>
<tr>
<th>WEEK</th>
<th>Week of</th>
<th>335 Content</th>
<th>355 Discussion Board Forum (DBF)</th>
<th>Drop box</th>
<th>Grade DBF</th>
<th>Critical Appraisal (CA) Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>May 12</td>
<td>Introduction to the Course and Motivational Interviewing</td>
<td>Conference call 5.13.2014 7:00pm&lt;br&gt;DBF: Introduction to course and to and peer.&lt;br&gt;Respond to two of your colleagues.&lt;br&gt;Assignment: Learning Activity in D2L&lt;br&gt;Complete and upload APA certificate</td>
<td>Drop box: APA certificate</td>
<td></td>
<td>APA Certificate Score -5 points [weight =5%]</td>
</tr>
<tr>
<td>2</td>
<td>May 19</td>
<td>The Ecological Model of Health</td>
<td>DBF: Motivational Interviewing&lt;br&gt;Critical appraisal(CA) of one research article related to this content area.&lt;br&gt;Respond to two of your colleagues.&lt;br&gt;Assignment: MI Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-MI</td>
<td>[weight =10%] Score -10 points</td>
</tr>
<tr>
<td>3</td>
<td>May 26</td>
<td>Behavior Change Strategies</td>
<td>DBF: Ecological model, determinants of health, or Health of disparities&lt;br&gt;Critical appraisal of one research article related to this content area.&lt;br&gt;Respond to two of your colleagues.&lt;br&gt;Assignment: EDHHD Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-EMDHD</td>
<td>[weight =10%] Score -10 points</td>
</tr>
<tr>
<td>4</td>
<td>June 2</td>
<td>Disease Prevention and Risk Reduction</td>
<td>DBF: Behavior change strategies&lt;br&gt;Critical appraisal of one research article related to this content area.&lt;br&gt;Respond to two of your colleagues.&lt;br&gt;Assignment: BCS Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-BCS</td>
<td>[weight =10%] Score -10 points</td>
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<tr>
<td>5</td>
<td>June 9</td>
<td>Health Literacy and Health Promotion</td>
<td>DBF: Clinical prevention screening programs&lt;br&gt;Critical appraisal of one research article related to this content area.&lt;br&gt;Respond to two of your colleagues.&lt;br&gt;Assignment: CPS Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-CPS</td>
<td>[weight =10%] Score -10 points</td>
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<tr>
<td>6</td>
<td>June 16</td>
<td>Health Promotion for Families</td>
<td>DBF: Mental Health promotion or infant mental health&lt;br&gt;Critical appraisal of one research article related to this content area.&lt;br&gt;Respond to two of your colleagues.&lt;br&gt;Assignment: EDHDF Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-MHIMH</td>
<td>[weight =10%] Score -10 points</td>
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<tr>
<td>7</td>
<td>June 23</td>
<td>Complementary and Alternative Medicine</td>
<td>DBF: CAM’s&lt;br&gt;Critical appraisal of one research article related to this content area.&lt;br&gt;Respond to two of your colleagues&lt;br&gt;Assignment: CAM Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-CAM</td>
<td>[weight =10%] Score -10 points</td>
</tr>
<tr>
<td>8</td>
<td>June 30</td>
<td>Global and Cultural Competence</td>
<td>DBF: Global and Cultural Competence&lt;br&gt;Critical appraisal of one research article related to this content area.&lt;br&gt;Respond to two of your colleagues&lt;br&gt;Assignment: GCC Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-GCC</td>
<td>[weight =10%] Score -10 points</td>
</tr>
<tr>
<td>9</td>
<td>July 7</td>
<td>MI and Behavior Change</td>
<td>DBF: Critical Reflection Paper topic&lt;br&gt;Critical Reflection Paper topic and outline for approval&lt;br&gt;Assignment: CRPT Score: max. 5 points [weight =10%]</td>
<td></td>
<td>CA-CRPT</td>
<td>[weight =10%] Score -10 points</td>
</tr>
<tr>
<td>10</td>
<td>July 14</td>
<td>TBD</td>
<td>Assignment: Reflection Paper: Development as an Bachelors prepared nurse (5 points) Drop Box: RD</td>
<td></td>
<td>RD Assignment Score 5 [weight =5%]</td>
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<tr>
<td>11</td>
<td>July 21</td>
<td>TBD</td>
<td>Assignment: Drop box: Critical Reflection Paper</td>
<td>Drop box: CRP</td>
<td>CRP Assignment Score 20 [weight =10%]</td>
<td></td>
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<tr>
<td>12</td>
<td>July 28</td>
<td>Course Wrap Up</td>
<td></td>
<td></td>
<td>Course Wrap Up</td>
<td></td>
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