Foundations of Nursing Practice
NUR 340 Section(s) 001
Thursdays 12:00 to 1:50 PM & Fridays 12:00 to 1:50 PM
C160/C170 Life Sciences Building
4 Credit Hours
SPRING 2015

Catalog Course Description: Theories and principles underlying professional nursing practice. Development of basic principles for using empirical evidence and the research process to guide practice.

Additional Course Description: This course will introduce students to the theories and principles underlying professional nursing practice, with a focus on the concepts that are used in the College of Nursing. Students will develop a working knowledge of several interrelated concepts, including: ethical problem solving, health promotion, cultural competence and health disparities; nursing theories; and basic principles for using the research process to guide evidence based practice.

Course Objectives: At the end of this course, students will:
1. Demonstrate the ability to access and analyze sources of information essential to evidence-based nursing practice and to communicate in a scholarly manner.
2. Demonstrate application of a critical thinking approach in the analysis of theory and evidence (clinical decision-making)
3. Explain the relevance of scholarly evidence and theory to standards of care and practice guidelines (nursing therapeutics)
4. Explain theories and principles underlying health promotion and risk reduction (health promotion/risk reduction)
5. Explain health care system and health financing factors relevant illness and disease management (illness and disease management).
6. Describe major leadership components essential to contemporary nursing practice (professional leadership)
7. Explain the importance of ethical decision-making to evidence-based nursing practice and research (ethical practice)
8. Describe basic principles for using empirical evidence and the research process in scholarly nursing practice (evidence-based practice)
9. Describe disparities in health and illness among various ethnic and cultural populations and their impact on nursing practice (global cultural competence).

Prerequisites: NUR 300 and completion of Tier I writing requirement

Co-requisites: NUR 330 concurrently.
Standards Documents: The curriculum is guided by the following documents:

[http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf](http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf)

Course Coordinator: Cheng-Ching Hiya Liu, Ph.D., MBA., RN.
Office: A 130 Life Science Building
1355 Bogue Street
Phone: 517-353-4748
Contact Information: Email: Cheng-Ching.Liu@hc.msu.edu
Office Hours: Office hours: Wednesday 1:30pm ~ 3pm or by appointment
*Note: Meeting times can be arranged to accommodate student schedules.*

Co Faculty: Rhonda Conner-Warren PhD, RN, CPNP-PC
Office: A 105 Life Science Building
1355 Bogue Street
Phone: 517-355-4719
Contact Information: Email: Rhonda.Conner-Warren@msu.edu
Office Hours: Wednesday: 2:00-3:00pm
By appointment: Skype or Zoom

a. Methodology: This course uses lecture, discussion, case studies, on line modules or voice over Power Point presentations, and small group formats. Students are required to prepare by completing the readings and assignments prior to coming to class. Group work will be conducted in class to clarify, apply, and demonstrate concepts.
**Please note: This class will follow a blended class format, with content presented online, with in class learning activities. This course will use the Desire to Learn (D2L) course management system. The Desire to Learn (D2L) course management system is also used for handouts, announcements, student-student communication and student-professor communication.

Students need reliable, high-speed access (cable or DSL) to the Desire to Learn (D2L)Help for recommended browsers. Students also need the following programs: RealPlayer, Macromedia Flash (also called Flash Player) to view the narrated PowerPoint lectures and animations, and a recent version of Adobe Reader to download and access PDF documents. All programs have free, downloadable versions available online. If you are unsure about your current computer capabilities, try to open one of each kind of file from Desire to Learn (D2L). If you do not have the right programs, you will usually be prompted to install them when you try to open a file. If you have problems accessing any files on Desire to Learn (D2L), call the Desire to Learn (D2L) Help Line: 1.800.500.1544 or 517.355.2345 (24/7). They can answer any Desire to Learn (D2L)-related questions including walking you through the appropriate installations.
b. Writing Requirements:

Specific guidelines and evaluation rubrics are available on Desire to Learn and will be used for each evaluated assignment. All written assignments must follow writing style requirements of the American Psychological Association (APA) as outlined in the required APA Publication Manual (6th ed. Second printing) and CON requirements. Students are expected to write at an upper division college level. Writing assistance is available from the MSU Writing Center.

c. Required Texts:


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

American Nurses Association **Guide to the Code of Ethics:**

  
  [http://tinyurl.com/ethicsANA](http://tinyurl.com/ethicsANA)

American Nurses Association **Scope and Standards of Practice:**

  
  [http://tinyurl.com/standardsANA](http://tinyurl.com/standardsANA)

**Nursing Social Policy Statement**

  
  - [http://tinyurl.com/socialpolicyANA](http://tinyurl.com/socialpolicyANA)

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


Optional Texts: none

a. **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.

Evaluation: Learning Assessments and Grading:

The course grade is comprised of written work, class work, quizzes and exams. All assignments must be completed for progression in the nursing program and to pass the course.

The CON has defined the competencies that must be achieved by all students prior to progressing onto the next semester and graduating. All students must achieve the outcomes, competencies, and indicators listed specific to this course. All course indicators, as well as the overall grade for the course, must be at 75% to proceed onto the next semester.
The NUR 340 competency indicators that must be achieved in this course are:

**Nursing Theory Analysis.** Compare and contrast the purpose, level (i.e. grand or middle-range theory), major concepts and minor concepts of two nursing theories. Using Tables to present this assignment (curricular concepts/competencies assessed are professional leadership, critical thinking, and evidence-based practice).

**Ethical Dilemma Assignment.** Case study analysis that will identify the following: ethical dilemma, alternatives to resolving the problem, critical examination of the pros and cons for selecting any given alternative solution, and, on the basis of this analysis, selection of a solution (curricular concepts/competencies assessed is ethical practice).

**Health Disparity Project:** Identify, describe and evaluate a health disparity in the United States and the possible role of health literacy on that health disparity. Students will evaluate census and population data as it relates to the disparity and health literacy. (Curricular concept/competencies assessed are health promotion/risk reduction, and global cultural competence).

**Research Critique Paper:** Students will be assigned to work with groups on the Research Critique Paper. Instructors will choose a qualitative and a quantitative research paper for the groups. Groups can focus on either one research paper using the critique criteria. Groups need to complete the draft of the Research Critique Paper in the certain period of time for the peer review for further comments. Groups are also responsible to revise their paper based on the comments from their peer. Groups who fail to revise their paper based on the peer review comments will lose 5% of the grade. If all students work equally on the total paper, then everyone must have their names on the paper with a statement that all students contributed equally to the final project. If students do not put their names as working equally on the paper and submit an identical draft paper, then students will receive a zero for the assignment.

**Late Assignments:** All students are expected to turn in assignments on time. Late assignment will have 5 points per day taken off the grade for that particular assignment. For example, a student turns in the assignment 2 days after the due date; the student will have 10 points taken off the final grade for that assignment. If a student does not take an exam or quiz during the designated time without prior faculty approval, the faculty reserves the right to give an alternate form (essay, short answer, etc.) of the assessment. If difficulty in completing an assignment on time is anticipated, it is the student’s responsibility to notify the faculty as soon as possible and before the due date/time. Extra credit points are not available.

**Quizzes and Examinations:** Students will need to take eight prep online quizzes (students need to complete the quizzes before class). All the quizzes, mid-term and final examinations will be given on computers using Exam Soft ©. Students are expected to arrive to class with a full charged battery for their lap top and in enough time to log into Exam Soft © prior to the announced time of the exam. Students arriving late will have the scheduled time for completion of the exam—no extra time will be allotted. All students are expected to take examinations on the date scheduled, unless prior arrangements are made with the course faculty. If prior arrangements are not made, a score of zero (0.0) point will be given for that exam. Exams may only be taken late with the permission of the course faculty and only for extraordinary circumstances. Alternate exams may use additional formats (essay, fill in the blank, etc.). Make-up quizzes/exams are routinely scheduled within one week of the original exam date. Health providers’ statements may be required for medical excuse.
The specific percentages and points for each scored assignment, quizzes and exams are as follows:

<table>
<thead>
<tr>
<th>Items Graded</th>
<th>Format</th>
<th>Number of projects</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Quizzes</td>
<td>D2L</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Certificate</td>
<td>APA Certificate</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Paper</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Critique (including peer review)</td>
<td>Scholarly Paper</td>
<td>1</td>
<td>20% for the paper 5% for the peer review (25% in total)</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Cultural Self-Assessment</td>
<td>Form</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Health Disparity Project</td>
<td>Project</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Case Study</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Dilemma Assignment</td>
<td>Assignment</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Comparison of Nursing Theories</strong></td>
<td>Assignment</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>Nursing Theory Analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exams</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid-term Exam</td>
<td>In class</td>
<td>1</td>
<td>30% (15% each exam)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>In class</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Totals for course</strong></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
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>94-100 %</td>
<td>4.0</td>
</tr>
<tr>
<td>89-93.99%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>79-83.99%</td>
<td>2.5</td>
</tr>
<tr>
<td>75%-78.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
</tr>
<tr>
<td>70%-74.99%</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

“Final Course Grades will not be rounded”

*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.

**Professionalism:** Classroom and online communications are confidential and should not be discussed with others who are not enrolled in the class. It is important for each course participant to express his or her ideas freely. All ideas need to be respected in discussions and exercise. Professional conduct and language in clinical settings, discussion boards and course communication is expected. Students who do not show respect and/or professional communication will receive one written warning (via email) informing them of the communication that did not meet course standards, suggestions for change, and that any further breaches in professional communication will result in disciplinary action, from the lowering of the student’s grade up to dismissal from the course.

**Technical problems:** Students who experience technical difficulties should notify the Distance Learning and Technology help desk immediately in an attempt to resolve the problems. If the technical difficulty impacts or may impact the timely submission of required course work, the faculty is also to be notified via email or phone to discuss options prior to the submission deadline. If the problem has not been reported to the Distance Learning and Technology help desk, no extension will be granted. Students are expected to plan ahead, and have back–up technology plans in place should the need arise. Please see the “Evaluations” section for late submissions.

**Student Faculty Relationship**

It is expected that a professional, courteous, and 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 and stay for the entire class. If for some reason you have to be late or leave early, the course faculty teaching that day should be notified and plans will be made so you will not disturb the entire class. *Talking, reading the newspaper, utilizing the College of Nursing or personal computers to surf the web and sleeping are considered unacceptable during lecture.* Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. 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. The class will discuss a code of conduct for Level One courses and agree on expected and acceptable behaviors (including use of technology) during the first week of the semester.
It is important for each course participant to express his or her ideas and to conduct themselves professionally. All ideas need to be respected in class discussions and exercises. Professional conduct and language both in class and on line is expected. Students who do not show respect and/or professional conduct or communication will receive one warning informing them of the communication or behavior that did not meet course standards, suggestions for change, and that any further breaches in professional behavior or communication will result in disciplinary action, from the lowering of the student’s grade up to dismissal from the course.

**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.” 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 coordinator 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 48 hours,**...
Email will be answered within about **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.

**Honors Option.** Honor’s option is available for this course. Students wishing to pursue the Honor’s Option for NUR 340 should contact the faculty member within the first two weeks of the semester.

**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 MSN Student Handbook:**  
  [http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/MSN%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.msu.edu/unit/ombud/academic-integrity/index.html#regulations) 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. 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](http://www.allmsu.com) Web site to complete any course work in NUR 370. 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](https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations)

**Turnitin Statement:** Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” The tool does not determine whether
plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool.

Students should submit papers to D2L Dropboxes for assignment (the Turnitin option is noted) without identifying information included in the paper (e.g. name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Use of Social Media Derived from the Classroom
As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:
1. Students may (may not) record lectures or any other classroom activities and use the recordings only for their own course-related purposes.
2. Students may (may not) share the recordings with other students enrolled in the class. Sharing is limited to using the recordings only for their own course-related purposes.
3. Students may (may not) not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
4. Any student violating the conditions described above may face academic disciplinary sanctions.

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 and course calendar 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>F2F/Online</th>
<th>Content</th>
<th>Activity</th>
<th>Due Date</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/21</td>
<td>F2F</td>
<td>Course Intro</td>
<td>Review the Syllabus and Class Schedule</td>
<td></td>
<td>Dr. Liu</td>
</tr>
</tbody>
</table>
| 5/22 | F2F        | 1. Course Intro  
2. Evidence-Based Practice (EBP) I  
3. Librarian: Heidi Schroeder  
Topic: How to use Data Bank for literature review & Research Process | 1.APA Certificate  
2.Review the Requirement/criteria for Research Critique Scholarly Paper | 5/25              | Dr. Liu    |
|      |            |                                              |                                                                          |                   |            |
| 5/28 | OL         | EBP II                                       | 1. D2L  
2. Review the Requirement/criteria for Research Critique Scholarly Paper |                   | Dr. Liu    |
| 5/29 | OL         | EBP II                                       | 1. D2L  
2. Review the Requirement/criteria for Research Critique Scholarly Paper |                   | Dr. Liu    |
| 6/4  | OL         | EBP III                                      | 1. D2L  
2. Research Critique Paper  
3.Online Quiz |                   | Dr. Liu    |
| 6/5  | F2F        | EBP III                                      | 1. Research Critique Paper  
2. Peer has to give the comments of the Research Critique Paper back to the Group (research critique paper due: |                   | Dr. Liu    |
| 6/11 | OL         | Health Promotion and Risk Reduction Global Cultural Care | 1.Review theGlobal Cultural Care Self-Assessment (Due on 6/8)  
2.Give the draft of the Research Critique Paper to the Peer for peer Review |                   | Dr. Liu    |
| 6/12 | F2F        | Health Promotion and Risk Reduction Global Cultural Care | Work on the Global Cultural Care | 6/15              | Dr. Liu    |
| 6/18 | OL         | Health Disparity                             | 1.Online Quiz  
2.Review the Health Disparity Project | 6/22              | Dr. Liu    |
| 6/19 | F2F        | Health Disparity                             | 1.D2L  
2. Peer has to give the comments of the Research Critique Paper back to the Group (research critique paper due: |                   | Dr. Liu    |
<table>
<thead>
<tr>
<th>Date</th>
<th>Mode</th>
<th>Subject</th>
<th>Notes</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/25</td>
<td>OL</td>
<td>Quality and Safety Health Finance</td>
<td>D2L</td>
<td>Dr. Liu</td>
</tr>
<tr>
<td>6/26</td>
<td>F2F</td>
<td>Quality and Safety Health Finance</td>
<td>Study guide and 10 sample questions will be provided to help you prepare the mid-term exam</td>
<td>Dr. Liu</td>
</tr>
<tr>
<td>7/2</td>
<td>F2F</td>
<td>Mid-Term Exam</td>
<td>Mid-Term Exam</td>
<td>Dr. Liu</td>
</tr>
<tr>
<td>7/3</td>
<td></td>
<td>University Holiday</td>
<td>Independence Day</td>
<td></td>
</tr>
</tbody>
</table>
| 7/9  | OL   | Nursing Theory I                | 1. D2L  
2. Review the criteria for the Nursing Theory Analysis                | Dr. Conner-Warren |
| 7/10 | F2F  | Nursing Theory I                | 1. Online Quiz to be taken before class  
2. Discuss the Nursing Theory Analysis Assignment                       | Dr. Conner-Warren |
| 7/16 | OL   | Theory II                       | D2L                                                                   | Dr. Conner-Warren |
| 7/17 | F2F  | Theory II                       | Discuss the Nursing Theory Analysis Assignment                        | 7/20           | Dr. Conner-Warren |
| 7/23 | OL   | Ethics I                        | D2L  
Ethics On Line quiz to be taken before class                          | Dr. Conner-Warren |
| 7/24 | F2F  | Ethics I                        | Ethical Case Study                                                    | 7/27           | Dr. Conner-Warren |
| 7/30 | OLF  | Ethics II                       |                                                                         |                |
| 7/31 | F2F  | Ethics II                       | D2L                                                                   |                |
| 8/6  | F2F  | Final Exam                      | Final Exam                                                            |                |

*Syllabus and course calendar subject to changes as needed to meet course objectives.* Announcements of updated syllabus will be sent via email or via Desire 2 Learn (D2L) announcements. 
Corrections as of 12.15.14