Integrative Seminar I
NUR 355-734
Online
2 credits
Summer 2015

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*

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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:


d. Optional Texts: None

American Nurses Association Electronic Books (E-books)

*Guide to the Code of Ethics for Nurses: Interpretation and Application:*

- http://tinyurl.com/ethicsANA

* Nursing Scope and Standards of Practice:*

- http://tinyurl.com/standardsANA

* Nursing Social Policy Statement*

- 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. These e-books allow unlimited concurrent users.)
Other 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

LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM

The 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. Each indicator assignment must be passed at 75%. If 75% is not achieved on the first attempt the student must remediate to a minimum grade of 75%, however the original grade on the assignment will stand.

<table>
<thead>
<tr>
<th>LEVEL III</th>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIII Competency</th>
<th>LIII Indicator</th>
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<tbody>
<tr>
<td>COMMUNICATION III (COMM)</td>
<td>Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology.</td>
<td>1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care. 2. Evaluate group communication skills.</td>
<td>Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence.</td>
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<tr>
<td>CRITICAL THINKING III (CT)</td>
<td>Apply critical thinking processes to nursing practice.</td>
<td>1. Critique and value the impact of her/his critical thinking process used in their nursing practice 2. Formulates and defends an argument</td>
<td>Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice.</td>
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<tr>
<td>NURSING THERAPEUTICS III (NT)</td>
<td>Utilize data to competently deliver targeted nursing care to individuals, families and groups.</td>
<td>Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes</td>
<td>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</td>
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<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION III (HPRR)</td>
<td>Implement appropriate health promotion plans for individuals, families, and groups.</td>
<td>1. Uses National and State datasets to examine the health of a vulnerable population 2. Applies strategies to a special and vulnerable populations</td>
<td>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 others. Students will analyze relevant evidence to select appropriate information utilizing age, culture, religion, and gender-appropriate communication methods to disseminate information (also COMMUNICATION and GLOBAL AND CULTURAL COMPETENCE, NUR 435).</td>
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</table>
| **ILLNESS AND DISEASE MANAGEMENT III (IDM)** | Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups. | 1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care  
2. Promote achievement of client outcomes by coordinating delivery of care | Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice. |
| **PROFESSIONAL LEADERSHIP III (PL)** | Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups in varied care settings. | Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients | Combined with Health Promotion Risk Reduction, Global and Cultural Competence, and Communication. |
| **ETHICAL PRACTICE III (EP)** | Articulate ethical practice and advocate for individuals, families and groups. | 1. Analyze ethical problems related to the health care for vulnerable population  
2. Engage in respectful and reasoned dialog with colleagues related to the health care needs for a vulnerable populations | Examine an ethical problem related to a specific health care issue affecting various populations. Use ethical problem-solving skills to identify one ethical question related to the presented case, support a single perspective with appropriate ethical concepts, compare and contrast opposing ethical concepts, and provide supportive arguments for personal perspective (Also COMMUNICATION; NUR 450). |
| **EVIDENCE-BASED PRACTICE III (EBP)** | Value and use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups. | Evaluate selected research and theory as relevant to a client and family of choice. | Combined with Nursing Therapeutics, Illness and Disease Management, and Critical Thinking. |
| **GLOBAL AND CULTURAL COMPETENCE III (GCC)** | Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups. | 1. Systematically investigate the interaction between social and cultural determinants  
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>Assignment</th>
<th>Weight (% of grade)</th>
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<tbody>
<tr>
<td>Discussion Board Forum (10)</td>
<td>40</td>
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<tr>
<td>This includes the review of your peers presentation</td>
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<tr>
<td>Critical Appraisal of Research (9)</td>
<td>39</td>
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<tr>
<td>Critical Application Presentation:</td>
<td>20</td>
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<tr>
<td>Power Point Presentation)</td>
<td></td>
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<tr>
<td>APA Certificate</td>
<td>1</td>
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<tr>
<td></td>
<td>100%</td>
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</tbody>
</table>

b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<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>70%-74.99</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
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<tr>
<td>&lt;65%</td>
<td>0.0</td>
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</table>

*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.

Examinations

a. Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

b. Absences: Students must notify course faculty of any absence prior to the start of the exam.
Excused Absence

a. Absence from an exam may be excused for such reasons as family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation).

b. Any absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.

Unexcused Absence

a. No make-up exam will be scheduled. Student will receive a zero grade.

Make-Up Exams (for excused absences only)

a. Students must contact the faculty member to schedule the make-up examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.

b. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

*For specific information regarding grading related to student progression through the curriculum, please refer to the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

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.

Clinical Course Compliance Requirements

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are required to be in compliance with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered out of compliance if a designated immunization or other item required to be submitted to the University Physician’s Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are out of compliance will receive a 1% reduction to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an additional 1% reduction will be taken for each week the student is out of compliance.
Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

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

**Course 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 & College Policies:**

**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 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](http://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](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](http://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.
**Revisions to this calendar will be posted in the Syllabus and Calendar folder in D2L.**

**NOTE:** Weekly lessons open on Monday at 12:00 am; Assignments are due Sundays at 11:55 pm.

<table>
<thead>
<tr>
<th>WK</th>
<th>DATE</th>
<th>Topic Content</th>
<th>Discussion Board Forum (DBF)</th>
<th>Drop Box</th>
<th>Gradebook DBF</th>
<th>Gradebook Critical Appraisal (CA) Assignment</th>
<th>355 Assignment Critical Appraisal post due Wednesday 2359 Responses to two other students’ posts due by Sunday 2359 Final response: Sunday 2359</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.18</td>
<td>Introduction/Concepts, Models, &amp; Theories of Health Promotion</td>
<td>Zoom 5.18.2015 7:00pm <strong>DBF: Introduction to course and to and peer.</strong> Respond to two of your colleagues. <strong>Assignment:</strong> Learning Activity in D2L Complete and upload APA certificate</td>
<td>Drop Box: APA certificate</td>
<td>APA Certificate Score -</td>
<td>Conference call or Zoom Date and Time TBD Complete and upload APA certificate <strong>DBF:</strong> Discussion forum-returning to school: Respond to two of your colleagues. <strong>Assignment:</strong> Learning Activity in D2L</td>
<td></td>
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<tr>
<td>2</td>
<td>5.25</td>
<td>Nurses Role in Health Promotion</td>
<td><strong>DBF:</strong> Nurses Role in Health Promotion Critical appraisal (CA) of one research article related to this content area. Respond to two of your colleagues.</td>
<td>Drop Box: NRHP</td>
<td>DBF: NRHP Score: max. 5 points</td>
<td>CA-NRHP</td>
<td>Critical Appraisal of One Research Article related to Nurse Role in health promotion Two responses</td>
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<tr>
<td>3</td>
<td>6.1</td>
<td>Ecological Model of Health and Determinants of Health</td>
<td><strong>DBF:</strong> Ecological model, determinants of health, or Health of disparities Critical appraisal of one research article related to this content area. Respond to two of your colleague Epidemiology in Disease Prevention and Risk Reduction</td>
<td>Drop Box: EDHHD</td>
<td>DBF: EDHHD Score: max. 5 points</td>
<td>CA-EDHHD</td>
<td>Critical Appraisal of One Research Article related to the ecological model, determinants of health, or determinants of disparities Two responses</td>
</tr>
<tr>
<td>4</td>
<td>6.8</td>
<td>Role of Epidemiology in Disease Prevention and Risk Reduction</td>
<td><strong>DBF:</strong> EDPRP Critical appraisal of one research article related to this content area. Respond to two of your colleagues.</td>
<td>Drop Box: EDPRP</td>
<td>DBF: EDPRP</td>
<td>CA-EDPRP</td>
<td>Critical Appraisal of One Research Article related to clinical prevention screening Two responses</td>
</tr>
<tr>
<td>5</td>
<td>6.15</td>
<td>Behavior Change Strategies</td>
<td><strong>DBF:</strong> Behavior change strategies Clinical prevention screening programs Critical appraisal of one research article related to this content area. Respond to two of your colleagues.</td>
<td>Drop Box: BC</td>
<td>DBF: BC</td>
<td>CA-BC</td>
<td>Critical Appraisal of One Research Article related to one of the behavior change strategies Two responses</td>
</tr>
<tr>
<td>Week</td>
<td>Day</td>
<td>DBF/Title</td>
<td>Description</td>
<td>Drop Box</td>
<td>DBF Code</td>
<td>CA Code</td>
<td>Notes</td>
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| 6    | 6.22 | Global & Cultural Competence | **DBF: Global and Cultural Competence**  
Critical appraisal of one research article related to this content area. Respond to two of your colleagues. | Drop Box: GCC | DBF:GC | CA-GCC | Critical Appraisal of One Article related to Global and Cultural Competence  
Two responses |
| 7    | 6.29 | Health Literacy & Health Disparity | **DBF: Health Literacy & Health Disparity**  
Critical appraisal of one research article related to this content area. Respond to two of your colleagues. | Drop Box: HLHD | DBF:HLHD | CA-HLHD | Critical Appraisal of One Research Article related to adult learning HL &HD principles  
Two responses |
| 8    | 7.6  | Health Promotion Across the Lifespan: Mental Health | **DBF: HPALI**  
Critical appraisal of one research article related to this content area. Respond to two of your colleagues. | Drop Box: HPALI | DBF:HPALI | CA-HPALI | Critical Appraisal of One Research Article related to mental health  
Two responses |
| 9    | 7.13 | Integrative Therapies (aka CAM) | **DBF: IT**  
Drop box: Critical Reflection Paper  
Respond to two of your colleagues  
Assignment: | Drop Box: IT | DBF:IT | CA-IT Assignment | Critical Appraisal of One Research Article related to Integrative Therapies  
Two responses |
| 10   | 7.20 | Motivational Interviewing | **DBF: Motivational Interviewing**  
of one research article related to this content area. Respond to two of your colleagues. | Drop box: MI | DBF:MI | CA-MI | Critical Appraisal of One Research Article related to one of the MI  
Two responses |
| 11   | 7.27 | Critical Application Presentation-development | **No DBF** | Drop box: CAP | Critical Application Presentation (CAP) | Critical Application Presentation |
| 12   | 8.3  | Critical Application Presentation | **DBF: Review** two of your colleagues presentation and provide feedback | DBF: CAP-Review |  |  |  |