Integrative Seminar I
NUR 355-734
Online
2 credits
Summer 2016

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

II. 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.

III. Additional Course Detail: None

IV. Prerequisites: Prior NUR major required courses.

V. Co-requisites: NUR336

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

   http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf

   http://tinyurl.com/codeofethics2015

   http://tinyurl.com/scopeandstandards2015

   http://tinyurl.com/socialpolicy2015

VII. 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

Note: Times can be arranged to accommodate student schedules.
**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.

**VIII. 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

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


*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.
X. Other Required Resources, References, Supplies

**Turning Technologies Responseware**: A video version of the walkthrough can be found here: [http://bit.ly/1RVL4je](http://bit.ly/1RVL4je)

1. Using your MSU email account please create your TurningTechnologies account at: [https://account.turningtechnologies.com](https://account.turningtechnologies.com)
2. Once account has been created and you are logged into your account click on the **License** link to purchase a software license.
3. Purchase a 1 – 4 year software license
4. Download the TurningTechnologies Responseware app from either the Apple App Store or the Android Marketplace
5. When in class your instructor will supply you with a Session ID that will be used to answer the questions during **class**

**Desire2Learn Helpline**
1. 800.500.1554 (24 hrs, 7 days/week)
2. 517.355.2345 (24 hrs, 7 days/week)
3. [www.d2l.msu.edu](http://www.d2l.msu.edu) (D2L Help link in upper right corner)
5. Always check with the Help Line first! [http://help.d2l.msu.edu/students/quick-start-guide](http://help.d2l.msu.edu/students/quick-start-guide)

**Frequently Called Telephone Numbers**
- Simulation Lab, Life Sciences; 355-5765 (with answering machine)
- Media Lab (Andy Greger) Life Sciences, 353-9020
- College of Nursing Office of Student Support Services C120 Bott Building 353-4827
- DMC - College of Osteopathic Medicine, 4707 St. Antoine St, Detroit, MI 48201; 517-884-9674.

XI. Outcome, Competencies and Indicators:

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**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>
</tr>
</thead>
<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.</td>
<td>Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence.</td>
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</tr>
<tr>
<td>CRITICAL THINKING III (CT)</td>
<td>Evaluate group communication skills.</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 practice (also ILLNESS AND DISEASE MANAGEMENT, COMMUNICATION, EVIDENCE BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440)</td>
<td></td>
</tr>
<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.</td>
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</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Objectives</td>
<td>Combined with</td>
<td></td>
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<td>---------------------------------------------</td>
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</tbody>
</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 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 |
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  
2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations.  
Combined with Professional Leadership, Health Promotion Risk Reduction, and Communication.

Indicators

Critical Reflection Summary

XII. 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>Content</th>
<th>Number of Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Certificate</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Health Promotion Survey</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Forum</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>Subject Matter Presentation</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Self Reflection</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Health Promotion Survey post</td>
<td>1</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100%</strong></td>
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</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>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>

*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.

XIII. 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.

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

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is the responsibility of the student to: a) notify the Associate Dean by completing the grief absence request form [https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx](https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx); b) complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return. It is the responsibility of the instructor to work with the student to: a) make reasonable accommodations and b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

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

XVI. **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.

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**Guidelines to Enhance Personal Safety**

The following are recommendation to enhance personal safety when traveling to and from clinical experiences.

**Travel Using Public Transportation**

- Follow the recommended route when traveling by bus or subway.
- Know the directions to the clinical site prior to leaving home.
- Travel in groups, never alone.
- Have your clinical faculty member’s telephone number in your cell phone in case you become lost.
- Never carry a purse. Keep your money and keys in a small wallet that fits in your pocket.
- Always walk with one arm free.
- Walk with confidence. Use eye contact when looking at others.
- Do not openly display technology when traveling, e.g. laptops, I-Pads, MP3 player, or I-phones.
- Do not talk on your phone or text while walking. Do not have earbuds in use.
- Be aware of your surroundings; do not engage in excessive conversation.
- Avoid isolated areas.
- Trust your instincts. If you feel unsafe, leave the area. Call your instructor when it is safe to do so.
- Communicate any safety concerns to your clinical instructor or any faculty member immediately.
Travel Using Personal Vehicle

- Obtain directions to site prior to the first clinical day.
- Test drive your vehicle to the clinical site and calculate estimated travel time.
- Check with your clinical instructor about the availability for parking prior to deciding to drive.
- If street parking is the only option, park in view of the clinic site.
- Residents often save a parking spot by placing lawn chairs in front of their homes. Do not remove.
- Keep your doors locked at all times while in vehicle.
- Do not text or talk on your cell phone while driving, parking, and exiting your vehicle.
- Lock your car upon exiting. Lock valuables in your trunk prior to traveling to the clinical site. Never have valuables visible in your car.
- Do not carry a purse; keep money and valuables in a pocket.
- Do not exit the car if you feel unsafe. Find a different parking spot or call your instructor.
- When returning to your car, have keys in hand when leaving the clinical site.
- Do not drive down dead-end streets which makes turning around difficult.
- Do not drive down alleys with debris or glass which may cause flat tires.
- Do not drive down narrow streets which could restrict movement if you need to exit the vehicle.

XVII. 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
  - Includes Professional Development Guidelines
  - Students are responsible for the information found in the CON BSN Student Handbook.
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: 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
- Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

XVIII. 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/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 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

XIX. 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.

XX. 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.

XXI. 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.

XXIII. 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, MSU or PhD choose one Student Handbook.

XXIV. Course Calendar: On next page
<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Content</th>
<th>Discussion Forum (DF)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5.16</td>
<td>Course Introduction APACertificate Health Promotion Survey</td>
<td></td>
<td>Pre-Health Promotion Survey and APA Certificate</td>
</tr>
<tr>
<td>2</td>
<td>5.23</td>
<td>Nurses Role in Health Promotion</td>
<td>DF</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5.30</td>
<td>Ecological Model of Health and Determinants of Health Literacy/Health Disparity</td>
<td></td>
<td>Critical Appraisal of Research Table (CART) <strong>CART</strong></td>
</tr>
<tr>
<td>4</td>
<td>6.6</td>
<td>Epidemiology in Disease Prevention and Risk Reduction</td>
<td>DF</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>6.13</td>
<td>Behavior Change Strategies</td>
<td></td>
<td><strong>CART</strong></td>
</tr>
<tr>
<td>6</td>
<td>6.20</td>
<td>Global &amp; Cultural Competence</td>
<td>DF</td>
<td>Mid Semester survey</td>
</tr>
<tr>
<td>7</td>
<td>6.27</td>
<td>Health Literacy &amp; Health Disparity</td>
<td></td>
<td><strong>CART</strong></td>
</tr>
<tr>
<td>8</td>
<td>7.4</td>
<td>Health Promotion Across the Lifespan 1-Mental Health</td>
<td>DF</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>7.11</td>
<td>Integrative Therapies (aka CAM)</td>
<td></td>
<td><strong>CART</strong></td>
</tr>
<tr>
<td>10</td>
<td>7.18</td>
<td>Motivational Interviewing</td>
<td>DF</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>7.25</td>
<td>Subject Matter Presentation</td>
<td></td>
<td>Presentation</td>
</tr>
<tr>
<td>12</td>
<td>8.1</td>
<td>Critical Self Reflection Post Health promotion survey: Evaluate Yourself</td>
<td></td>
<td>Critical Self Reflection and Post Health promotion survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment due in 8.8</td>
<td></td>
<td><strong>Dropbox</strong></td>
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<tr>
<td></td>
<td></td>
<td>Summer session officially ends 8.18.16</td>
<td></td>
<td>Grades due in 8.22.16</td>
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</tbody>
</table>