Michigan State University

College of Nursing

NUR 340: Foundations of Nursing Practice

Fall 2006

Credits: 4  Lecture/Recitation/Discussion Hours: 4
4(4-0)

Prerequisites: Admission into the Nursing Major
Corequisites: NUR 330, NUR 350

Faculty
Course coordinators:
  Dr. Mary Jo Arndt, RN [Traditional Program]
  Phone Number: 432-1720
  Office: A115 Life Sciences Bldg
  Office Hours: By appointment

  Dr. Louise Selanders, RN, FAAN [AO Program]
  Phone Number: 355-3804
  Office: W121 Owen Graduate Center
  Office Hours: By appointment

Course Meeting Day, Time, Location:
Traditional
Monday, 1:40 PM-3 PM, A131 LSB
Thursday, 10 a.m. to 12 p.m., A131 LSB

AO
Via Camtasia and arranged class meetings
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; basic principles for using research process to guide evidence based practice.

Level I Outcomes and Competencies:

The CON has defined the following competencies that must be achieved by all students in Level I before progressing onto Level II. At the end of Level I, all students will achieve the objectives and competencies listed below, as well as the bolded indicators specific to this course. All indicators, as well as the overall grade for the course, must be at 75% to proceed onto the next level.

NURSING THERAPEUTICS I: Follows protocols for the delivery of standardized nursing care to individuals.

Competencies
1. Obtains an in-depth history and physical on healthy and acutely ill clients in order to obtain individual baseline data
2. Identifies and implements standardized nursing care plans on acutely ill individuals

Indicators
1. At least one satisfactory nursing care plan reflecting integration of nursing knowledge with biological, physiological, developmental and psychological concepts with annotated bibliography with at least three references (identifying the relationship between scientific theories and principles) (Includes definitions health, nursing, person, environment) (correct ID of the nursing diagnosis) (Also ILLNESS AND DISEASE MANAGEMENT; NUR 330)

ILLNESS AND DISEASE MANAGEMENT I: Follows procedures related to the coordination of care necessary for the focused management of illness and disease.

Competencies
1. Applies Standards of Care in the nursing care of individuals
2. Recognizes and manages illness and disease states of the individual based on underlying theories and principles

COMMUNICATION I: Follows procedures of the interactive processes in relating to clients, colleagues, and others with direct supervision.
Competencies
1. Applies basic principles of therapeutic communication with assigned clients.
2. Differentiates among therapeutic, social, and professional communication.

Indicators
1. Clinical evaluation rating of satisfactory in patient focused and professional communication (COMMUNICATION Overrider; NUR 330)

PROFESSIONAL LEADERSHIP I: Discuss the impact of an effective professional nursing within varied types of health and nursing care delivery systems

Competencies
1. Identify characteristics that make nursing a profession.
2. Identifies and describes nursing theory, history, philosophy, and research of the nursing profession
3. Describe various health care systems

Indicators
1. Paper examining one selected nursing theory to the development of the profession of nursing (Also CRITICAL THINKING and EVIDENCE-BASED PRACTICE; NUR 340)

ETHICAL PRACTICE I: Comprehends and practices basic ethical problem solving in nursing practice scenario.

Competencies
1. Understands how personal values relate to contemporary ethical issues
2. Practice ethical problem-solving process in case studies

Indicators
1. Case study analysis will identify: ethical consideration that create the problem; alternatives to resolve the problem; critical examination of the pros and cons for selecting any given alternative solution; and, on the basis of this analysis, select a solution (NUR 340)

HEALTH PROMOTION AND RISK REDUCTION I: Understands basic theories and principles underlying health promotion and risk reduction

Competencies
1. Describe determinants of health relevant to the individual, family and community
2. Explain basic key health promotion/risk reduction concepts
Indicators
1. Complete, analyze and interpret a health risk and genogram with a ‘client’. Examine census tract data to identify level of income, racial composition, housing density, etc of ‘client’ and discuss the implications of these factors on individual health (Also GLOBAL AND CULTURAL COMPETENCE; NUR 350).

GLOBAL AND CULTURAL COMPETENCE I Identifies theories and principles underlying the interaction between humans and their environment that affect health and health disparities.

Competencies
1. Performs appropriate assessments for diverse clients across the life span, including perception of health.
2. Situate professional nursing within the global and cultural context

CRITICAL THINKING I: Comprehends the relevance of the critical thinking process in nursing practice

Competencies
1. Apply critical thinking in nursing practice with comprehension and acceptance.
2. Know and practice the critical thinking process.

EVIDENCE-BASED PRACTICE I: Analyzes general concepts of theory and research.

Competencies
1. Describes and examines the general components of the research process.
2. Compare and contrast concepts, theories, & models in terms of their relevance to nursing.

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

**Required Texts:**


**Required Readings and Websites:**

http://healthsci.clayton.edu/eichelberger/nursing.htm

http://www.nursing.umich.edu/faculty/pender/HPM.pdf [For class on 10/12]

http://www.nursing.umich.edu/faculty/pender/chart.gif [For class on 10/12]


Tracy, S., Dufault, M., Kogut, S., Martin, V., Rossi, S., & Willy-Temkin, C (2006). Translating best practices in nondrug postoperative pain management. *Nursing Research, 55 (2S), S57-S67.* *Note: this article is available via MSU library.


**Instructional Model**

This course uses lecture, discussion, case studies and small group format. Students are required to prepare prior to class, as most in-class work will rely on foundational materials. Group work will be conducted in class to clarify or demonstrate concepts. Group poster presentations, concept map presentations, and group research critiques are required.

**Evaluation/Grading Scale: CON Standard**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78-75%</td>
<td>2.0</td>
</tr>
<tr>
<td>74-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>≤64%</td>
<td>0</td>
</tr>
</tbody>
</table>

The course grade is made up of written work, class presentation and exams. All assignments must be completed for progression in the program and to pass the course. All assignments must be completed in order to earn more than a 1.5 for the course.

The specific percentages for each are shown in the table below.

<table>
<thead>
<tr>
<th>Evaluation activity</th>
<th>Percent</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical problem solving process project</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Health Disparities poster presentations</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>UCHRIS tutorial</td>
<td>Pass/fail</td>
<td></td>
</tr>
<tr>
<td>Nursing Theory Scholarly Paper</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Research critique group project</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Exams (10% each)</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>
Course Assignments:

**Group Ethical problem Solving Process:**

This activity consists of the application of group ethics modules. These modules include online discussion, which will be evaluated as pass/fail. These ethics modules will be evaluated based on the following criterion:

- Postings are related to the assigned content
- Everyone posts dialogue
- The dialogue is meaningful and interactive

These modules are designed to prepare students in the preparation for the group ethical problem solving paper. Therefore, any failing module reduces the grade on the paper by .25%.

After these online interactions on the modules, students will prepare a 5-7 page formal paper that analyzes an ethical problem that is either assigned or negotiated with faculty. Formal papers will use the APA criteria identified in Appendix A. Details of your assignment will be given to you in-class. However, in general, a successful write-up will include:

- nature of the ethical problem or problems represented in your case.
- alternative solutions or courses of action, and the major pros and cons for each.
- at least two articles relevant to the case. Characterize the
- selection of a response with reasoned rationale

These papers will be evaluated using the CON Rubric for written papers in Appendix C, and the evaluation criterion in Appendix E.

**Health Disparities Poster presentation:**

Students will work in groups to identify, describe and evaluate health disparities that exist in cultural or demographic sectors of the American population. Students will examine assigned or negotiated health problems. Poster presentations will be developed on PowerPoint, and arranged in a simple but comprehensive way. A successful poster will:

- Clearly characterize the population affected
- Identify the illness or health problem
- Identify the scope of the disparity
- Evaluate the potential sources of the disparity using cited literature
- Evaluate the social or other cost of such a disparity on quality of life

**Nursing Theory Scholarly Paper:**

Students will prepare a scholarly paper comparing the major concepts of one nursing theory as assigned. **Students must be careful not to duplicate any published models prepared on the theories.** A concept map will identify the major theoretical
concepts, but not the entire theory. Examples of concept maps will be available, and will be used in class by instructors for demonstration purposes.

**UCHRIS Tutorial:**

Students will submit evidence that they have completed the on-line UCHRIS tutorial available from the Office of research at MSU. This assignment is required for completion of the course.

**Research Article critique:**

Groups will be assigned articles by faculty. A successful paper will accurately critique the article according to the following specific criteria: Summarize the purpose of the research

- Accurately identify the research question or hypothesis
- Evaluate the strengths and limitations of the sample and sampling method
- Evaluate the strengths and limitations of the research design and measures
- Evaluate the relationship of the findings to the research question or hypothesis

**University, CON, and Course Policies**

**A.** Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

1. Academic Dishonesty
2. Taping and communication devices
3. Weather
4. Protection of property/computers
5. Protection of Scholarship and grades
6. SIRS
7. Clinical Attire/dress code
8. Students requiring accommodations

**B.** Attendance

i. Attendance for class

ii. Other

**C.** Examinations

Examinations will be given during course periods. Students arriving late will have the scheduled time for completion of the exam. All students are expected to take examinations on the date scheduled, unless prior arrangements are made with the course faculty. For emergency situations, students are to contact faculty as
soon as possible. If unable to contact faculty, call College of Nursing office and leave a message regarding the reason for absence. It is the student’s responsibility to reach faculty as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time. There will be one opportunity for an alternative exam. Alternate exams may use with additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health providers statements may be required. Questions regarding examination grades will be put forward within two weeks of the exam date. Alterations will not be made after this time.
APPENDIX A
APA requirements*

*You need to use the Publication Manual of the American Psychological Association for information about writing style requirements. Although the websites cited below may be of some help, your primary source for writing style is the APA manual.

CON APA requirements for formal papers includes
  o Title page
  o Running head
  o Pagination
  o Spacing
  o Font
  o Margins
  o References in text (citations)
    ▪ Secondary sources from a single source
    ▪ Personal communication
  o References
  o Spelling, grammar, and punctuation

A note about Plagiarism

Plagiarism is presenting someone else's work as your own. Another’s work includes his or her words, line of thought, or organizational structure. You can avoid plagiarism by giving proper citation to the work, or obtaining permission from the original author to use his or her work. Another person's "work" includes a variety of forms, such as copies of computer programs, music lyrics or tunes, drawings, oral presentations, written material, statistical data, figures, and the like. Whenever information can be considered the intellectual property of another is used without acknowledging the original source properly, it is plagiarism, and is subject to penalty. See the MSU student Handbook for details about MSU’s policy regarding intellectual property and plagiarism.

1. Use Scholarly Writing Checklist (Appendix B) for general guidelines, formatting instructions and suggestions. These are the things your instructors are looking for when they evaluate the structure (not the content) of your paper.

2. Plagiarism will not be tolerated. Use proper citations, thereby giving others credit for their work and ideas, within the body of your paper. Use quotations sparingly, and when you do quote, you use the proper formatting and additional citation requirements. When you paraphrase, be sure to give proper credit.

3. Reference all of the citations you use, and only those citations (not any background reading). All references should be cited in the body of the text and vice versa.
APPENDIX B
Scholarly Writing Checklist

GENERAL REQUIREMENTS

______ Margins (at least 1 inch on all sides)
______ Double spacing
______ Sections in proper order
______ Page numbers upper right

APPROPRIATE WRITING STYLE

______ Organization
______ Sentence structure
______ Words (avoid Jargon, redundancy, and qualifiers like “very” and Most.”
______ Attention to transitions between paragraphs
______ Indentation of paragraphs (5 spaces)
______ Paragraph length
______ Proper use of quotes
______ Abbreviations defined
______ Spelling or uncorrected typing errors
______ No hyphenated words at the end of a line

TITLE PAGE

______ Descriptive title (no more than 12 words)
______ Centered

Author’s Name(s)
BODY OF THE PAPER

TITLE

Matches title page

Centered

INTRODUCTION

Continuous text from Introduction through Discussion (don't start new sections on different pages)

Interesting opening paragraph

Adequate background found in early part of this section

Clearly state the purpose of the paper near the end of this section

Walk the reader through the general content of the paper

Citations

whenever you make an assertion, declare something to be true, or talk about someone else’s opinion, give the credit for the idea to the author with appropriate citations.
If you quote, do so sparingly. When you don’t quote, avoid plagiarism—paraphrase and use citations.

When you quote, use APA quotation rules and provide page number. Do not use lists, numbers or bullets. Convert these into paragraphs.

DISCUSSION/CONCLUSION/IMPLICATIONS

“So what?” Why did you write this paper? What does it tell us about practice? What can we learn, or do differently? What difference does it make?

Do you answer your question? Discover anything new? Did you support/nonsupport your hypothesis? If not, why do you think that is?

Is your conclusion similar or different from that of others? Why might that be?

Are there any shortcomings or limitations of your research and implications of these?

What should the future research examine?

REFERENCES

Centered

New page

One-to-one match with citations in the text

No split references between pages

Proper spacing

Amended from a check sheet for graduate level research papers developed by Bill Southerly. The full version can be found at:
http://spss.clarion.edu/mm/RDE3/C14/Checklist.html
Accessed August 1, 2005

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## APPENDIX C

**Evaluation Tool**

**Written Assignments/Formal Papers**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 Accomplished</th>
<th>3 Proficient</th>
<th>2 Developing</th>
<th>1 Novice</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition and interpretation of concepts</td>
<td>All relevant concepts correctly defined and interpreted</td>
<td>Most relevant concepts correctly defined and interpreted</td>
<td>Most concepts defined or interpreted incorrectly</td>
<td>No concept definition or interpretation evident</td>
<td></td>
</tr>
<tr>
<td>Application of concepts</td>
<td>Independent, appropriate applications given for each concept discussed</td>
<td>Applications given but may be inappropriate/unreasonable</td>
<td>Few applications given or without appropriate explanation</td>
<td>No application of concepts evident</td>
<td></td>
</tr>
<tr>
<td>Depth and focus and</td>
<td>Paper demonstrates appropriate depth and focus;</td>
<td>Appropriate focus, could be in more depth;</td>
<td>Some attempt to focus;</td>
<td>Not at all focused and/or very superficial;</td>
<td></td>
</tr>
<tr>
<td>References (if assigned)</td>
<td>All references are relevant, current, and support conclusions</td>
<td>Most references are relevant, current, and support conclusions</td>
<td>Some references are either relevant, current, or support conclusions</td>
<td>Most references are irrelevant, outdated, or inappropriate</td>
<td></td>
</tr>
<tr>
<td>Structure of content</td>
<td>Clear introduction, smooth transitions between topics, and thoughtful conclusion</td>
<td>Introduction, transitions, and conclusions present, could be clearer or smoother</td>
<td>Evident which topics are being discussed, but no introduction, conclusion, or transitions</td>
<td>Unclear which topics are being discussed and when; transitions non-existent</td>
<td></td>
</tr>
<tr>
<td>Format/ Mechanics</td>
<td>Sentences well formed and appropriately varied in length and style; Few if any spelling, grammatical, or APA format errors</td>
<td>Most sentences are well formed, with occasional awkwardness; Some spelling or grammatical errors, but paper understandable</td>
<td>Some sentences poorly constructed but generally understandable; Some spelling on grammatical errors, making paper difficult to understand in places</td>
<td>Many sentences poorly constructed, incomplete, and/or awkward; Many spelling or grammatical errors, which present significant barrier to understanding</td>
<td></td>
</tr>
</tbody>
</table>

Name______________________  
Total score__________________

20=100% without references  
15=75%  
24=100% with references  
18=75%  

MAK.6/05.
# APPENDIX D
## Evaluation Tool
### Oral Presentations

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplished</td>
<td>Shows comprehensive understanding of topic; major points included</td>
<td>Shows good understanding of topic; some of major points included</td>
<td>Shows good understanding of parts of topic; few major points included</td>
<td>Does not understand topic; major points not included</td>
<td></td>
</tr>
<tr>
<td><strong>Depth and focus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation demonstrates appropriate depth and focus</td>
<td>Appropriate focus, could be in more depth</td>
<td>Some attempt to focus</td>
<td>Not at all focused and/or very superficial</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaks clearly &amp; distinctly, with consistent eye-contact, appropriate posture and volume; no non-word fillers;</td>
<td>Speaks clearly &amp; distinctly, with eye contact to some of audience, stands straight; occasional non-word fillers;</td>
<td>Speaks clearly and distinctly some times (85%), some eye contact; regular use of non-word fillers;</td>
<td>Mumbles or cannot be understood, minimal eye contact;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Audiovisuals (if assigned)</strong></td>
<td>All audiovisuals are clear, creative, and enhance presentation</td>
<td>Most audiovisuals are clear and enhance presentation</td>
<td>Audiovisuals are clear, but do not add to presentation</td>
<td>Audiovisuals are unclear and distract from presentation</td>
<td></td>
</tr>
</tbody>
</table>

Name______________________

12 = 100% without audiovisuals
9 = 75%

Total score__________________

16=100% with audiovisuals
12 = 75%

MAK.6/05
Appendix E
Ethics Essay Evaluation

The content of your final essay will be graded using the following criteria:

1. Did you accurately describe the nature of the major ethical problem in your case, taking into account the pertinent moral considerations?

2. Did you fairly describe the major alternative positions on the problem, and their related pros and cons?

3. Did you state your own position clearly, without ambiguity or vagueness?

4. Did you support your position with reasons, avoiding obvious errors of fact or logic?

5. Did your reasoning make explicit, referenced use of the literature you found?

6. Did you describe a plausible reasoned objection to one or more of the arguments supporting your position?

7. Did you reply to this objection, showing why the objection, while reasonable, is not in the end persuasive?

8. Did you write the essay in a clear and well-organized way, so that it would be understood by other people enrolled in the course?

Grade: ________