Michigan State University College of Nursing

NUR 450: Level III Integrative Seminar

Fall 2006

Credits: 1  Lecture/Recitation/Discussion Hours: 2
1(2-0)

Prerequisites: Level I and II courses
Co requisites: NUR 440 and NUR450

Faculty:
Mary Kisting 355-3309
Connie Powe-Watts 353-4748
Phone Number
A108 Life Sciences Bldg
A130 Life Sciences Building
Office Number
Office Hours By appointment
By appointment

Seminar Meeting Day, Time, Location:
Thursday, 3:00-4:50pm
202 East Fee Hall

Course Description
This seminar is an extension of advanced beginning level concepts and theories. Content includes integration of the concepts into intermediate/advanced level nursing practice. Dynamic interrelationship between professional, BSN Scholarly nursing practice and health and wellness
of diverse families, from childbearing through adolescence will be the focus of case studies and presentations.

**Level Outcomes and Competencies**

The CON has defined the following competencies that must be achieved by all students in Level III before progressing onto Level IV. At the end of Level III, 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 III** Evaluate data in the planning and delivery of targeted nursing care to persons and populations.

*Competencies*

1. Uses evidence and outcomes; critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes

**ILLNESS AND DISEASE MANAGEMENT III** Analyzes and evaluates theories and principles in coordinating the care necessary for the management of illness and disease.

*Competencies*

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

**PROFESSIONAL LEADERSHIP III** Formulate professional leadership approaches to promote optimal health outcomes for persons and populations in varied care settings.

*Competencies*

- Examines licensure law, regulations, and scope of practice
- Develop personal goals for professional development including areas that enhance health care and advancement of the profession

**ETHICAL PRACTICE III** Uses ethical problem-solving methods to effectively advocate for vulnerable persons, groups and populations.

*Competencies*

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

*Indicators*

1. As a mock ethics committee, select a special population. Examine an ethical problem related to their health care needs, developing at least two sides of the issue. Use the ethical problem-solving method to analyze the problem, and consensus building to draw conclusions or solve the problem.
COMMUNICATION III Competently engage in interpersonal relationships with person, populations, and colleagues

Competencies
1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.
2. Evaluate group communication skills.

HEALTH PROMOTION AND RISK REDUCTION III Demonstrate skill in the development and implementation of health promotion plans for persons and populations.

Question if this objective is a high enough level

Competencies
1. Uses National and State datasets to examine the health of a vulnerable population
2. Applies strategies to a special and vulnerable populations

GLOBAL AND CULTURAL COMPETENCE III Plan and implement care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and illness.

Competencies
1. Systematically investigate the interaction between social and cultural determinants
2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations.

CRITICAL THINKING III Analyze and synthesize information from nursing science into nursing practice with families, children, and communities.

Competencies
1. Critique and value the impact of her/his critical thinking process used in their nursing practice
2. Formulates and defends an argument.

EVIDENCE-BASED PRACTICE III Evaluate the application of theory and research to nursing practice.

Competencies
1. Evaluate selected research and theory as relevant to a client and family of choice.

Course Objectives

At the end of this course the student will:
1. Critically examine the application of complex communication strategies in relationships with dynamic families and communities and colleagues (communication)
2. Evaluate the use of critical thinking processes in their nursing practice with families, children and communities (critical thinking)
3. Analyze data in the planning and delivery of targeted nursing care with families, children and communities (nursing therapeutics)
4. Demonstrate the development and implementation of health promotion plans in collaboration with families, children and communities (health promotion/risk reduction)
5. Apply theories and principles in coordinating the wellness and illness care with families, children and communities (illness and disease management)
6. Formulate professional leadership approaches that promote optimal health outcomes for with families, children and communities in varied health care settings (professional leadership)
7. Articulate ethical nursing practice and advocacy for the self-determination for the health and wellness of families, children and communities (ethical practice)
8. Critique and value the application of theory and research to nursing care of families, children and communities (evidence-based practice)
9. Plan and implement care for families, children and communities that addresses the global, cultural and socioeconomic factors that influence their health and wellness (global and cultural competence)

Required/Suggested Text
All required text from current and previous College of Nursing curricula.

Instructional Model
Seminar will utilize a case study format to facilitate synthesis of level content and previous learning. Completion of assignments prior to seminar is necessary to assimilate concepts and participate in seminar discussion. Assignments will include recommended review material.

Evaluation/Grading Scale
The seminar is evaluated utilizing the standard College of Nursing grading scale. Note: A cumulative course grade of 75%, as well as passing grade on seminar indicators and reflective summary is required for progression to Level IV. 75% is considered passing for all graded material.
Components of the course and their respective weights are listed below.

<table>
<thead>
<tr>
<th>NUR440 Components</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Critical analyses</td>
<td>40%</td>
<td>At completion of Class 5 &amp; 8</td>
</tr>
<tr>
<td>Preparatory work</td>
<td>40%</td>
<td>Prior to Class 3, 4, 6, 7, 9, 10, 11, 13</td>
</tr>
<tr>
<td>Class Participation – Group evaluation</td>
<td>20%</td>
<td>Class 7 &amp; 13</td>
</tr>
</tbody>
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<p>| Level Components                      |        |                          |</p>
<table>
<thead>
<tr>
<th>Seminar indicator</th>
<th>Pass</th>
<th>Class 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Summary</td>
<td>Pass</td>
<td>Class 12</td>
</tr>
<tr>
<td>Portfolios</td>
<td>Pass</td>
<td>Class 4 &amp; 14</td>
</tr>
<tr>
<td>BSN Scholarly project work</td>
<td>Pass</td>
<td>Class 4, 8, 12</td>
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**Critical analysis writings** will consist of synthesis of concepts and topics following the completion of a case study. This is a timed exercise given at the final 25 minutes of selected classes.

**Preparatory work** will consist of analysis of knowledge and information prior to the case study discussion. This work will provide a springboard for discussion and integration of concepts during seminar. The first preparatory work will be evaluated and feedback provided to students. All preparatory work will be collected. Two will be randomly graded for course credit.

**Class participation** will be evaluated at mid-semester and at the completion of the semester. The first evaluation will constitute 5% of total grade, and the final will make up 15% of the total grade. Peer evaluation will be incorporated into this section. Completion of peer evaluation form is mandatory.

**Seminar Indicator** will include the examination of an ethical problem for a specific population. Students will work in groups, developing different perspectives of selected issues. The ethical problem-solving method will be used to analyze the problem, and consensus building to draw conclusions, and finally, presenting perspectives during selected classes. Evaluation will be based on presentation and a one page paper contrasting personal beliefs before and after the assignment, and analysis of the group process.

**Reflective summary** and **ERI examinations/remediation** is required by all students. Reflective summaries will be completed at the end of each level, synthesizing and reflecting on selected College of Nursing concepts. The reflective summaries will be evaluated on competencies for the level and growth in the major. Students may refer to elements in their portfolios for examples of growth and development.

**Student portfolios** will be monitored and evaluated in the Integrative Seminar. Required portfolio items for successful completion of the semester will include:

- Pediatric Grand Rounds presentation evaluation
- Ethical position paper
- Clinical Classifications and Calculations, Nursing Care of Adults Part 1 & 2, and Growth and Development ERI examination results and remediation as appropriate
- Skills checklist
Portfolios will be maintained by the student. Select portfolios will be presented at senior scholarship day. One copy will be turned in to Integrative Seminar Faculty.

**The BSN Scholarly project** begins in Level I and is completed by Level IV. At this level, students will begin work on topic of interest, completing a literature review, developing annotated bibliography by midterm. The objectives with an outline, timeline, and plan by the end of semester.

Students will work with faculty to facilitate their analysis, research, preparation, and presentation of their selected topic. All projects will be presented at the College of Nursing Scholarship Day.

Level III students will also elect a committee for the planning the event, which includes location, budget, and management/operation. Groups will work on selected portions for the event (Planning, Project Review, Budget, Location, Invitations, Guest list, Publicity, AV/Equipment, Set-up, Take-down). All students are responsible for attendance at the Scholarship.

**Course Evaluation**

Students are expected to complete the course and instructor evaluation forms during class on Week 10. These evaluations can be accessed through [www.msu.edu/evaluation.asp](http://www.msu.edu/evaluation.asp). The process is monitored through the University and is strictly anonymous.

See attached evaluation tools for portfolios, indicators, preparatory work and critical analysis

**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. Disabled Student

B. Attendance
   1. Attendance for seminar is required. Absences will result in assignments as designated by faculty.
   2. Assignments are due at the beginning of the class period on the date specified. Any conflicts are to be discussed with faculty as soon as possible. A healthcare provider’s note may be requested. All overdue assignments will receive grade deduction per faculty discretion
Communication
1. Faculty can be reached through e-mail or via pager (see front page). Phone messages may also be left on office phone answering system in the College of Nursing.
2. Notes will be available through Angel. Students are responsible for announcements and information sent electronically.

Student Faculty Relationship
It is expected that a professional, courteous, 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. If for some reason you have to be late or leave early, the course chair should be notified and plans will be made so you will not disturb the entire class. Talking, reading the newspaper and sleeping are unacceptable. Faculty are open to feedback, ideas, and concerns. For in-depth discussions, a scheduled meeting is suggested.

CALENDAR AND EVALUATION TOOLS AVAILABLE TO STUDENTS ON ANGEL WEBSITE.