

FOUNDATIONS OF NURSING PRACTICE

NUR 340 - Section 001

4 Credits

Monday 4:10-6:00pm; A131 Life Sciences

Thursday 3:10 – 5:00 pm; A131 Life Sciences

Spring 2009

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.

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.

Prerequisites: NUR 300 and completion of Tier I writing requirement

Co-requisites: NUR 350 concurrently or NUR 330 concurrently.

Professional Standards & Guidelines: The curriculum is guided by the following documents:

American Association of Colleges of Nursing (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN 1-55810-176-4

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author ISBN 1-55810-215-9

American Nurses Association (2003). *Nursing's social policy statement (2nd ed.)*. Washington, DC: Author ISBN 1-55810-214-0

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Note: Times can be arranged to accommodate student schedules.

Course Communication: Students who have concerns about the course in general should communicate with the above faculty. Students with concerns about the class content should contact the faculty member who teaches the content, accordingly. ***Note: Times can be arranged to accommodate student schedules.**

Textbook Information and Resources:

b. Required Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Polit, D.F., & Beck, C.T. (2006). *Essentials of nursing research* (6th ed.) Philadelphia: J. B. Lippincott.

Alligood, M.R. & Tomey, A.M. (2006). *Nursing theory utilization & application* (3rd ed.). St. Louis: Mosby Elsevier.

Fry, S.T. & Veatch, R.M. (2006). *Case studies in nursing ethics* (3rd ed.). Boston: Jones and Bartlett.

c. Optional Texts: None

d. Required Resources, References, Supplies:

ANGEL Help Line
 1.800.500.1554 (24 hrs, 7 days/week)
 517.355.2345 (24 hrs, 7 days/week)
www.angel.msu.edu (ANGEL Help link in upper right corner)
 Always check with the ANGEL Help Line first!

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

%	GRADE
100-94 %	4.0
93-89%	3.5
84-88%	3.0
83-79%	2.5
75-78%	2.0 (Minimum passing grade)
74-70%	1.5
65-69%	1.0
<64%	0.0

“Final Course Grades will not be rounded”

Level I: Outcomes, Competencies & Indicators:

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.**

LEVEL I			
Concept	Level 1 Outcome	L1 Competency	L1 Indicator
COMMUNICATION I (COMM)	Follows procedures of the interactive processes in relating to clients, colleagues, and others with direct supervision.	<ol style="list-style-type: none"> 1. Applies basic principles of therapeutic communication with assigned clients. 2. Differentiates among therapeutic, social, and professional communication. 	Clinical evaluation rating of satisfactory in patient focused and professional communication (COMMUNICATION Override; NUR 330)
CRITICAL THINKING I (CT)	Comprehends the relevance of the critical thinking process in nursing practice	<ol style="list-style-type: none"> 1. Apply critical thinking in nursing practice with comprehension and acceptance. 2. Know and practice the critical thinking process. 	See Professional Leadership
NURSING THERAPEUTICS I (NT)	Follows protocols for the delivery of standardized nursing care to individuals	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. At least one satisfactory nursing care plan reflecting integration of nursing knowledge with biological, physiological, developmental and psychological concepts (Also ILLNESS AND DISEASE MANAGEMENT; NUR 330) 2. Performs satisfactory head-to-toe physical examination of a well adult (NUR 330)
HEALTH PROMOTION AND RISK REDUCTION I (HPRR)	Understands basic theories and principles underlying health promotion and risk reduction	<ol style="list-style-type: none"> 1. Describe determinants of health relevant to the individual, family and community 2. Explain basic key health promotion/risk reduction concepts 	Complete, analyze and interpret a health risk and genogram with a 'client'. Examine census tract data to identify education level, racial composition, housing density, etc of 'client' and discuss the implications of these factors on individual health (Also GLOBAL AND CULTURAL COMPETENCE; NUR 350).
ILLNESS AND DISEASE MANAGEMENT I	Follows procedures related to the coordination of care necessary for the focused	<ol style="list-style-type: none"> 1. Applies Standards of Care in the nursing care of individuals 	See Nursing Therapeutics

(IDM)	management of illness and disease.	2. Recognizes and manages illness and disease states of the individual based on underlying theories and principles	
PROFESSIONAL LEADERSHIP I (PL)	Discuss the impact of an effective professional nursing within varied types of health and nursing care delivery systems	<ol style="list-style-type: none"> 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 	Formal paper examining one selected nursing theory and its relevance to nursing practice, research and the profession of nursing (NUR 340).
ETHICAL PRACTICE I (EP)	Comprehends and practices basic ethical problem solving in nursing practice scenario.	<ol style="list-style-type: none"> 1. Understands how personal values relate to contemporary ethical issues 2. Practice ethical problem-solving process in case studies 	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)
EVIDENCE-BASED PRACTICE I (EBP)	Analyzes general concepts of theory and research.	<ol style="list-style-type: none"> 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. 	See Professional Leadership
GLOBAL AND CULTURAL COMPETENCE I (GCC)	Identifies theories and principles underlying the interaction between humans and their environment that affect health and health disparities.	<ol style="list-style-type: none"> 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. 	See Health Promotion Risk Reduction

***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 Student handbook <http://nursing.msu.edu/handbooks.asp>
- MSU Spartan Life Student Handbook and Resource Guide
<http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

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Additional Course Content

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.

Instruction:

- a. Methodology: This course uses lecture, discussion, case studies, and small group formats. Students are required to prepare prior to class, as most in-class work will rely on foundational materials. Group work and presentations will be conducted in class to clarify, apply, and demonstrate concepts.

Evaluation:

- a. Learning Assessments and Grading:

The course grade is comprised of written work, class presentations, 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 level and graduating. At the end of Level I, all students will achieve the objectives and competencies listed in the NUR350 syllabus, as well as the bolded indicators 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 level.**

The NUR340 competency indicators that must be achieved in this course are:

- Nursing theory scholarly paper. Formal paper examining one selected nursing theory and its relevance to nursing practice, research and the profession of nursing (curricular concepts/competencies assessed are professional leadership, critical thinking, and evidence-based practice).
- Ethical problem solving process project. Case study analysis that will identify the following: ethical consideration that create the problem, 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).

The specific percentages for each scored assignment and exam are as follows:

Research critique paper		15%
UCHRIS tutorial		Pass/fail
Health disparities poster presentations (group)		5%
Ethical problem solving process project (group) (<i>indicator assignment</i>)		15%
Nursing theory scholarly paper (<i>indicator and tier 2 writing assignment</i>)		15%
Exams		50%
Unit I –	20%	
Unit 2 –	10%	
Unit 3 –	10%	
Unit 4 –	10%	

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

%	GRADE
100-94 %	4.0
93-89%	3.5
88-84%	3.0
83-79%	2.5
78-75%	2.0
	(Minimum passing grade)
74-70%	1.5
69-65%	1.0
<64%	0.0

“Final Course Grades will not be rounded”

c. Writing Requirements:

Specific guidelines and evaluation rubrics are available on ANGEL 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 and CON APA requirements.

d. Honors Option:

Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities during the first two weeks of the semester.

Course 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 (insert name of unit offering course) 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](#) 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 (insert course number here). 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 <http://www.msu.edu/unit/ombud/honestylinks.html>)

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://www.msu.edu/~rcpd).

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: Attendance at all classes is strongly encouraged and may be monitored. Students who are unable to attend class should request to be excused by the faculty member prior to class. Group and individual work completed in class cannot be made up if missed.

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. For additional information on 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, see [Attendance Policy, Excused Absences and Make-up Work](#) on the Ombudsman's Web site.

Examinations: Examinations will be given during course periods and may be given online.

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. 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 exams are routinely scheduled within one week of the original exam date. Health providers' statements may be required for medical excuse. Questions regarding examination grades must be put forward within two weeks of the exam date, after which alterations will not be made. Make-up examinations will normally be completed within one week of the scheduled exam week.

Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for additional policies relevant to this course, including academic dishonesty, taping and communication devices, weather, protection of property/computers, scholarship and grades, SIRS, disabled student.

Late Assignments: All students are expected to turn in assignments and UCHRIS tutorial on time. Late assignment will have 5 points per day taken off the grade for that particular assignment. For the late UCHRIS tutorial, a 0.5% of final grade will be applied to each day. For example, a student turns in the tutorial 2 days after the due date; the student will have 1% of final grade off from this course.

Course syllabi are available on the CON website at <http://nursing.msu.edu/>

Course Calendar: Available the first day of class.