

NUR 350: Level I Integrative Seminar**Credits: 1****Section 301: Wednesday 3:00pm-5:30pm****Room A-131 Life Sciences Building****Summer 2009**

Catalog Course Description: Integration of concepts and theories into beginning level nursing practice. Examination of dynamic interrelationship between professional, scholarly nursing practice, and the health and wellness of diverse persons and populations across the life span.

Course Objectives: At the end of this course students will:

1. Explain the interactive processes essential for relating for persons, and colleagues, with direct supervision (communication)
2. Demonstrate the use of the critical thinking processes used in nursing practice (critical decision-making).
3. Adapt standardized nursing care protocols to selected persons and populations (nursing therapeutics)
4. Apply foundational theories and principles to the health promotion and risk reduction of selected persons and populations (health promotion/risk reduction)
5. Explain activities necessary for focused care management of selected persons and populations (illness and disease management)
6. Describe the characteristics of effective professional leadership (professional leadership)
7. Discuss basic ethical decision-making processes relevant to nursing practice (ethical practice)
8. Use scholarly evidence in planning the care for to selected persons and populations (evidence-based practice)
9. Explore the dynamic interplay between humans and their environment, and the effect of this process on the health of selected persons and populations (global and cultural competence)

Prerequisites: NUR 300

Co-requisites: PHM 350 concurrently, NUR 330 Concurrently, and NUR 340 Concurrently

Course Faculty

Brigid Warren, RN, MSN, CS

Associate Professor

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Office Hours: Flexible, please email to arrange.

Note: Times can be arranged to accommodate student schedules

Karen Lake, MSN, RN

Instructor

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Office Hours: Flexible, please email to arrange.

Note: Times can be arranged to accommodate student schedules

Standards Documents (the curriculum is guided by):

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

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author

American Nurses Association (2003). *Nursing’s social policy statement* (2nd ed.). Washington, DC: Author

American Nurses Association (2007). *Public health nursing scope and standards of practice*. Washington, DC: Author

Required Text (Equipment)

All required text from current and previous College of Nursing curricula.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

PDA (required by CON)

ANGEL Help Line
 1-800-500-1554 (24/7)
 (517) 355-2345 (24/7)
www.angel.msu.edu (ANGEL Help link in upper right corner)
Always check with the ANGEL Help line first!

Evaluation:

- a. Learning Assessments and Grading:
 Using a seminar and case study format, the faculty will facilitate synthesis of content learning via integration from previous learning and current courses. Students will be required to prepare for seminar by completing individual preparatory work to facilitate the small group discussions of the case studies and to contribute to the larger class discussion. Students will be working in groups throughout the semester. Because group work is often new to our students, we will provide orientation about processes important in effective group work. **Please be advised that all written assignments are to reflect only individual work. Evidence of strong written collaborations among students should not be evident and may be considered plagiarism.**

The seminar is evaluated as pass/no pass (no grade) utilizing the standard College of Nursing grading scale. **Note: A cumulative course grade of 75%, as well as a passing grade on the seminar indicator, reflective summary, portfolio check, and list of topics for Senior Scholarly Project are required for progression to Level II** (75% is considered passing for all graded material). In addition there may be remediation required for ATI exams.

- b. Course Grading Scale:
 PASS-NO GRADE: This seminar is graded Pass – No Grade. Minimum grade for successful completion is 75%.

%	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”

Outcomes, Competencies and Indicators: Level I

**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 	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	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.	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.	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.	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 and 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>

NUR 350: Level I Integrative Seminar

Credits: 1

Section 301: Wednesday 3:00pm-5:30pm

Room A131 Life Sciences Building

Summer 2009

Instruction:

- a. Methodology:
Using a seminar and case study format, the faculty will facilitate synthesis of content learning via integration from previous learning and current courses. Students will be required to prepare for seminar by completing individual preparatory work to facilitate the small group discussions of the case studies and to contribute to the larger class discussion. Students will be working in groups throughout the semester. Because group work is often new to our students, we will provide orientation about processes important in effective group work. **Please be advised that all written assignments are to reflect only individual work. Evidence of strong written collaborations among students should not be evident and may be considered plagiarism.**

- c. Writing Requirements:
Components of the course and their respective weights are listed below.

NUR 350 Components	Weight	Due Date
Critical analysis	20%	At completion of selected classes
Preparatory work	20%	Prior to Class
Level Components		
Seminar indicator (Genogram assignment)	30%	Genogram due Class 8
Reflective summary	30%	Class 10
Portfolios	Pass	Class 7, 12
Practice PICO questions	Pass	Class 6
ATI Exams: RNCAP Fundamentals of Nursing	Pass or evidence of successful remediation	Class 10, 11

All course requirements must be completed in order to earn a passing grade in the course. Assignments are expected to be turned in on the due date. Preparatory assignments are due prior to the start of class. Late assignments will not be accepted

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 20 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. Randomly selected preparatory work will be graded. Prep work determined to be unsatisfactory may require remediation. Please be advised that written assignments are to reflect only individual work. Evidence of strong written collaborations among students should not be evident and may be considered plagiarism resulting in a grade of 0.0. Prep work is to be submitted prior to the beginning of seminar (3 pm).

Integrative seminar indicators are required for successful completion of Integrative Seminar I (These are indicated in bold under concepts on page 2 & 3 above). Evidence of indicators completed within other courses will be placed in the students' Portfolio.

A reflective summary is required by all students. A reflective summary will be completed at the end of each level, synthesizing and reflecting on the College of Nursing concepts. Evaluation criteria for the reflective summary for Level I is found in the rubric for Reflective Summary. Examples of student development and growth during the level may be supported by exemplars in the student portfolio, personal, laboratory, or clinical experiences.

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

Reflective Summary (NUR 350)

Skills Check List (from NUR 330)

PICO Practice Questions (NUR 350) (Potential topics for Senior Scholarly Project)

Nursing Theory Paper (NUR 340)

One Exemplary Written Paper from Level I

Exemplars of quality work may include but are not limited to: Evaluation Tool from Head to Toe Physical Exam, Disparity Poster Printout, Health Risk Appraisal, Genogram and Census Tract Data Analysis, Ethics Paper

Portfolios will be maintained by the student. Portfolios will be presented at Senior Scholarship Day.

The Senior Scholarly project begins in Level I and is completed by Level IV. In each level, student groups will complete specific tasks related to this process. The purpose is to prepare students for their professional practice responsibilities. The College of Nursing uses this format to provide an opportunity to work together with colleagues in an area of interest, investigating issues and trends or applications and findings in relation to theories and principles of nursing practice. During Level I students will practice developing PICO questions based area(s) of interest and/or course content, understanding interests can change as they progress. They will generate 3 practice questions phrased as population, intervention, comparison (optional) and outcome statements. The final iteration of this effort will be placed in the portfolio for continued work in level II.

Topics might relate to ethical issues, international health, policy issues or any of the nine concepts. Examples might include:

Safe sleep practices for infants

Smoking cessation programs

Pre-eclampsia and infant bonding

Water-borne illnesses in 3rd world countries

Comparison of health care systems in the US and another country

Nurse inter-collegial relationships and their effects

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

ATI Exams: The students will be responsible for completion of one standardized examination from ATI. (Fundamentals of Nursing). Students will receive information regarding ATI exams on May 27, 2009.

Course, Faculty, and Assignment Evaluation

SIRS: Evaluation of the course and instructors are valuable for making course and assignment revisions. While students may have personal opinions about the quality of a course, it is expected that the student evaluate the course and faculty in relation to the course objectives and expected outcomes. Students are expected to complete the course and instructor evaluation forms the week prior to final examinations. These evaluations can be accessed through www.msu.edu/evaluation.asp. The process is monitored through the University and is strictly anonymous.

Course Policies:

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
 9. Professional Development Guidelines
 10. Health Policy (please note documentation of a drug screen and background check are also required upon acceptance of to the CON)

- B. Attendance
 1. 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.
 2. **Attendance for seminar is required.** Absences will result in additional assignments as designated by the faculty. Students who fail to complete additional assignments will be reported to the Director of Undergraduate Programs for potential failure of NUR 350.

- C. 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 of Nursing 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 NUR 350. 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>)

D. 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.

E. 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.

F. Confidentiality

The MSU College of Nursing supports all clients' rights to privacy and confidentiality. Any violation of confidentiality or HIPAA will be reported to the Course Chair and the Director of Undergraduate Programs for potential failure of NUR 330.

Communication

1. See phone numbers on the front of syllabus
2. All written assignments are to comply with the Publication Manual of the American Psychological Association, 5th edition.

Professionalism:

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school. These positive skills will be utilized in your two years at the College of Nursing and in your chosen profession. Faculty are open to feedback, ideas, and concerns. For in-depth discussions, a scheduled meeting is suggested. It is expected that you will be on time to seminar. Absences or unforeseen tardiness should be discussed with the course faculty.

Calendar NUR 350 (please note the calendar is subject to change)

Class	Content	Assignment	Concepts
1 (May 20)	Orientation and Introduction to Seminar (Format, Concepts, Critical Thinking, Case Studies, ATI, NCLEX)	Group work	
2 (May 27)	ATI Orientation Beginning critical thinking activities (short case studies related to vital signs)	Preparatory Worksheet 1 Due: VS Practice Critical Analysis	CT, NT, EBP
3 (June 3)	Case Study Related to Domestic Violence	Preparatory Worksheet 2 Due	GCC, EP, EBP, CT
4 (June 10)	Communication Role Playing Therapeutic vs. Non-therapeutic	Review communication techniques in N330 Class role playing	GCC, COM, HPRR
5 (June 17)	Case Study Involving Code Status and its implications for a post-op patient with CA	Preparatory Worksheet 3 Due: Code Status	IDM, EP, CT, COM
6 (June 24)	Evidence Based Practice	Group work on PICO	EBP, COM
7 (July 1)	Case Study Related to Chronic Disease and Skin Assessment	Preparatory Worksheet 4 Due Midterm Portfolio Check	NT, IDM, EBP
8 (July 8)	Case Study: Patient Undergoing Surgery and Complications of Pneumonia	Preparatory Worksheet 5 Due: Surgery Genogram Assignment Due (based on Health Risk Assessment)	NT, COM, IDM, HPRR, CT, EBP
9 (July 15)	Case Study Related to a patient Suffering from a Stroke	Preparatory Worksheet 6 Due	IDM, NT, HPRR, EBP
10 (July 22)	ATI Exam: Fundamentals of Nursing Case Study: Diabetes and application of Kolcaba Theory	Fundamentals of Nursing Exam Reflective Summary Due Preparatory Worksheet 7 Due	GCC, IDM, COM, EBP, NT
11 (July 29)	Case Study (ethics support involving cultural issues) Case Studies (research ethics) Guest: Ann Mongoven	Preparatory Worksheet 8 Due Group work on case studies ATI Remediation	EP, GCC, COM, PL, CT, COM, EP
12 (Aug. 5)	Case Study Involving Leadership Effectiveness	Preparatory Worksheet 9 Due Final Check on Portfolio	PL, COM, EP