

**Level III Integrative Seminar****NUR 450****Sections 001****Credits: 1 Lecture/Recitation/Discussion Hours: 2-1(2-0)****Thursdays from 1:00 pm to 2:50pm****A133 Life Sciences****Fall 2009**

**Catalog Course Description:** Integration of concepts and theories into intermediate-level nursing practice. Dynamic interrelationship between professional, scholarly nursing practice and health and wellness of diverse families, from childbearing through adolescence.

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

1. Critically examine the application of complex communications 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 (clinical decision-making).
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 the 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).

**Prerequisites:** Level I and II courses

**Co requisites:** NUR 435 and NUR440

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

American Association of Colleges of Nursing (2008). *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

## NUR 450

### Faculty:

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

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

### Required/Suggested Text

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

### Instructional Model

Seminar will utilize a case study format, other interactive learning methodologies 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

This course is a Pass/Fail course, however, rubrics are supplied for each assignment and the seminar is evaluated utilizing the standard College of Nursing grading scale. This means that if you do not achieve a grade of 75% on any assignment, you will not pass that assignment. **Note: A cumulative course grade of 75% on all assignments, as well as passing grade on seminar indicators, research summary forms, Senior Scholarly Project presentation and reflective summary is required for progression to Level IV. All assignments are due in class on the dates that are assigned.**

Faculties may require up to two weeks returning assignments depending upon the complexity of the assignment.

**LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY  
CURRICULAR CONCEPT ACROSS THE CURRICULUM**

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.**

<b>LEVEL III</b>			
Concept	Level III Outcome	LIII Competency	LIII Indicator
COMMUNICATION III (COMM)	Competently engage in interpersonal relationships with person, populations, and colleagues	<ol style="list-style-type: none"> <li>1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care.</li> <li>2. Evaluate group communication skills.</li> </ol>	Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence.
CRITICAL THINKING III (CT)	Analyze and synthesize information from nursing science into (check syllabi).	<ol style="list-style-type: none"> <li>1. Critique and value the impact of her/his critical thinking process used in their nursing practice</li> <li>2. Formulates and defends an argument</li> </ol>	Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice.
NURSING THERAPEUTICS III (NT)	Evaluate data in the planning and delivery of targeted nursing care to persons and populations.	Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes	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. PROFESSIONAL LEADERSHIP, and CRITICAL THINKING; NUR 440)
HEALTH PROMOTION AND RISK REDUCTION III (HPRR)	Demonstrate skill in the development and implementation of health promotion plans for persons and populations. Question if this objective is a high enough level	<ol style="list-style-type: none"> <li>1. Uses National and State datasets to examine the health of a vulnerable population</li> <li>2. Applies strategies to a special and vulnerable populations</li> </ol>	<ol style="list-style-type: none"> <li>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</li> </ol>

			families, and others. Students will analyze relevant evidence to select appropriate information utilizing age, culture, religion, and gender-appropriate communication methods to disseminate information (also COMMUNICATION and GLOBAL AND CULTURAL COMPETENCE, NUR 435).
ILLNESS AND DISEASE MANAGEMENT III (IDM)	Analyzes and evaluate theories and principles in coordinating the care necessary for the management of illness and disease.	<ol style="list-style-type: none"> <li>1. Anticipates and manages complexities of patient care and health care system that impact coordinated and efficient care</li> <li>2. Promote achievement of client outcomes by coordinating delivery of care</li> </ol>	Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice.
PROFESSIONAL LEADERSHIP III (PL)	Assumes responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems.	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)	Uses ethical problem-solving methods to effectively advocate for vulnerable persons, groups and populations.	<ol style="list-style-type: none"> <li>1. Analyze ethical problems related to the health care for vulnerable population</li> <li>2. Engage in respectful and reasoned dialog with colleagues related to the health care needs for a vulnerable populations</li> </ol>	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 COMMUNICATION; NUR 450).
EVIDENCE-BASED PRACTICE III (EBP)	Analyze research evidence and theory, clinical expertise, and patient/family preference and values in providing care that promotes health and wellness.	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)	Plan and implement care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and illness. Competencies	<ol style="list-style-type: none"> <li>1. Systematically investigate the interaction between social and cultural determinants</li> <li>2. Using culturally specific data, develop plan for care of culturally diverse vulnerable populations.</li> </ol>	Combined with Professional Leadership, Health Promotion Risk Reduction, and Communication.

## 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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**Preparatory work** will consist of analysis of knowledge and information prior to the case study discussion. All prep work must be typed in APA format with name and date in upper right hand corner. References, in APA format, to be included. This work will provide a springboard for discussion and integration of concepts during seminar. All preparatory work will be collected. *Two will be randomly graded for course credit.* **Students without completed preparatory work will receive a deduction of 1 point from their final grade for this assignment for each week that preparatory work is not received.**

**Class participation** will be evaluated at mid-semester and at the completion of the semester.

**Seminar Indicator** will include the examination of an ethical problem for a specific population. The indicator assignment will be posted on Angel by Bioethics faculty.

**Reflective summary** 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.

**The BSN Scholarly project** begins in Level I and is completed by Level IV. At this level, students will continue to work on topic of interest, completing a literature review with Research Summary forms by midterm, and developing a power point presentation that includes all Level III SSP components for presentation during the last class of the semester. The objectives with an outline, timeline and plan, including CON faculty mentor and choice of nursing theorist, are to be part of the presentation. Students will work with seminar faculties to facilitate their analysis, research, preparation, and presentation of their selected topic.

**ATI** (Educational Resources, Inc.) Examinations are a course requirement. The examinations will be scheduled during class time. Students shall take a non-proctored practice exam prior to taking the proctored exam for the content area. Students are expected to achieve proficiency level II or above on the proctored exam. Students receiving below a proficiency level II are required to complete remediation materials within 10 days of the proctored exam. **All documentation for ATI examinations and remediation must be turned in to the course faculty by the due date (see course calendar).**

**ATI Remediation** – Students will be given 10 days from the date of the proctored exam to remediate. Students shall create a Focused Review via the ATI web site and spend a minimum of 2 hours on the review materials. After the students have done the review, they need to take a non-proctored practice assessment in the area of remediation no later than 10 days following the proctored exam. Students must achieve a 75% or higher on the practice assessment to pass integrative seminar. **Students must provide documentation of achieving at least a 75% on the practice assessment to the course faculty.**

## Course Evaluation

Students are expected to complete the course and instructor evaluation forms during class. 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, indicators, preparatory work, Senior Scholarly Project and reflective summary.

**Course Calendar with assignment due dates will be available on the ANGEL website the first week of classes.**

## 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.
  - All completed assignments must be emailed to faculty *prior* to class, in the event of an absence.
  - 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 will be requested. All overdue assignments will receive grade deduction per CON policy and as indicated in syllabus.

## Communication

1. Faculty can be reached through e-mail or via office phone. All e-mail will receive a response within 3 working days. Students are expected to refer to the syllabus, Angel website, text, or peers for previously provided class information, posted schedules, and general updates prior to contacting faculty. Urgent messages can be forwarded through the College of Nursing office, A117 Life Sciences, 517-353-4827, if faculty cannot be reached. Examples of urgent needs include personal or family serious illness requiring an absence.
2. Students are responsible for announcements and information sent electronically via Angel.

## 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 faculty should be notified prior to disruption, and plans will be made so you will not disturb the entire class. Talking, reading the newspaper and sleeping are examples of unacceptable behaviors. Faculties are open to feedback, ideas, and concerns. For in-depth discussions, a scheduled meeting is encouraged.

Michigan State University  
 College of Nursing  
 Integrative Seminar  
 Case Preparation Assignment Evaluation Tool

Name \_\_\_\_\_

Score \_\_\_\_\_

Criteria	4 Accomplished	3 Proficient	2 Developing	1 Novice	Score
<b>Content identification</b>	Accurately and comprehensively identifies & distinguishes all key content	Accurately identifies & distinguishes most (>80%) key content	Accurately identifies & distinguishes some (>50%) key content	Inaccurate or superficial responses to most items	
<b>Structure of content</b>	Responses are clear, organized, and concise	Most (>80%) responses are clear and organized	Some (>50%) responses are unclear and/or disorganized, lacks concise articulation	Most responses are unclear and lack any organization	
<b>Format</b>	Document is typed with appropriate grammar, terminology, and format APA references included	Document is typed with minimal grammatical, terminology or format errors	Document has many grammatical errors, misuse of terminology, and lack of format	Document is handwritten or lack of format and content is consistent throughout	

12 = 100%

9 = 75%

Adapted from document by MAK by C. Powe-Watts 8/07

**MSU College of Nursing**  
**NUR 450**

**Class Participation Rubrics**

1. Contributions in class discussions must:
  - Add value to discussion
  - Demonstrate knowledge of topic with evidence of adequate preparation
  - Not monopolize discussion
  
2. Students will model professional behavior during class:
  - Excessive talking, unexcused absences or tardiness, sleeping or other unprofessional behaviors will negatively impact your grade.
  
3. Peer evaluations will give evidence to group member's preparation/participation.
  
4. Minimal criteria for participation will be met; all students will add to case study discussion during the semester. Scoring for participation is determined ex post facto, although contributing at least 2-3 times during the semester has been demonstrated as minimum in previous semesters. Faculty will determine scores during mid-semester evaluation and during the last week of the semester, although students are encouraged to inquire at any time about their standing.

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 Student Participation Evaluation Tool

Criteria	Score*
Listens attentively and respectfully without interruption or disruption	
Participation adds to, elaborates on, or clarifies points in discussion	
Demonstrates professional responsibility and accountability	

**\*Key**

- 4** Accomplished = almost always exhibits      *12 = 100%*
- 3** Proficient = very often exhibits                *9 = 75%*
- 2** Developing = sometimes exhibits
- 1** Novice = rarely exhibits
- NA** = not applicable

MAK.6/05

College of Nursing  
Level III Senior Scholarly Project Evaluation form

SSP Topic \_\_\_\_\_

SSP Members \_\_\_\_\_

Criteria	Description	Met (10)	Partially Met (1-9)	Not Met (0)	Score
* Introduction & Problem: (10)	Problem-focused or knowledge-focused triggers; Background includes history, why a priority. The topic is clearly identified with potential scholarly application of the evidence. Project choice is one for which sufficient research exists for an evidence based project.				
*PICO Question (10)	State as a single question to include minimum of 3 elements: PIO is present in the introduction of the powerpoint presentation.				
*Theoretical Foundation (10)	Linkage evident as the presentation demonstrates scholarly depth and focus. Includes nurse theorist name, model, and 1 or more major concepts.				
Critique of Research (10)	Critique of Research is summarized with scholarly knowledge of research and there is clear connections demonstrated to project within each reference.				
References (10)	Relevant to the PICO question and application to the topic. There is a minimum of 10 current research references with a research summary form for each. More than 50% of the references come from nursing research.				
Structure (10)	The presentation has clear structure with smooth transitions between topics and thoughtful conclusions.				
Format (10)	Sentences are well formed and appropriately varied in length and style. There are few if any spelling or grammatical errors.				
APA format (10)	Presentation and research summary forms use appropriate APA formatting and contains few if any errors.				
Timeline (10)	Timeline included in presentation clearly demonstrates plan for Level IV completion and includes scheduled meetings with Faculty mentor.				
Poster elements (10)	Begin to outline poster content. It should be logically structured with appropriate headings which include: Title: MSU CON logo; authors' names; credentials (SN) plus a minimum of 6 elements - will continue to develop the elements in level IV.				

**Total Score received (100 possible points)** \_\_\_\_\_

**RESEARCH EVIDENCE SUMMARY FORM**

APA citation for article (ie author, date,title etc)	
<b>Problem/Purpose</b> <i>(Discovery purpose)</i>	
<b>Conceptual/Theoretical Framework</b>	
<b>Design Type</b>	
<b>Setting</b>	
<b>Sample</b> Sampling method Inclusion/Exclusion criteria Sample size Representativeness <i>( Qualitative method, sampling method, sample size)</i>	
<b>Variables</b> Independent Dependent <i>(Phenomenon of interest)</i>	
<b>Measurement</b> -Instruments: describe instrument and how scored. -Reliability -Validity	
<b>Data collection</b> -Procedure (ie phone interview, paper and pencil questionnaire, etc) and how collected (in person, mail). -Setting for data collection (ie home, clinic) Type of data	
<b>Results</b>	
<b>Clinical Implications</b>	
<b>Limitations</b>	
<b>LOE/Quality</b>	

*Italics for Qualitative Studies when topic would be different.*

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NUR 450  
Peer Evaluation (Group work)

<b>Name:</b>	
List group member names below:	Assign score for each group member:
1	1
2	2
3	3
4	4
5	5
6	6
Scores are based on scale of 1-4: 1= full participation and preparation – consistently reliable 2= most often fully prepared and participated most of the time 3= occasionally present, difficult to rely on group member's participation and preparation 4= unable to rely upon group member's participation or preparation	

Michigan State University  
College of Nursing  
Reflective Summary Evaluation Tool

	<b>4 Accomplished</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Novice</b>	Score
<b>Concept Development</b>	Specifically and completely defines each concept as related to experiences and provides an example of accomplishment for each	Specifically and completely defines each concept as related to your experiences and provides examples for 7-8 concepts	Minimally defines each concept as related to your experiences and provides examples of 5-6 concepts	Does not adequately define concepts and provides few examples	
<b>Personal Growth in concepts</b>	Provides specific evidence of personal growth in each of the selected concepts	Provides specific evidence of personal growth in 4 concepts	Provides specific evidence of personal growth in 3 concepts	Provides specific evidence of personal growth in 2 concepts	
<b>Application</b>	Adequately describes using specifics the application of the 9 concepts into daily clinical practice	Adequately describes using specifics the application of the 7-8 concepts into daily clinical practice	Adequately describes using specifics the application of the 5-6 concepts into daily clinical practice	Describes using vague generalities or adequately describes using specifics the application of less than 5 concepts into daily clinical practice	
<b>Goal Areas</b>	Identifies at least 4-5 specific areas for growth and develops a realistic growth plan to achieve mastery in each area	Identifies at least 3 specific areas for growth and develops a realistic growth plan to achieve mastery in each area	Identifies at least 2 specific areas for growth and develops a realistic growth plan to achieve mastery in each area	Identifies growth areas in vague generalities and/or has no realistic plan to achieve mastery	
<b>Structure and Format</b>	Sentences well formed and appropriately varied in length and style; Few if any spelling, grammatical, or APA format errors Clear introduction, smooth transitions between topics, and thoughtful conclusion	Most sentences are well formed, with occasional awkwardness; Some spelling or grammatical errors, but paper understandable Introduction, transitions, and conclusions present, could be clearer or smoother	Some sentences poorly constructed but generally understandable; Some spelling or grammatical errors, making paper difficult to understand in places Evident which topics are being discussed, but no introduction, conclusion, or transitions	Many sentences poorly constructed, incomplete, and/or awkward; Many spelling or grammatical errors, which present significant barrier to understanding Unclear which topics are being discussed and when; transitions non-existent	

Level Performance Grading Scale

%	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>	<b>Level IV</b>
<b>100%</b>	12	15	18	20
<b>75%</b>	9	11	14	15

Michigan State University  
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Ethical Indicator Evaluation Tool

Name: \_\_\_\_\_

Total Score: \_\_\_\_\_

Criteria	4 Accomplished	3 Proficient	2 Developing	1 Novice	Score
<b>Identification of ethical question</b>	Present and participates in group role play for both OB and Pediatric Population cases  Appropriately identifies pertinent ethical issues using ethical language	Not applicable	Not applicable	May identify an inappropriate ethical issue e.g. a legal issue that is not an ethical dilemma  It is obvious that content is unclear to writer	
<b>Application of ethical question</b>	Applies two conflicting arguments to identified ethical question from role play with depth and understanding. Opposing arguments are clearly identified as conflicting or dilemmatic	Applies one ethical argument to identified ethical question with sufficient understanding and depth.	Applies insufficient argument to identified ethical question. There is insufficient understanding and depth of ethical question.	Concept absent or inappropriate. Clearly lacking depth and understanding of ethical question and supportive arguments.	
<b>Structure of content</b>	Clear introduction, smooth transitions between topics, and thoughtful conclusion.  Interesting and clear to reader.	Introduction, transitions and conclusions present but could be verbalized more professionally	Evident which topics are being discussed, but no introduction, conclusion or transitions	Unclear which topics are being discussed and when; transitions non-existent.	
<b>Format/ Mechanics</b>	Sentences well formed and appropriately varied in length and style; Few if any spelling, grammatical, or APA format errors.	Most sentences are well formed, with occasional awkwardness; Some spelling or grammatical errors, but paper understandable	Some sentences poorly constructed but generally understandable; Some spelling or grammatical errors, making portions of paper difficult to understand.	Many sentences poorly constructed, incomplete, and/or awkward; Many spelling or grammatical errors, which present significant barrier to understanding.	

16= 100%

12= 75% passing for indicator assignment