

Level IV Role Transition Seminar

NUR 480: 2 Lecture/Recitation/Discussion Hours: 2 2(2-0)

Tuesday, 2:30-6:20pm, A131 Life Sciences

Summer 2009

Catalog Course Description: Advanced-level concepts and theories for entry-level nursing practice. Dynamic interrelationship between professional, scholarly nursing practice, and health and wellness of diverse populations and health care organizations.

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

1. Examine the communication strategies necessary for effective system and interpersonal level relationships with populations and organizations. (communication)
2. Use advanced critical thinking processes in complex healthcare and professional arenas (clinical decision-making)
3. Synthesize data to competently deliver targeted nursing care to persons and populations (nursing therapeutics)
4. Skillfully facilitate adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness(health promotion/risk reduction)
5. Integrate theories and principles to competently coordinate the care necessary for the focused management of illness and disease. illness and disease management)
6. Assume responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems. (professional leadership)
7. Incorporate ethical decision-making into their nursing practice, advocate for self-determination related to health, and influence health policy.(ethical practice)
8. Consistently incorporate theory and research findings into nursing practice (evidence-based practice)
9. Consistently apply analysis of the interaction among global, cultural and socioeconomic factors to influence the health and wellness (global and cultural competence)

Prerequisites: NUR 450 and completion of Tier I writing requirement.

Co-requisites: NUR 460 concurrently or NUR 470 concurrently.

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

Faculty Contact Information:

Kathleen Poindexter, PhD, RN
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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.

1. Students are encouraged to contact faculty via the ANGEL discussion forum or e-mail.
2. Class announcements and information will be available through ANGEL and email. Students are responsible for any and all course-related information sent out electronically.

Required Texts and Resources:

a. Required Texts:

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

Stanhope, M., & Lancaster, J. (2005). *Foundations of Nursing in the Community: Community oriented practice* (2nd ed.). St. Louis, MO: Mosby.

Yoder-Wise, P.S. (2007). *Leading and managing in nursing*. (4th ed.). Mosby Elsevier: St. Louis.

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

(Texts are available at the MSU Medical Book Store in Fee Hall).

CALENDAR, EVALUATION TOOLS AND OTHER COURSE MATERIAL AVAILABLE TO STUDENTS ON THE NUR 480 ANGEL WEBSITE.

b. 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!

Travel to meet with Michigan legislative or policy officials will be required. Additional resources such as printing, poster materials, copying and supplies will be required to complete the scholarly project and portfolios.

Evaluation:

- a. Learning Assessments and Grading: Assignments will be discussed in detail in class.

NUR 480 Issues and Trends in Nursing Components
Personal Philosophy of Nursing
Policy Brief and Presentation
Ethics Analysis Paper (L4 Indicator)
Class participation, self & group evaluation
Scholarly Project (SP) Assignments
NCLEX study plan
ERI Exams

Class preparation activities, scholarly project assignments, and prep work are designed to prepare the student for discussion and group activities in class. Information about these assignments will be available on Angel the week prior to class. Class preparation activities are to be completed prior to class, and all prep work is due at the start of class. At times in the course, class time is allocated to out-of-class learning activities provided on ANGEL.

- 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
84-88%	3.0 (Minimum passing grade)
83-79%	2.5
75-78%	2.0
74-70%	1.5
65-69%	1.0
<64%	0.0

“Final Course Grades will not be rounded”

**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.**

LEVEL IV			
Concept	Level IV Outcome	LIV Competency	LIV Indicator
COMMUNICATION IV (COMM)	Competently engages in increasingly complex interpersonal relationships with clients, colleagues, and groups.	Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels). Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.	Two process recordings within the leadership role that demonstrates ability communicate within levels of the health care and social system. (Also PROFESSIONAL LEADERSHIP; NUR 460)
CRITICAL THINKING IV (CT)	Appraises and judges nursing care in relation to their own internalized critical thinking process.	Critically judges nursing care issues and develops approaches to clinical/theoretical situation. Evaluates and revises decisions under conditions of risk and uncertainty.	Combined with ETHICAL PRACTICE
NURSING THERAPEUTICS IIV (NT)	Synthesizes data to competently deliver targeted nursing care to individuals and groups.	Provides and critically evaluates complete care to a selected group of patients. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations	Community assessment/analysis health promotion project: Evidence-based assessment, diagnosis, planning, intervention, and evaluation in partnership with a vulnerable community-based population group (also EVIDENCE-BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, and GLOBAL AND CULTURAL COMPETENCE; NUR 470)
HEALTH PROMOTION AND RISK REDUCTION IV (HPRR)	Skillfully facilitates adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness	Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes evaluation of the HP/RR intervention.	Combined with NURSING THERAPEUTICS, EVIDENCE BASED PRACTICE, AND GLOBAL CULTURAL COMPETENCE (see NT).

ILLNESS AND DISEASE MANAGEMENT IV (IDM)	Integrates theories and principles to competently coordinate the care necessary for the focused management of illness and disease.	Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team	Combined with PROFESSIONAL LEADERSHIP
PROFESSIONAL LEADERSHIP IV (PL)	Formulate professional leadership approaches to promote optimal health outcomes for persons and populations in varied care settings	1. Examines licensure law, regulations, and scope of practice 2. Develop personal goals for professional development including areas that enhance health care and advancement of the profession 3. Advocate for the role of the professional nurse as a member of the health care team 4. Competently coordinates the interdisciplinary care provided to a group of 3 to 4 patients for at least one complete 8 to 12-hour nursing shift including the supervision of ancillary nursing staff	Maintain case management referral log and evaluation the coordination of care within portfolio (also ILLNESS AND DISEASE MANAGEMENT; NUR 460). Combined with COMMUNICATION
ETHICAL PRACTICE IV (EP)	Develop effective strategies to remedy institutional or social level ethical problems	Evaluates policy and practice using ethical problem-solving methods Develops strategies to remedy institutional or social level ethical problems	Uses ethical problem-solving method and appropriate literature to develop a case analysis using an ethical problem experienced during personal clinical practice (Also CRITICAL THINKING; NUR 480)
EVIDENCE-BASED PRACTICE IV (EBP)	IV Consistently internalizes theory and research findings into nursing practice.	Evaluates policies and procedure used in the clinical settings using current evidence.	Combined with NURSING THERAPEUTICS, HEALTH PROMOTION RISK REDUCTION, AND GLOBAL CULTURAL COMPETENCE (see NT).
GLOBAL AND CULTURAL COMPETENCE IV (GCC)	Consistently applies analysis of the interaction among global, cultural and societal factors affecting the health and wellness of persons/populations.	Examines the interaction between cultural and social variables of a specific cultural population Examines international Nursing's role in global health	Combined with NURSING THERAPEUTICS, EVIDENCE BASED PRACTICE, AND HEALTH PROMOTION RISK REDUCTION (see NT).

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

Instruction:

- a. Methodology: Seminar will utilize a case study format, small and large group discussions, and interactive group activities to facilitate synthesis of level content and previous learning. Guest speakers will be invited to present on topics of interest. All assigned text and article readings are expected to be completed prior to the indicated class time. Each student is responsible for understanding the assigned readings and is expected to actively participate during in-class group activities. Completion of assignments prior to seminar is necessary to assimilate concepts and participate in seminar discussion. Assignments will include recommended review materials.

- b. Writing Requirements:

Course Policies: Written assignments will be graded according to rubrics supplied on the Angel course site. APA style is required for all written assignments.

Students are responsible for the information found in the CON BSN Student Handbook and the College of Nursing policies regarding Professional Development Guidelines.

Professionalism:

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 engaging in computer activities not directly related to the class, and sleeping are unacceptable. Computers will remain closed during class unless permitted otherwise. Faculty are open to feedback, ideas, and concerns regarding professionalism expectations.

Attendance: 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.

1. Attendance for seminar is required. Absences may result in assignments as designated by faculty. Point deductions for absences are the discretion of the faculty.
2. Assignments are due at the beginning of the class period on the date specified, unless otherwise indicated. 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. For questions about student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, see course faculty.

Course Calendar: Course calendar will be consistent with MSU's semester dates. Detailed class information will be provided to the students in class and accessible on-line within ANGEL.

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 NRU 480 Level IV: Role Transition Seminar..

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.

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.