Integrative Seminar I  
NUR 355-734  
Online  
2 credits  
Spring 2016

I. **Catalog Course Description:** Critical appraisal of literature related to health promotion and risk reduction in preparation for an evidence based practice project.

II. **Course Objectives:**
1. Discuss health risks among various persons/populations.
2. Discuss health promotion or risk reduction strategies for persons or families.
3. Examine evidence that supports health promotion or risk reduction nursing interventions for persons or families.
4. Critique various prevention guidelines for health promotion and risk reduction for persons or families.

III. Additional Course Detail: [at faculty discretion] if None just say NONE do not delete

IV. **Prerequisites:** NUR 325 and NUR 340

V. Co-requisites: NUR336

VI. **Standards Documents:** The curriculum is guided by the following documents:

  [http://www.aacen.nche.edu/education-resources/BaccEssentials08.pdf](http://www.aacen.nche.edu/education-resources/BaccEssentials08.pdf)


VII. **Course Faculty:** Rhonda Conner-Warren PhD, RN, CPNP-PC

  Office: A 105 Life Science Building  
  1355 Bogue Street  
  Phone: 355-4719  
  Contact Information: Email: Rhonda Conner-Warren@hc.msu.edu  
  Office Hours: By appointment

*Note: Meeting times can be arranged to accommodate student schedules*
E-mail Communication: Email communication for this course is preferred when possible. Instructors will be using student msu.edu email addresses. The goal will be to respond to your questions within 72 hours between 8am and 5pm, as a general rule.

VIII. Instruction:

a. **Methodology:** This online course will be taught using the university’s D2L platform. Readings will be assigned from textbooks, from articles available electronically through the MSU library and from web sites. Learning will be assessed through posts on discussion forums and short papers.

b. **Writing Requirements:** All written assignments are to be submitted in APA format with proper citations of the literature unless exceptions are specified by the faculty.

c. **Required Texts:**


d. **Optional Texts:** None

XIV. Other Required Resources, References, Supplies

**Desire2Learn Helpline**

1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)

[www.d2l.msu.edu](http://www.d2l.msu.edu) (D2L Help link in upper right corner)

http://help.d2l.msu.edu/

Always check with the Help Line first!

http://help.d2l.msu.edu/students/quick-start-guide

**Frequently Called Telephone Numbers**

Simulation Lab, Life Sciences; 355-5765 (with answering machine)

Media Lab (Andy Greger) Life Sciences, 353-9020

College of Nursing Office of Student Support Services C120 Bott Building 353-4827.

DMC – College of Osteopathic Medicine, 4707 St Antoine St, Detroit, MI 48201/517-884-9674.
XI. Outcome, Competencies and Indicators:

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. Each indicator assignment must be passed at 75%. If 75% is not achieved on the first attempt the student must remediate to a minimum grade of 75%, however the original grade on the assignment will stand.**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level III Outcome</th>
<th>LIII Competency</th>
<th>LIII Indicator</th>
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<tbody>
<tr>
<td>COMMUNICATION III (COMM)</td>
<td>Effectively communicate and collaborate with individuals, families, and health professionals in person, in writing and using technology.</td>
<td>1. Initiates effective written and verbal communication with persons, populations, and colleagues to affect patient care. 2. Evaluate group communication skills.</td>
<td>Combined with Professional Leadership, Health Promotion Risk Reduction, and Global and Cultural Competence.</td>
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<tr>
<td>CRITICAL THINKING III (CT)</td>
<td>Apply critical thinking processes to nursing practice.</td>
<td>1. Critique and value the impact of her/his critical thinking process used in their nursing practice 2. Formulates and defends an argument</td>
<td>Combined with Nursing Therapeutics, Illness and Disease Management, and Evidenced Based Practice.</td>
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<tr>
<td>NURSING THERAPEUTICS III (NT)</td>
<td>Utilize data to competently deliver targeted nursing care to individuals, families and groups.</td>
<td>Uses evidence and outcomes critically evaluates effectiveness of the Nursing Care Plan and revises care to improve outcomes</td>
<td>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, COMMUNICATION, EVIDENCE BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, PROFESSIONAL</td>
</tr>
<tr>
<td>Course Title</td>
<td>Description</td>
<td>Objectives</td>
<td></td>
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<td>--------------------------------------------------</td>
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<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
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| HEALTH PROMOTION AND RISK REDUCTION III (HPRR)   | Implement appropriate health promotion plans for individuals, families, and groups. | 1. Uses National and State datasets to examine the health of a vulnerable population  
2. Applies strategies to a special and vulnerable populations | 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 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)         | Apply theories and principles to competently provide high quality, safe and efficient management of illness and disease for individuals, families and groups. | 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  
3. | Combined with Nursing Therapeutics, Critical Thinking, and Evidenced Based Practice. |
<table>
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<tr>
<th>PROFESSIONAL LEADERSHIP III (PL)</th>
<th>Assumes leadership responsibility for the effective delivery of nursing care for individuals, families, and groups varied care settings.</th>
<th>Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients</th>
<th>Combined with Health Promotion Risk Reduction, Global and Cultural Competence, and Communication.</th>
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</table>
| ETHICAL PRACTICE III (EP)       | Articulate ethical practice and advocate for individuals, families and groups.                                                      | 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 | 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) | Value and use of theory, research based evidence, and patient preferences in the provision of care to individuals, families, and groups. | 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) | Delivers care with consideration of the impact of global, cultural, societal, and policy factors affecting the health and wellness of individuals, families and groups. | 1. Systematically investigate the interaction between social and cultural determinants  

**Indicators**

Critical Reflection Summary
XII. Evaluation:

a. Learning Assessments and Grading:
   This course is pass/no grade. Rubrics will be used to grade weekly assignments. An average of 75% on weekly assignments is required for a passing grade. A 5% penalty will be taken per 24 hours for late submissions. A 75% is required on the Reflective Summary paper to pass the course.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight (% of grade)</th>
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<tbody>
<tr>
<td>Critical Appraisal and Responses</td>
<td>79</td>
</tr>
<tr>
<td>Power Point Presentation</td>
<td>10</td>
</tr>
<tr>
<td>Critical Reflective Summary (Indicator)</td>
<td>10</td>
</tr>
<tr>
<td>APA Certificate</td>
<td>1</td>
</tr>
</tbody>
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b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>94-100 %</td>
<td>4.0</td>
</tr>
<tr>
<td>89-93.99%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>79-83.99%</td>
<td>2.5</td>
</tr>
<tr>
<td>75%-78.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
</tr>
<tr>
<td>70%-74.99%</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
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*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook. Grades will not be rounded.

XIII. Examinations

a. Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

b. Absences: Students must notify course faculty of any absence prior to the start of the exam.

c. Excused Absence: Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation). Excused absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.
d. Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.

e. Make-up Exam (for excused absence only):
   a. Students must contact the faculty member to schedule the make-up examination. The exam must be made up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
   b. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

XII. Grief Policy:

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is the responsibility of the student to: a) notify the Associate Dean by completing the grief absence request form https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx; b) complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return. It is the responsibility of the instructor to work with the student to: a) make reasonable accommodations and b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

XIII. Honors Option: Honors Option available for the course. Refer to BSN Handbook for CON Policy related to Honors Options in Nursing Courses.

XIV. Professionalism:

Students are expected to apply professional standards to all behavior related to the course, including communications with faculty, peers and community members. Respect for faculty and other students includes turning in assignments on time. A 5% penalty for each day of late submissions will be taken.

XV. Course 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.
XIX. University 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 College 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 http://splife.studentlife.msu.edu/ 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 www.allmsu.com . 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 https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

XX. 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.

XXI. 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.
XXII. 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. See the Ombudsman’s web site for a discussion of 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.

XXIII. College of Nursing Policies:

Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON BSN Student Handbook.

XXIV. Course Calendar:  Calendar will be posted in D2L.

(date of final examination, scheduled according to the University final exam schedule, and tentative dates of required assignments, quizzes, and tests, if applicable)

(Additional Suggestions may include; describe major test dates, project due dates and other important happenings including any field trips, guest speakers, conferences, days class will not meet, major reading assignments, tentative deadlines for required and recommended readings, tentative schedule of course topics, required field trips, rehearsals, etc., scheduled outside of regularly-scheduled class time, along with any accompanying fees and tickets, common test dates for all sections of a multi-section course, as approved by the unit).

NOTE: