

## Syllabus

### Course Syllabus

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**Wendy J. Robb**, PhD, RN, CNE joined Cedar Crest College Nursing Department in the Fall of 2000. Her background includes expertise as a Clinical Nurse Specialist in the area of adult acute care, particularly trauma care, and research experience as a clinical research coordinator. Dr. Robb graduated from Gwynedd-Mercy College and DeSales University before completing her doctoral studies at Widener University in Chester, PA. Her research expertise is in the area of complementary and alternative healing and she has explored alternative healing modalities in The People's Republic of China. She has published and presented nationally and internationally on a variety of topics and has traveled to nursing schools in Ghana, West Africa and Sweden as part of international exchanges. Dr. Robb has participated in several national grants, holds memberships in numerous professional organizations, and maintains certification as a Nurse Educator by the National League for Nursing.

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**Course Title** NUR 525 Clinical Nursing Practicum

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**Course Credits** 4 (2 Classroom & 2 Clinical)

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**Course Pre-requisites** Successful completion of CORE and CLINICAL courses (NUR 510, NUR 512, NUR 514, NUR 516, NUR 520, NUR 522)

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**Course Co-Requisites** NUR 531 or NUR 541

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**Course Description** This course explores a variety of decision-making approaches that are frequently used by leaders in nursing. Multiple decision-making methods are explored including the effects of current evidence, history, tradition, and other ways of knowing on nurses and their ability to make decisions within the complex healthcare milieu. Legal, spiritual, cultural, and political factors that influence nurses' consideration of the patient, family and community needs will be discussed as well as emotional intelligence and its impact on clinical decision-making.

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**Credit  
Delineation  
Formula**

1 credit hour = 1 hour of class time per week  
(2 credits = 2 class hours per week x 14 weeks = 28 hours  
of class time)

1 credit hour = 3 hours of clinical time per week  
(2 credits = 6 clinical hours per week x 14 weeks = 84  
clinical hours)

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**Course  
Format**

Lecture, discussion, guest speakers, presentations, web-enhanced assignments. Practical application of clinically relevant advanced nursing concepts through use of exemplars, discussion, and presentations. 84 hours (2 credits) clinical experience in leadership/management, with 28 hours (2 credits) of classroom instruction will be completed by the student.

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**Course &  
Clinical  
Objectives**

1. Explore the contributions of a variety of decision-making approaches that add to the ways of knowing and the evidence that enables nursing professionals to be reflective, critical, flexible, and comfortable with the decisions they make.
  2. Examine how self-reflection, history, legal and ethical, spirituality, culture, family, media, group, evidence-based practice, economics, health policy and emotional intelligence affect the way nurses make decisions.
  3. Critically reflect upon the complex, fluid and flexible nature of individuals' unique patterns of decision-making.
  4. Analyze specific decision-making approaches to health care situations in the assigned clinical setting.
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**Course  
Outcomes**

1. The student will be fluent in concepts related to ways of knowing and decision-making approaches.
2. The student will demonstrate knowledge of emotional intelligence and its impact upon decision-making.
3. The student will perform a self-evaluation of his or her own decision-making process.

**Outline of Topics**

4. The student will apply knowledge of decision-making approaches to health care situations in the assigned clinical setting.
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- Know Yourself: Reflective Decision-Making
  - What's your EQ?: Emotional Intelligence and Decision-Making
  - Looking Back: History and Decision-Making in Health Care
  - Right or Wrong: Legal and Ethical Issues and Decision-Making
  - More than Prayer: Spirituality and Decision-Making
  - Culture and Decision-Making
  - Who is Family?: Family and Decision-Making
  - Media and Decision-Making
  - Flattening the Field: Group Decision-Making
  - Evidenced-Based Decision-Making
  - Right on the Money: Economics and Decision-Making
  - Getting Involved: Public Policy and the Decision-Making Process
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**Required Textbook(s)**

Lewenson, S. B., & Truglio-Londrigan, M. (2008). *Decision-making in nursing: Thoughtful approaches for practice*. Jones & Bartlett Publishers: Sudbury, MA

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

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**Recommended Textbook(s)**

Blenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1997). *Women's ways of knowing: The development of self, voice, and mind*. NY, NY: BasicBooks, Inc.

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**Attendance Policy**

It is imperative that students regularly attend class in

order to actively engage in the scholarly discourse related to the course content. Students are adults with responsibilities and other duties that may conflict with the pre-arranged course schedule. Students must notify the instructor via email regarding any class absence.

<b>Grade</b>	<b>Participation</b>	<b>Class</b>
<b>A</b>	Consistently addresses questions by explicitly drawing upon the key ideas, perspectives, interpretations and/or empirical evidence presented in the readings. Consistently cites specific passages and/or evidence presented in the text to address questions; rarely relies simply on personal experiences and/or anecdotal evidence.	
<b>B</b>	Tends to address questions by explicitly drawing upon the key ideas, perspectives, interpretations and/or empirical evidence presented in the readings. Tends to cite specific passages and/or evidence presented in the text to address questions; tends to reply upon personal experiences and/or anecdotal evidence.	
<b>C</b>	Tends not to address questions by explicitly drawing upon the key ideas, perspectives, interpretations and/or empirical evidence presented in the readings. Tends not to cite specific passages and/or evidence presented in the text to address questions; tends to rely heavily on personal experiences and/or anecdotal evidence.	
<b>D</b>	Rarely addresses questions by explicitly drawing upon the key ideas, perspectives, interpretations and/or empirical evidence	

presented in the readings.  
Rarely cites specific passages and/or evidence presented in the text to address questions; relies almost exclusively upon personal experiences and/or anecdotal evidence.

**F** Fails to address the questions at all.  
Submission of materials is late.

After careful review and critical consideration of the student's class participation as well as the quality of the student's submitted work, the instructor will render a final course grade as she deems appropriate. Strong class contributions and superior scholarly work will positively impact the final course grade. Likewise, minimal and/or minimal class contributions will negatively impact the final course grade.

**Course  
Assessment**

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Course outcomes will be evaluated via the following assessments:

Decision-Making Self-Analysis (3 page reflective essay) 25%  
Decision-Making Exemplar from Clinical Practicum Experiences (3 page scholarly paper) 25%  
Decision-Making Case Study Simulation (Video production presented to Class) 50%  
Critical Reflection on Clinical Objectives (5-7 page Critical Analysis of Clinical Practicum) P/F  
Clinical Evaluation P/F

**Honor Code**

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Cedar Crest College students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College

community pledge to accept responsibility for their actions in all academic and social situations and the effect their actions may have on other members of the College community.

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**Academic  
Standard of  
Integrity**

Incumbent from the Honor Code, academic integrity and ethical behavior provide the foundations of the Cedar Crest scholarly community and the basis for our learning environment. Cedar Crest College expects students to set a high standard for themselves to be personally and intellectually honest and to ensure that other students do the same. This standard applies to all academic work (oral, written, or visual) completed as part of a Cedar Crest education.

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**Response  
to  
Academic  
Misconduct**

Students who breach the Academic Standard of Integrity—as set forth in the types of academic misconduct specified under the Faculty Handbook, Book 4.B.2.a.—are subject to sanctions imposed by an instructor, a department chair, the provost, or the Board of Trustees. Such sanctions can range from, but are not limited to, the expectation to redo an assignment, the reduction in grade for an assignment or course, or the failure of an assignment or course. Extreme cases of academic misconduct, as determined by the provost or the Board of Trustees, may result in suspension or expulsion from the college, or the withholding, denial, or rescinding of academic degrees.

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**Classroom  
Protocol**

Appropriate classroom behavior is implicit in the Cedar Crest College Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

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**Disability  
Accommodati  
on**

Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center at 3484.

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