

Course Syllabus

**Wendy Robb**

wjrobb@cedarcrest.edu  
Office: HBB # 18  
Office Hours: By Appointment  
Phone: 610-606-4606 ext. 3480  
Fax: 610-606-4615

**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 522 Advances in Clinical Nursing Practice

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**Credits** 3 Student Credits = 42 class hours

This is broken down to include:

- 30 classroom meeting hours
  - 5 hours with web-enhanced project
  - 3 hours for field work with support group
  - 4 hours independent project work
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**Course Prerequisites** NUR 510, NUR 512, NUR 514, NUR 516

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**Course Co-requisites**NUR 520

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**Course Description**

Overarching strategic issues of significant importance to the nursing profession, as identified by the National Institute of Nursing Research, will be investigated and explored in this seminar-style offering. This course provides a platform for students from diverse clinical specialties and backgrounds to share personal exemplars with an audience of peer scholars. Integral topics such as, a holistic nursing paradigm, health promotion and management, caregiving, quality of life and end-of-life care are relevant to all nursing specialty areas and are keystone elements that make up the unique knowledge of the nursing discipline. These seminal concerns will be probed and elucidated within the context of universal nursing care.

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**Course Format**Discussion, presentations, web-enhanced assignments, fieldwork

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**Course Objectives**

The course objectives of this course are to:

1. Explore the paradigm of nursing holistic care and complementary and alternative therapies.
  2. Examine the development of interventions that are critical to advancing health promotion and disease prevention.
  3. Discuss nursing approaches that improve quality of life by enhancing an individual's role in managing disease, relieving symptoms of disease and disability, and improving outcomes.
  4. Analyze societal trends increasing in light of the aging population, medical advances that promote the survival of premature birth, childhood illness, and devastating injuries.
  5. Investigate nursing approaches to palliative care and dignity for the dying person.
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**Course Outcomes**

Upon completion of this course, the student will be able to:

1. Integrate knowledge of holistic nursing care approaches into an individualized clinical practice setting.
2. Identify and develop individual and family interventions designed to sustain health-promoting behaviors over time.
3. Design strategies for self-management and promotion of personal health among persons with disease and chronic disabilities for the intended purpose of improving quality of life.
4. Critically evaluate factors that impact the health and quality

of life of informal caregivers and recipients.

5. Advocate on behalf of patients on relevant issues related to dignified death and end-of-life care.

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**Outline of Topics**

Holistic Nursing Paradigm and Complementary and Alternative Therapies

~ Holistic philosophies, theories and ethics

~ Holistic nurse self-care

~ Holistic communication, therapeutic environment and cultural diversity

Promoting Health and Preventing Disease

~ Behavior changes that promote health and prevent disease and disability

~ Sustaining health-promoting behavior over time

Improving Quality of Life

~ Self-management and empowerment

~ Symptom management

~ Interventions to improve patient response and adaptation

~ Transition from acute care to chronic illness

~ Periods of survivorship of formerly life-threatening illnesses

Caregiving

~ Quality of caregiving

~ Quality of life of informal caregivers and recipients

~ Transition from settings

~ First responder models

End-of-Life

~ Palliative care and respect for the dying person

~ Management of symptoms of pain, fatigue, and depression

~ Prolonged process of dying

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**Required Textbooks**

American Psychological Association. (2001). *Publication manual of the American*

*Psychological Association* (5th ed). Washington, DC: Author.

Required readings as assigned

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**Course Assessment**

Students enrolled in NUR 522 will contract for their grade. The following rules apply to the contract.

1. Students will complete the Grade Contract and submit via the assigned due date. Submit a hardcopy as well as upload electronically into the dropbox in eCollege.
2. Students are required to complete the Research Plan Grant Project and the Class Participation Log.
3. In addition to the required assignments, students may choose from five short paper assignments. The number of assignments that are successfully completed will determine the final grade.
4. The following rubric will be used to determine the contracted grade:
  - Research Plan Grant Project & Participation Log  
+ 4 papers = A
  - Research Plan Grant Project & Participation Log  
+ 3 papers = B
  - Research Plan Grant Project & Participation Log  
+ 2 papers = C
5. Students may chose from the following five assignments:
  - a. Complementary and Alternative Modalities Research
  - b. Caregiver Interview
  - c. Health Promotion Action Plan
  - d. Support Group Evaluation
  - e. End-of-Life Essay
6. All assignments will be graded as Superior (S), Proficient (P), Emerging (E), Unsatisfactory (U) or Failing (F) according to the Writing Assessment Rubric located in document sharing of the eCollege. Only assignments assessed a grade of (S) or (P) will count as successfully completed assignments toward the grade contract. Assignments assessed an (E), (U), or (F) will not count toward the number of successfully completed assignments and will lower the final grade by one grade level.
7. Students will have an opportunity to amend work evaluated as Emerging (E) or Unsatisfactory (U) in an effort to improve the grade. All remediated assignments must be submitted within one week of the student's receipt

of the graded work. Assignments with a grade of Failing (F) will not be eligible for remediation.

8. All assignments must be submitted by the assigned date. Points will be deducted for late assignments.

9. Contracts cannot be amended once they are submitted.

**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 will be required to complete the Class Participation Log which details attendance, participation and class contributions for each week of class. As a general policy, the student's final grade will be reduce by one grading delineation for every missed class. See the following chart for a sample.

Achieved Course Grade	# Missed Classes	Final Course Grade
A	1	A-
A	2	B+
A	3	B
A	4	B-
A	5	C+
A	6	C
B+	1	B
B+	2	B-
B+	3	C+
B+	4	C
B	1	B-
B	2	C+
B	3	C
B-	1	C+
B-	2	C
C+	1	C

Students must notify the instructor via email regarding any class absence.

Students can make-up one missed class with the completion and submission of an additional assignment from the list of scholarly papers. In order to make-up for the absence, the scholarly paper must be evaluated as (S) Superior, or (P) Proficient. Make-up work will not be available for additional missed classes.

After careful review and critical consideration of the Student's Class Participation Log 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 (S) Superior scholarly work may positively impact the final course grade.

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**Honor Code**

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 Accommodation**

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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