

Course Syllabus

Course Description This course focuses introducing the RN student to the conceptual basis of professional nursing. The philosophy, purpose, objectives, and organizing framework of Cedar Crest nurse program are examined in relation to the theories and conceptual models of the discipline. Nursing process, legal and ethical issues, client systems, cultural diversity, research, communication and the nurse as an advocate are explored.

Course Objectives

1. Understand the relationship of critical thinking to problem solving and decision making.
 2. Identify criteria for evaluating the utility of a specific nursing theory for its relevance to practice, education, or research.
 3. Describe how health care organizations are restructuring nursing and patient care services in responding to escalating costs of care.
 4. Explain how personal values and beliefs, professional moral standards, moral concepts of nursing, and ethical principles influence the nurse's ethical decisions and actions in providing patient care.
 5. Identify strategies for culturally acceptable nursing assessment, communication, and intervention.
 6. Describe the goals and four major activities of Health People 2010.
 7. Analyze interpersonal relationships by applying theories of communication.
 8. Describe the process by which research can be implemented into practice.
 9. Explain the effect of social, political and governmental influences on the development of professional nursing in America from the late ninetieth to the twentieth century.
 10. Design a teaching plan for an individual or group using the principles and practices of effective teaching-learning experience.
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Required Texts American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.), Washington,DC: APA.

Buresh, B., & Gordon, S. (2000). *From silence to voice*. Ottawa,Canada: Canadian Nurses Association

Nightingale, F. (1992). *Notes on Nursing: What it is and what it is not*. Philadelphia: Lippincott.

General Policies

Course Format: The course will use a variety of teaching methods:

- Active Learning Strategies such as Gaming, Role-playing...

- **Discussions**
- **Field Trips**
- **Guest Speakers**
- **Lectures**
- **Power Point Presentations**
- **Quizzes**
- **Scholarly Paper**
- **Student Presentations and Projects**
- **Videos**

Learning is an active process. There is no one great authority. Rather it is the exploration of new ideas or concepts or ways of thinking which stimulates a person or people to reflect their actions and ideas in a different light.

The course employs a learning strategy called,

" Think, Pair, Share" (TPS).

There is an ancient Chinese proverb which says:

Tell me, I will forget.

Show me, I may remember.

Involve me, and I will understand.

The educational philosophy underlying this course is based on this proverb. Research has found that long lasting learning only takes place when we are actively involved in acquiring knowledge. Education is not a passive sport. Therefore we each student will be expected to take an active role in the course.

Honor Code: Plagiarism or any other form of academic dishonesty may result in a failing grade for the assignment or the entire course, at the discretion of the faculty member. Plagiarism is the presentation of someone else's idea or language as one's own. Examples of plagiarism include turning in someone else's paper under one's own name with or without additions or modifications, downloading and turning in a paper from the Internet, or including concepts, phrases, sentences, or paragraphs from print or electronic sources--whether verbatim or paraphrased--in one's own paper without proper attribution.

Please refer to your customs book for an explanation of the Cedar Crest Honor Code. Violations course will result in **failure of the course.**

Students need to keep a hard copy of all assignments required for this course. All written assignments should be saved for compiling in a portfolio format in NUR 335.

The faculty involved in this course fully support the Cedar Crest College Community standards for academic conduct found in the Cedar Crest College A Student's Guide and expect the same from all the students.

Classroom Protocol

Appropriate classroom behavior is implicit in the Cedar Crest 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.

Participation includes attendance, completion of in class activities and engaging in classroom discussion. Professional behavior as outlined in the clinical objectives is also required in the classroom. This includes behaviors as

- *Submission of assignments on time
- *Reporting to class on time
- *Treating each other with dignity and respect
- *Maintaining ethical, legal, and moral standards
- *Communicating effectively with faculty via verbal & written techniques
- *Following the Honor Code during tests, exams and all course assignments
- *A satisfactory rating for all behaviors is necessary to satisfy course requirements. Inappropriate, non-professional behaviors in class, lab or clinical may result in dismissal from the college.*

This classroom will be conducted in accordance with the principles of the Democratic Classroom. To the greatest extent possible, we will be in a position of equality in regards to one another. We acknowledge that the professor brings an expertise with regard both to teaching and the subject matter. However, we also acknowledge the individual expertise of each student, and encourage each student to bring their own areas of expertise and experience into the classroom. We also acknowledge the fact that the professor has authority by virtue of her position. The professor will endeavor to incorporate self- and peer-evaluation into the grading process as much as possible.

Since much of the class time will be spent in discussing and working in groups it is imperative that you are prepared prior to class. Participation will include quizzes in class on material previously discussed, readings and the topic for that particular class.

According to the Statement of Student Rights and Responsibilities: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom. Students should exercise their freedom with responsibility so as not to endanger the rights, goals, and beliefs of other students....

One very important right you have as students is your right to a classroom environment that is conducive to learning. People vary with respect to the conditions under which they are able to concentrate and learn; background noises or activities you find inoffensive may provide a barrier to another student's ability to follow lectures and/or discussions. Thus, it is part of my responsibility as an instructor and your responsibility as a student to help assure that the classroom is as free as possible from unnecessary distractions.

Unnecessary distractions include (but are not limited to) disturbances due to cellular phones, pagers, laser pointers, passing notes, and private conversations. Please turn your cellular phones OFF before entering the classroom. I will consider students who disturb the class in any of these ways (or who engage in any behavior that unnecessarily interferes with another student's learning) as demonstrating "undesirable citizenship". Pursuant to college policy such students will be asked to leave class, and will be marked absent for that day as well as the next class day. Your status as adults who understand proper classroom protocol entitles you to the privilege of choosing where to sit for each class. Students who are removed from class in the way described above lose this privilege; thus if you have been removed from class for creating a disturbance, upon your return I will assign you a seat for the rest of the semester.

We agree to abide by the following principles:

- We will occupy equal positions in the classroom, no one at the head of the class.*
- We will listen respectfully when another is speaking.*
- We will conduct ourselves respectfully with regard both to verbal and nonverbal*

communication.

- *We will feel free to express differing opinions, but will endeavor to be non-judgmental toward each other.*
- *We will be patient with one another.*
- *We will give everyone equal speaking time.*
- *We will hold all personal information strictly confidential .*
- *◇ We will all be equally responsible for adhering to these principles.*

Please download this list and sign that you agree to these principles by the second class.

Grading Policies

Grading of the course:

- Presentation TBD
- Individual or Group Paper TBD
- Written Assignments / Posted Discussion 15%
- Participation & Self Evaluation 5%

TBD- to be determined by the student

Late assignments will result in the loss of ten points for each day the assignment is late. This includes the weekends.

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66

F	Below 60
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Grades below C are Unacceptable for Nursing

Paper

1. This is an issue paper.
2. Choose a topic relevant to the course.
3. ***Have Dr. Murray approve the topic.***
4. Develop the issue presenting **2 or more aspects.**
5. Present relevant nursing literature.
6. Discuss the relevance of the issue **to the practice, research and education of professional nurses.**

Grading criteria includes:

- **Presentation of a current nursing issue.**
- **Presentation of appropriate and relevant nursing literature.**
- **Logical flow, APA format and grammar.**
- **Use of references.**
- **See the Grading Criteria in Document Sharing.**

The paper can be written by an individual or group (please limit the group to no more than three students).

The paper topic must be approved by Dr. Murray no later than the 3rd class.

Presentation Guidelines

- Student Presentations: Each student will select a course topic to present with two or more peers.
- Students are to consider the following when planning their presentations:
 - the best method of organizing the material.
 - the content to be presented.
 - presentation style.
 - choosing one exemplar article for the class to read.
 - the article must be current or a classic.
 - creativity.
- Remember when you present information to the class and in your professional life the concept of: ***Think, Pair, and Share.***
- Be creative and combine traditional methods of presenting information with new innovative and interactive methods. Knowledge presented in a creative manner brings forth remembrance.
- The class **prior to** the scheduled presentation date the presenters will distribute the following to the class:
 - objectives for the presentation
 - discussion questions
 - citation of the selected article

- selected pages from the texts relevant to the topic. Note APA format is required for documentation in all assignments.
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Email **Students are obligated to check their e-mail on a daily basis for any changes to classroom/clinical pacing, assignments and schedules.**

Students are expected to be courteous and respectful in all communication methods including but not limited to: Email, telephone, and personel communication between class members, faculty and staff. Students are asked to review internet etiquette on www.OnlineNetiquette.com

Please submit proof of completing the Netiquette quiz by the second class.

Learning Disabilities *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 Academic Center.*
