

Syllabus

Course Syllabus

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Course Title NUR 522 Advances in Clinical Nursing Practice

Credits 3 Student Credits = 42 class hours

This is broken down to include:

- 30 classroom meeting hours
 - 8 hours for clinical consultation related to practice problem
 - 4 hours for field work with support group
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Course Prerequisites NUR 510, NUR 512, NUR 514, NUR 516

Course Co-requisites NUR 520

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.

Course Format Discussion, presentations, fieldwork, clinical consultations

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

Required Textbooks

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed). Washington, DC: Author.

Required readings as assigned

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 successfully complete the Clinical Practice Problem paper and attend a support group.
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:
 - Clinical Practice Problem paper; attend Support group + 3 papers = A
 - Clinical Practice Problem paper; attend Support group + 2 papers = B
 - Clinical Practice Problem paper; attend Support group + 1 paper = C
5. Students may choose from the following five

assignments:

- a. Complementary and Alternative Modalities
Research paper
- 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 Expository College Writing Assessment Rubric located in document sharing of the eCollege course site. 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. It is within the scope of the instructor to lower the final course grade for students who have submitted remedial work initially evaluated as Emerging (E) or Unsatisfactory (U). Likewise, Superior (S) work will be positively reflected in the final grade as deemed appropriate by the instructor.

9. Class participation will also impact the final course grade as deemed appropriate by the instructor. See the Class Participation Rubric for guidelines related to the evaluation of class contributions.

10. All assignments must be submitted by the assigned date. Late assignments will be evaluated as per the Class Participation Rubric.

11. 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 are encouraged to notify the instructor via email regarding any class absence.

Class participation contributes to the instructor's evaluation of the final course grade. Scholarly contributions to class are evaluated using the following rubric:

Grade	Rubric	Class Participation
A	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	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.	
C	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.	
D	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 menial class contributions will negatively impact the final course grade.

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.

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.

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.

**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.

**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.
