

**Graduation Composition and Communication Requirement (GCCR)  
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

**I. General Information:**

College:	<u>Nursing</u>	Department (Full name):	<u>College of Nursing</u>
Major Name (full name please):	<u>Nursing</u>	Degree Title:	<u>Bachelor of Science in Nursing (BSN)</u>
Formal Option(s), if any:	<u>Traditional, RN to BSN</u>	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>Darlene Welsh</u>	Phone:	<u>3-6620</u> Email: <u>jdwels00@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*"Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>Traditional students: ENG 281, EPE 301, ENG 230, AAS 264 and RN to BSN students: NUR 350</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Communication and collaboration – employs oral and written communication skills and interprofessional collaboration in providing, safe, high quality care to improve client health outcomes.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:
<u>Professional nurses are employed in a variety of health care settings and provide care to diverse populations following degree completion and licensure. The work of a nurse is highly collaborative requiring consistent interaction between health care team members, patients, and families. Consequently, excellent written and oral communication skills are necessary for the provision of high quality and safe patient care. Nurses deliver evidence-based care by engaging in best nursing practices. To accomplish</u>

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this, the nurse should be skilled with reviewing, understanding, and explaining the rationale for established practices through the careful analysis of scientific literature in nursing and other disciplines. Additionally, developing the art and science of nursing is goal driven; students must accomplish specific program, course, and individual learning outcomes (goals) to succeed in the BSN program.

**C. Delivery and Content:**

**1. Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): \_

**2. Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

**Course #1:** Dept. prefix, number, and course title: Nursing - Traditional students: NUR 200- Foundations for Professional Nursing; RN to BSN students: NUR 350: Concepts of Professional Nursing

- new or existing course? existing courses (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? no
- projected enrollment per semester: Traditional: 90; RN to BSN: 60

**Course #2 (if applicable):** Dept. prefix, number, and course title: Nursing - Traditional students: NUR 310 section 001 or 002- Research for Evidence-Based Nursing Practice; RN to BSN students: NUR 886-002 Synthesis of Clinical Knowledge for Nursing Practice

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? no
- projected enrollment per semester: Traditional: 90; RN to BSN: 60

**Course #3 (if applicable):** Dept. prefix, number, and course title: Nursing - Traditional: NUR 413: Synthesis of Clinical Knowledge for Nursing Practice

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? no
- projected enrollment per semester: Traditional: 90

**3. Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**  
not applicable
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.  
not applicable
- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).  
**Date of agreement:** not applicable

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**4. Syllabi:** Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

**5. Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- **overview of delivery model:** summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

Admission into the BSN program occurs at the sophomore (traditional students) or junior (RN to BSN students) year. Prerequisite courses include CIS/WRD 110 and CIS/WRD 111 or their equivalents. Traditional students will complete GCCR written assignments during their sophomore, junior, and senior years and complete the oral assignment during their last semester senior year capstone course. RN to BSN students will complete the GCCR written assignment in a junior level course and the oral assignment their senior year.

- **assignments:** overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

Traditional students: NUR 200: 1,200 word, APA style paper ; NUR 310-001 or 002: 3,000 word, APA style paper, NUR 886-001: 600 word APA style paper and oral presentation  
RN to BSN students: NUR 350 - 4,500 word, APA style paper: NUR 886-002, oral presentation

- **revision:** description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

Faculty, and in some instances peer, feedback will be provided on all product drafts. Final product (s) in each course will be graded by faculty with a minimum score of 76 required for successful product and course completion.

- other information helpful for reviewing the proposal:

Assignments are components of sophomore (NUR 200), junior (NUR 310 or 350), or senior (NUR 886) level courses. Principals of information literacy, specifically, the conduction of literature reviews, are emphasized in NUR 200 and NUR 350 and are used in all GCCR courses. Paper and presentation topics include professional practice issues, evidence-based nursing care, and personal learning objectives.

**D. Assessment:**

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Adherence to GCCR mandates and assignment qualities will be assessed during the cyclic annual review of sophomore, junior, senior, and RN to BSN courses. The SLO will be assessed annually.

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| <ul style="list-style-type: none"><li>• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):<br/><u>Undergraduate Program Committee and Director of Undergraduate Studies</u></li></ul>  |
| <ul style="list-style-type: none"><li>• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs:<br/>explain how the assessment standards of the receiving program will be implemented for the provided course(s):<br/><u>not applicable</u></li></ul> |
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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	Nursing - BSN Traditional students: NUR 200, NUR 310 section 001 or 002, NUR 886- 001 RN to BSN: NUR 350, NUR 886- 002
Contact Person Name:	Darlene Welsh
Phone:	3-6620
Email:	jdwels00@uky.edu

**Instructions:**

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "pending approval of appropriate GCCR courses."

**Internal College Reviews and Course Sharing and Cross-listing Reviews:**

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/7/14	PATRICIA V. BURKHART X-36253 patricia.burkhart@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/10/14	Patricia B. Howard 13-4857 Pbhoward@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee		

**Comments:**

<sup>1</sup> Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

**NUR 200-001**  
**Foundations for Professional Nursing**  
**Fall 2014**

**Credit Hours:** 2

**Meeting Day/Time:** Wednesday, 2:00 p.m.-3:50 p.m.

**Room #:** NURS 115

**Prerequisites:** Admission to the professional Nursing program

**Co-requisite:** NUR 201 (or consent of instructor)

**Course Faculty:**

<p><b><i>Demetrius Abshire</i></b>  Office: 450D, College of Nursing  Phone: 859-323-9677  E-mail: <a href="mailto:demetrius.abshire@uky.edu">demetrius.abshire@uky.edu</a>  Office Hours: By appt. (call or email to schedule)</p>	<p><b>TBD</b></p>
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**Course description:**

This course will enable nursing students to develop skills for student success. Students will discover nursing as a discipline in historical and emerging contexts of today's health care delivery system.

**Student Learning Outcomes:**

1. Develop effective behaviors for success as a nursing student
2. Explore the history and uniqueness of nursing as a discipline
3. Begin development of professional behavior

**Course Opportunities (Student Learning Outcomes & Outline)**

1. Develop effective behaviors for success as a nursing student.
  - A. Self-awareness/self-assessment
  - B. Collaborative and team-building skills
  - C. Studying and test-taking skills specific to practice disciplines
  - D. Searching the professional nursing and health literature
  - E. Writing in APA style
  - F. Web searching and web site evaluation skills
  - G. Accessing learning resources
  - H. Accessing other university resources
2. Explore the history and uniqueness of nursing as a discipline.
  - A. Definitions of nursing

- B. Professional role components
  - C. Entry into practice as a nurse
  - D. Lifelong learning and career development
  - E. Nursing’s role in assuring safe, quality patient care in the health care system
3. Begin development of professional behavior
- A. Characteristics of excellence in nursing
  - B. Concepts and components of service learning
  - C. Critical thinking skills
  - D. Evidence-based practice, including introduction to theoretical frameworks
  - E. Ethical decision-making: Principles, prerequisites and process
  - F. Legal aspects of nursing
  - H. Cultural competence

**Required Texts**

Potter, P. A., Perry, A. G., Stockert, P. A., & Hall, A. M. (Eds.). (2013). *Fundamentals of nursing*. (8<sup>th</sup> ed.). St. Louis, MO: Elsevier

**(Same text as NUR 201)**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author

**The kinds of activities you may take part in:**

Lecture/discussion	Role play
Group work	Games
Guest panels	Independent computer skills instruction
Simulation	Library tours

**The following numerical grading scale will be used:**

- A = 92-100
- B = 84-91.99
- C = 76-83.99
- D = 68-75.99
- E = ≤ 67.99

You must score at least a 76 in order to pass NUR 200.

**How you will be graded:**

<b>Graded Activity</b>	<b>% of Class Grade</b>	<b>(Due Dates)</b>
Attendance	5%	each class
Course Syllabus Quiz (on Blackboard)	5%	9/2 by 12pm
Website Critique	12%	9/8 by 12pm

APA Practice Exercise	8%	9/17 by 12pm
APA Quiz	5%	9/24 in class
Legal Quiz (on Blackboard)	5%	10/21 by 12pm
Ethics Quiz (on Blackboard)	5%	10/28 by 12pm
Quality and Safety Quiz (on Blackboard)	5%	11/4 by 12pm
<b>Annotated Source Genealogy Final Paper</b>	<b>20%</b>	<b>11/19 by 12pm</b>
Draft 1: First Annotated Bibliography to Faculty		9/26 by 12pm
Draft 2: Summaries and Reflection to Peers		10/10 by 12pm
Peer Feedback to Author		10/17 by 12pm
Draft 3: Summaries and Reflection to Faculty		10/27 by 12pm
Culturally Competent Care Quiz (on Blackboard)	5%	11/18 by 12pm
Group Presentation: Culturally Competent Care	20%	see instructions
Discussions	5%	see instructions
Extra Credit	2%	see instructions

**Students who have a concern over a graded assignment must notify the instructor within one week of when the grade is posted.**

**Several assignments will be completed and graded on Blackboard by midterm.**

**Please notify the instructor as soon as possible if you anticipate submitting an assignment past the due date. Any unexcused late assignment must be discussed with the instructor (make an appointment) or it could result in a 5% deduction of possible points per day late.**

### **Graduation Composition and Communication Requirement (GCCR)**

This course provides partial credit for the written component of the GCCR for the BSN program in conjunction with NUR 310 sections 001 or 002 and NUR 886-001. For this course, the annotated source genealogy will be used to fulfill part of the GCCR requirement. Information about other assignments that go towards fulfilling the GCCR requirement will be outlined in future course syllabi.

### **SUBMITTING ASSIGNMENTS ON BLACKBOARD (USE OF MOZILLA FIREFOX RECOMMENDED):**

Unless otherwise noted in the assignment description and on the class schedule, it is expected that all individual paper assignments will be submitted electronically in **BLACKBOARD**. Follow these steps to turn in assignments:

1. Save your completed paper as a **Word** (.doc or .docx) document in your documents. Please save your assignment using your last name followed by the underscore symbol followed by the assignment name (e.g., Abshire\_Website Critique).
2. Click on Assignment tab in Blackboard
3. Click on the Title of the Assignment Folder
4. Click on Assignment title next to icon with the book over a sheet of paper
5. Go down to Attach File and Click on Browse
6. Select the document you want to attach, then click "open"
7. Click on Submit



**Audience Response System or “Clickers”:**

This course uses the Turning Point “NXT” Audience Response System <ARS> (“clickers”). NXT clickers will be used to verify your attendance and for in-class quizzes. The clickers will also give instant visual feedback on multiple choice questions during class time.

**Clicker Facts:**

- Even if a student owns a basic clicker, this course requires the “NXT” clicker.
- The clickers should be purchased and registered on-line before 12:00 noon on January 21<sup>st</sup>. This will allow time to download the participant list to the classroom computer before the first lecture in which attendance will be taken as part of the course grade the following Wednesday (January 22<sup>nd</sup>).
- Clickers should never be shared in this course. The minimum penalty for sharing clickers will be a 3% deduction of all involved students’ final grades.
- Clickers should be brought to every lecture.
- Lost clickers are the student’s responsibility.

**How to Register Your NXT Clicker:**

1. Purchase your NXT clicker at the Bookstore.
2. Sign in on your Blackboard account and click on NUR 200.
3. Click on “Course Tools” in the left-hand column of the home page.
4. Scroll down and click on the “Turning Point Registration Tool” icon.
5. Type in your response 6 character device i.d. (Recognize that, if in doubt, a character is a “zero”, not the letter “O”.) The i.d. number can be found on the back of the clicker under the bar code.
6. Submit, and you’re done!

**TechTips Document**

- Use the following link to obtain the TechTips pdf document:  
<http://www.uky.edu/ukit/sites/www.uky.edu.ukit/files/TechTips2013FINAL2.pdf>
- This document contains useful information such as downloading software, wireless networking, printing services, and much more.
- This document is also located on Blackboard under “Course Documents”.
- If you need additional help, contact UKIT Phone Support at 859-218-HELP

**Downloading Microsoft Word**

You can obtain Microsoft Word, free of charge, from the website: <https://download.uky.edu>. You will need a blank CD to burn the downloaded file. Contact UKIT Phone Support at 859-218-HELP for additional assistance.

**Academic Integrity:**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

A link to a paper "Plagiarism: What is it?" may be found at the Ombud Web site <http://www.uky.edu/Ombud/Plagiarism.pdf>. The Ombud Web site also includes a link to a Prentice Hall Companion Website "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html).

### **Attendance**

Attendance in this course is required and will be taken at each class using your NXT clicker (with the exception of classes held in the simulation lab—see course calendar). Attendance may be taken at any point during the class period, so it is important to arrive to class on time and stay for the entire duration. If you do not "click in" for attendance it will be considered an unexcused absence—even if you are present

for class. Forgotten or lost clickers will result in an unexcused absence. You are allowed one unexcused absence without impacting your attendance grade.

If your clicker malfunctions during class time you must see the instructor at the break or immediately following class. The instructor will assess the clicker and record your device ID to verify your attendance for that day.

Attendance will be worth 5% of your final grade and will be calculated as follows: for each unexcused absence beyond the first unexcused absence, 1% will be deducted from your attendance grade (up to 5%).

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. If a student cannot notify the instructor of the absence in advance, he or she must notify the instructor within one week of the absence. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students who are excused from class in which a short discussion board reflection is required will be given a make-up assignment. Details of the assignment will be provided by the course instructor. Students cannot make up a discussion board reflection due to an unexcused absence.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **In-Class Quizzes**

In-class quizzes will be conducted using your NXT clicker. However, if you forget your clicker for a class in which a quiz is administered, you will be allowed to take a paper-based quiz but will receive 10% off that quiz grade.

If you have an excused absence for a class in which a quiz is administered, you must contact the instructor to schedule a make-up quiz within a week. You cannot make-up a quiz if your absence is unexcused.

### **Academic Accommodations**

If you have a documented disability that requires academic accommodations, please see course faculty as soon as possible. In order to receive accommodations in this course, you must provide us with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, [jkarnes@uky.edu](mailto:jkarnes@uky.edu)) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

### **Code of Professional Conduct**

“The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual...” (p. 4). Principles of respect extend to all encounters, including colleagues. “This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one’s actions on others” (p. 9). (American Nurses Association Code of Ethics, 2001).

The above code means that respect is a guideline for all of us in all interactions, including teacher-student/student-teacher, student-student, student-guest speaker, student-patient, student-all others encountered during academic pursuits. Additionally respect is to be applied in conversations you have with friends, family, and the public about your experiences as a College of Nursing student. During class you’ll have an opportunity to explore your own expectations in terms of respect. Any perceived gaps in respect will be discussed among us (and with advisors and deans if need be).

### **Classroom Behavior, Decorum and Civility**

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by not reading newspapers or carrying on conversations. **Texting in class is not permitted.** Turn mobile phones off during class. Please help maintain the most courteous environment by using a little peer pressure if necessary.

### **Dead Week**

Information about Dead Week can be found at <http://www.uky.edu/Ombud/deadweek.php>. No project/lab practicals/papers/presentation deadlines or oral/listening examinations may be scheduled to fall during the Dead Week unless scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. As permitted by the University Senate, half of the class will be presenting their culture presentations during Dead Week (see course schedule).

### **Student Evaluation of Faculty Instruction and Courses**

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All enrolled students are asked to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**

Activities Necessary for Course Success	Deadline
Activate and use <b>only</b> your uky e-mail account for UKCON course communications. <b>Do not rely on forwarding your uky email to your personal email account.</b>	Second class day
Gain a basic understanding of your library learning resources: If you have not already done so, complete a formal tour of W.T. Young Library If you are not already comfortable with the Medical Center Library, complete a formal tour	Before completion of Annotated Source Genealogy

### Study Resources for Nursing Students

- **Sophomore, Junior and Senior Nursing Students:**

**First-Aid Fridays** – CON study resource for sophomore, junior, and senior nursing majors offered free.

First-Aid Fridays is a weekly study hall for professional nursing students. ALL sophomore, junior, and senior nursing majors are encouraged to take advantage of this opportunity to study with your peers. First-Aid Fridays happens each **Friday from 10 a.m.-3 p.m.** in the fourth floor nursing lab (401 CON).

Students can drop in for any part of or all of the time.

- Nursing peer tutors for patho-pharmacology and nursing review (They've been through it!)
- Nursing teaching assistants to lead hands-on practice of clinical nursing and med-math skills
- Professional advisors to answer academic questions and guide you to success

Bring a friend or study group. "First-Aid Fridays" is a FREE, drop-in resource sponsored by the College of Nursing.

### SECURITY TIPS AND STUDENT SAFETY

Adapted from the UK Police Department Web site

#### **Safety Tips**

- Keep a cell phone with you. Include emergency notification numbers (e.g., police, taxi) in your cell phone.
- Always let someone know where you'll be, whether it's coming in late, working late, going to class/clinical, out to dinner or for the evening. If you have an accident, they will have an idea where you are and eventually come looking for you.
- Keep your windows and doors locked.

#### **Common Trouble Spots**

- Stairwells and out-of-the-way corridors – Don't use the stairs alone. Stairwells can be traps as well as a way to save time or get some exercise. Never enter a stairwell to escape pursuers or potential attackers.

- Elevators – don't get into elevators with people who look out of place or behave in a strange or threatening manner. If you find yourself in an elevator with someone who makes you nervous, get off as soon as possible.
- Restrooms – Be extra cautious when using restrooms that are in isolated locations, poorly lighted or open to the public. Attackers can hide in stalls and corners.
- After hours – Don't work late alone. Create a buddy system for walking to parking lots or public transportation or use the escort service or ask security to walk you to your car.
- Parking lots or garages – Choose a well-lighted garage or parking space. Always lock your car and roll your windows up all the way. If you notice any strangers hanging around the parking lot, notify security or the police. When you approach your car, have the door key ready. Check the floor and back seats before getting in. Lock your car as soon as you get in...before you buckle your seat belt.

### ***Campus Safety***

- To ensure your safety and the safety of others at the University of Kentucky, you are encouraged to familiarize yourself with the crime prevention information on the police department's Web site, <http://www.uky.edu/Police>
- **University of Kentucky Police Department Emergencies: 911 (859) 257-1616 Free call from your cell phone - #UKPD (#8573)**

**Critique of Health Promotion Website (Due 9/8/2014 by 12pm)**  
**(12 points total)**

**Student Name** \_\_\_\_\_ **Website Address** \_\_\_\_\_

**Directions:** Select a website dealing with one of your own personal health promotion needs; OR, select a website to help you plan health promotion for clients at your clinical site. Critique this website by answering the 12 questions on the form below, including descriptions that support your answers.

	<b>Criteria*</b> *Based on National Center for Complementary and Alternative Medicine (2002). Ten things to know about evaluating medical resources on the web. Retrieved March 31, 2003 from <a href="http://nccam.nih.gov/health/webresources/">http://nccam.nih.gov/health/webresources/</a>	<b>Evaluation with Supporting Description</b> Give specific info from the website to back up any yes/no answers wherever possible.
<b>1</b>	<b>Who runs the site?</b>	
	Who/what group is responsible for the site and its information?	
	Who wrote the material and what are the author's qualifications?	
<b>2</b>	<b>Who pays for the site?</b>	
	What is the funding source for the website? (FYI: .gov sites are sponsored by a branch of the Federal government, .edu sites are sponsored by educational institutions, and .com sites by commercial enterprises.)	
	Describe how any advertising <i>is</i> or <i>is not</i> clearly differentiated from the informational content?	
<b>3</b>	<b>What is the purpose of the site?</b>	
	Is the purpose of the website clearly stated? If so, what is the purpose? Does it help you evaluate the trustworthiness of the site?	
<b>4</b>	<b>Where does the information come from?</b>	
	Give an example of a source that is noted for website information (or information that does not give a source).	
<b>5</b>	<b>What is the basis of the information?</b>	
	Give an example of how facts and figures <i>are</i> or <i>are not</i> backed up with references?	
	Describe how opinions <i>are</i> or <i>are not</i> clearly set apart from information that is "evidence-based"?	
<b>6</b>	<b>How is the information selected?</b>	
	Who reviews the information before posting? (Individual authors? An editorial board? ) What are the qualifications of those reviewing material?	

**CONTINUED...**

<b>7</b>	<b>How current is the information?</b>	
	When was the page written?	
	When was it last revised?	
	Describe any other indications as to currency of the page.	
	Give an example showing whether or not the site clearly states when data presented in charts or graphs were gathered.	
<b>8</b>	<b>How does this site choose links to other sites?</b>	
	What is the site's policy or criteria about linking to other sites?	
	Do other sites pay to be linked to this site?	
<b>9</b>	<b>What information about you does the site collect, and why?</b>	
	Does a visitor to the site have to subscribe or become a member? If so, does the site tell you what they will and will not do with information you provide?	
<b>10</b>	<b>How does the site manage interactions with visitors?</b>	
	Does the site provide a way to contact the site owner for questions or feedback?	
	If the site hosts chat rooms or other online discussion areas, does it tell you the terms of using those and who moderates the discussion?	
<b>11</b>	<b>Your opinions</b>	
	What did you like best about this site?	
	What would you like to see changed on this site?	
	What type(s) of client might benefit most from this site?	
<b>12</b>	<b>Application to Self-Care or Health Promotion for Clients</b>	
	What specific information did you gain from this website?	
	How can you use this information to design health promotion/disease prevention interventions for yourself or a client? (Be as specific as possible.)	

**Save your work on this form on your computer and submit on the Assignments page for the Website Critique. (12 points)**



**APA Exercise (8 points)**  
Due 9/17/2014 by 12pm

You are writing a paper about a dental health teaching project you conducted for second graders. Practice APA style with the following examples. After the due date for submission, the “answers” will be posted; you can then print your answers, make corrections in a different color, and save for future use.

1. You want to **paraphrase** authors who discuss the importance of dental health to the total well-being of the child. The source is a journal article by J. Peterson, L. Niessen, and N. Lopez in volume 69, issue 2 of the Journal of School Health, published in 1999. The title of the article is Texas Public School Nurses’ Assessment of Children’s Oral Health Status and is found on pages 69-72 of that issue. Complete the **reference citation in text** after the following sentence:

Their attendance also improves and this improves their mental health as well as their social well-being ( ).

**Note that the period follows the reference citation.**

List the same citation as it would appear in the **References** page of your paper.

2. This time you want to cite a direct quote about the prevalence of dental health problems from page 84 of a report by the Department for Health Services, Kentucky Cabinet for Human Resources in Frankfort, Kentucky in 1996 entitled Healthy Kentuckians 2000: A Mid-Decade Review. Complete the **reference citation in text** after the following sentence:

According to a Kentucky report, “...oral diseases are among the most prevalent health problems in the United States” ( ).

List the same citation as it would appear in the **References** page of your paper. (Hint: Report, group author [government agency or corporate author] as publisher.)

3. You are going to **paraphrase** a comment on page 807 of M.L. Winklestein’s chapter, “Health Problems of Middle Childhood” that appears in the 6<sup>th</sup> edition of Nursing Care of Infants and Children text on pages xxx-xxx. This text was edited by W.D. Wong and published in 1999 by Mosby in St. Louis. Complete the **reference citation in text** after the following sentence:

Children should be taught to carry out their own dental care to prevent cavities ( ).

List the same citation as it would appear in the **References** page of your paper.

4. You looked on the Internet to find some more resources on dental health. You found a great web page, called Dental Health Education Resource Guide, put up by the California Dental Association's Council on Community Health in Sacramento California. In the materials for second graders you found a note that the educator should "Remind the students that they may need to have an adult help them floss since it can sometimes be difficult." The document is in pdf format and this quote is on page 6. The resource has no date and is found at <http://www.cda.org/library/dentalhealthguide.pdf>

Note how the **reference citation in text** would appear for the following statement:

However young children should be reminded that they may need someone to help them floss because it may be difficult ( ).

List the same citation as it would appear on the **References** page of your paper.

5. By means of your literature review, you also discovered that you need to include nutrition in your dental health lesson. You found the following quote, "Scientific and epidemiological data show a lifelong synergy between nutrition and the integrity of the oral cavity in health and disease" on page 1418 of the Journal of the American Dietetic Association (Volume 107 Number 8 published August ,2007, pages 1418-1428). The article is entitled Position of the American Dietetic Association: Oral Health and Nutrition. The author is the American Dietetic Association and the doi is: 10.1016/j.jada.2007.06.003

Note how the **reference citation in text** would appear for the following statement:

Given the connection between diet and dental caries ( ) our lesson will include a reminder to choose beverages other than sweetened drinks, with examples for the students to taste.

List the same citation as it would appear in the **References** page of your paper.

6. Insert proper punctuation in the sentences that follow in red. No other changes are needed other than punctuation (i.e., capitalization not required).
- i. The researchers recruited 250 older adults to participate in the study about three-fourths of the sample was female.
  - ii. The study which was conducted in Denmark lasted nearly three years.
  - iii. The researchers found that bone mineral density was higher among those who were younger had a higher body mass index exercised regularly and didn't smoke.
7. Create a proper title page on a separate page.
8. Using the 5 references noted above, create a separate "References" page for this sample paper. You (**Hint: Remember to double space!**)

9. **Save** this exercise and your title page and references page ***all in one document*** on your computer and **submit** on the Assignments page for the APA exercise (icon with pencil and ruler). **(8 points)**

## Annotated Source Genealogy

**Purpose: 1) To explore research related to health promotion or Nurse Sensitive Indicators of safe, quality patient care; 2) To summarize research articles; 3) To describe the building of scientific knowledge; and 4) To examine how scholars build on, spin, contest, and transform ideas, by tracing an article's sources back a generation.**

### **Part 1, Selection of Articles and Creating Annotated Bibliography (Due 9/26 by 12pm):**

- Find a recent (last 5 years) research article (either full-text online or print) related to your health promotion work in NUR 201 or the "Nurse Sensitive Indicators/Outcomes" (more on that in class!). **Do not use** an integrated review or a meta-analysis summarizing numerous research studies. Avoid studies that are highly technical (read through and see if you understand the article well enough to summarize it).
  - \*To make Part 2 easier, either e-mail full-text articles to yourself or photocopy print articles so you can refer to them as you write. Be sure to copy/print the article's reference list!
- Read the recent article. Create an APA reference citation and summarize these key elements of the article: the **purpose** of the study; **subjects and recruitment**; **methods/procedures for data collection**; **data analysis**; **findings**; and **conclusion** (1/2 to 2/3 page). Also note **audiences that may use the article**, and **implications for nursing**.
- *Print out this first annotated bibliography to bring to class and also post on Bb by 12n (see schedule)*
- *Also bring a print-out of your research article to class including reference list (or bring a full-text version on your computer).*
- Look at the article's reference list and track down another professional source the author(s) used. Ideally the older source will be an article from a professional journal or (rarely) a report from a professional or government organization (no .com website articles). Read that document as well. Create a citation and summary for the older article. (**See examples** and Guide posted on Blackboard for additional information on writing a summary and formatting.)
- **TIP:** Do not use the article's abstract as your summary (that would be plagiarism). Create your own.
- **Only the annotated bibliography for the first research article is to be submitted on 9/26. Include the title and reference page with this first article summary.**

### **Part 2, Reflection on the Relationship of Articles to Each Other:**

- Describe the importance of the topic and reason for selection.
- Describe how the research builds *from the older article to the recent article* that you first selected).
- Discuss how the authors write about the previous research, paying particular attention to the language and flow of the ideas.
- Reflect on those interconnections by considering some of the following questions: How does the recent article relate to the older one? Does it build on the older article's ideas, contest them, or reconfigure them? How? Is the first author directly conversing with the other authors, or does the first only draw on the older article indirectly? If the discussions are closely chained, has the recent article somehow shed more light on the subject? If there are radical gaps in subject matter, how do you account for those? (**Tip:** Read the section where the older article was cited. Why/how was information from the older article used in the more recent article?)
- Discuss implications for future nursing research, education and/or practice.

- What professional disciplines would be interested in the articles you've investigated, and why?
- Your reflection must use **in-text APA reference citations** as you write about these relationships.

### **Part 3, Putting it all together in one document.**

**Create an APA Title Page for the first page and an APA Reference Page for the last page and add those to your annotated bibliography and reflection.**

- Use 1 inch margins and 12 point font.
- Give attention to APA in-text and reference page citations

**Please save your work in one complete document** flowing in the following order:

- Title Page
- Annotated Bibliography of two articles (reference citation and summary of each in proper form – see examples).
- Relationships of Articles (with APA in-text citations)
- Reference Page

Draft 2 consisting of the title page, annotated bibliographies of the two articles, relationships of the articles, and reference page is **due to your assigned peer by 10/10 by 12pm**. Your peer will read your paper and provide feedback using the peer review checklist by 10/17 by 12pm. You must email the author the peer review checklist and also upload the document to Blackboard by the deadline. Peers who do not provide feedback will lose 1% off their final grade. Failure to submit draft 2 to your peer may also result in a 1% reduction in the final course grade.

Using your peer feedback, you will make necessary edits to your paper and then submit draft 3 to faculty by 10/24 by 12pm. In the comment box, submit a short paragraph about how you used the peer review to edit your paper.

### **Part 4, Finalizing and submitting final paper (Due 11/19 by 12pm).**

Use the comments made by your peers and faculty to help you finalize your paper. Review all the elements in Part 1 and Part 2 to be sure all required content is addressed. Double check your APA style.

Please note that your final submission must contain a minimum of **1,200 words** (including title and reference pages). Students who fail to earn a 76% on the final paper must revise and resubmit their paper; however, the highest score a student can receive following a resubmission is a 76%. Students who do not score a 76% on the resubmission **will not pass NUR 200**.

**Submit** on the Assignments on FINAL Annotated Source Genealogy.

**(Final paper is worth 20 points. Failure to submit drafts by due dates may result in a 5% deduction per draft of your total grade on the final paper).**

Adapted from Robert Richie

### Grading Criteria for Final Annotated Source Genealogy

Criteria	Points Possible	Points Earned	Comments
Properly formatted title page	2		
Most recent article is a research article; older articles are cited in reference list of newer one and are from professional journals or a report from .org or .gov sites.	2		
Annotated bibliography for the most recent article contains the following elements: Purpose, subjects and recruitment, procedures for data collection/data analysis, findings, study limitations, conclusion, audiences that may use the article, and implications for nursing care.	2		
Annotated bibliography for the older article address all elements of the assignment as first annotated bibliography. (If not a research article, summary should cover main points of article, plus audiences and implications for nursing care)	2		
Description of the importance of the topic/reason for selection	1		
Description how the research builds from the <i>older</i> article to the <i>recent</i> article (including proper use of in-text citations)	4		
Discussion of implications for future nursing care	2		
Brief description of other professions that would be interested in the articles you've chosen	1		
Proper APA formatting and grammar throughout paper; paper exceeds 1,200 words	2		
Properly formatted reference page (including references in APA format)	2		
<b>Total Points</b>	<b>20</b>		

**Discussions**  
(5% total)

There will be five graded “discussions” for you to complete throughout the semester (see course calendar for due dates). In these discussions, you will be asked to reflect upon various questions and about applying course content from specific lectures or activities in your future nursing practice. Each discussion will be worth 1% of your total grade and should be approximately one paragraph in length. Additional information will be provided during class, and specific discussion questions will be posted on Blackboard.

### Extra Credit Opportunities

Students have the opportunity to attend two extra credit events this semester—each worth an additional 1%. Each opportunity relates to course content that is covered in NUR 200.

#### Interprofessional Education Experience (1%)

##### Background

“The goal of this interprofessional learning is to prepare all health professions students for deliberately working together with the common goal of building a safer and better patient-centered and community/population oriented U.S. health care system.” (Interprofessional Education Collaborative Expert Panel, 2011, p.3). The Center for Interprofessional HealthCare Education, Research, and Practice (CIHERP) facilitates several opportunities for nursing students to engage with students from other professions. Among these are four student interest groups that have identified a need to include participants from more than one discipline and have the express goal of promoting interprofessionalism. Please note that there are opportunities to participate in each of these groups beyond the course requirement. As these groups are student-run, leadership changes annually. Please contact the course director if you are interested in assuming a leadership position in any of the groups during the next academic year.

##### Instructions

Students can attend at least one of the following CIHERP sponsored events:

Event	Description	Date/Time
Quality and Safety	This group is interested in increasing awareness of patient safety and quality of care in all health professions schools at the University of Kentucky.	TBD
CONMIGO	This group attracts students across multiple colleges who are interested in bridging the medical community with other cultures.	TBD
Interprofessional Lunch and Learn	This extracurricular colloquium acquaints students with an understanding of how professionals can work collaboratively in interprofessional teams to improve health outcomes for patients and communities.	TBD

The course instructor will send you an email notification that contains the meeting location and URL you will use to RSVP prior to each event. You can also find out additional information on the CIHERP’s Facebook



page: <http://www.facebook.com/UKIPE>. There may be other interprofessional opportunities throughout the semester. Course faculty will notify students of potential opportunities to fulfill this assignment.

On the day of the event you must sign in to verify your attendance. Following the event, you must submit a brief (a minimum of 250 words and a maximum of 400 words) write-up of the experience on Blackboard (under the Assignments tab). Your write-up must be submitted within one week from the interprofessional experience you attend. Your write-up must include the following components:

- What did you learn from this interprofessional experience?
- What did you learn about students from other professions? Did you notice any commonalities among the professions during discussion?
- How might you integrate lessons learned from this experience into your nursing practice?

The deadline for completing this extra credit assignment is Wednesday, December 10<sup>th</sup> by 12pm.

## Group Presentation: Adapting Care to Culture

**Groups 1-5 Present on 12/3/2014**

**Groups 6-10 Present on 12/10/2014**

Students will be assigned to one of ten “cultures” to prepare for the presentation. Those assigned the same “culture” will meet as a group to decide how to research their cultural and present their findings to the class. In pairs, interview at least two people from the culture that you are studying. As you prepare for your presentation, compare and contrast the interviews, deciding how to incorporate the information gained into your presentation.

Each group’s presentation should last no more than 15 minutes and be a creative depiction of some aspect of the culture assigned. Use your imagination!! You may use role play, skits, case studies, a dramatization or any other approach to bring your culture and nursing’s response alive for the class.

### **Presentation should include but is not limited to:**

- History of the culture
- Characteristics/experiences of members (especially those that would influence health care delivery). These may include language/communication style; time or space orientation; family/social organization; health practices around birth/death, traditional healers, traditional remedies, and dietary practices.
- Summary from interviews
- Conclusions about implications for practice

**Bring a Reference List (APA Style) citing all references used in preparing your presentation. (Interviews are not cited in the reference list.). Reference list may also be part of a PowerPoint that is posted to Bb on group file exchange. In that case references should still be in APA style, but need not be double-spaced or use hanging indents.**

Come to class 10 minutes early if you need to use AVs.

The following “cultures” will be presented:

1. Jewish
2. Asian (Present on one group only, e.g. Japanese, Chinese, Korean)
3. Catholic
4. Hispanic
5. Muslim
6. African American
7. Appalachian
8. Buddhist
9. Hindu
10. Native American (Present on one tribe only, e.g. Cherokee, Sioux)

**Culture Topics**

- History of the culture
- Language/communication style
- Time orientation and space orientation
- Family/social organization
- Health practices around birth
- Health practices around death
- Traditional healers and remedies
- Dietary practices

Each group member is responsible for one cultural aspect of the presentation (e.g., one group member will do the history of the culture, another group member will do dietary practices, etc.). You must use a minimum of two references in discussing your culture topic (these do not have to be scholarly/peer reviewed). Include in-text citations and a reference list. After discussing your topic, you will reflect upon how this will impact nursing care. Specifically, how will you take this knowledge and apply it when providing nursing care to a client of the assigned culture.

Each member of the group will receive the same grade based upon the “Culturally Competent Care Presentation Grading Criteria” listed below.

### Culturally Competent Care Presentation Grading Criteria

<b>Criteria</b>	<b>Points Possible</b>	<b>Points Earned</b>	<b>Comments</b>
Presentation is 10-15 minute time limit (1 point deduction per minute under 10 min and over 15 min).	3		
Group covers all required culture components (history; language and communication; time and space orientation; family and social organization; health practices around birth and death; traditional healers; traditional remedies, dietary practices	8		
Integrates interviews into presentation	2		
Implications for nursing practice	3		
Uses in-text citations and includes reference list containing sources used in the presentation	2		
Presentation is logical, well-organized, free of spelling and grammatical errors, creatively reflects the culture, and flows well	2		
<b>Total</b>	20		

NUR 200: Foundations for Professional Nursing  
**Class Schedule with Readings, Assignments and Due Dates**  
 Fall 2014 Wednesdays 2 pm to 3:50 pm NUR 115

Date	Course Topics, Readings, Preparation, and Assignments Due
8/27/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Course</li> <li>2. Get Acquainted: Ups and Downs</li> <li>3. Instructions: Syllabus/Tech Tips Quiz</li> </ol> <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. Print your syllabus from Blackboard if you would like a hard copy</li> <li>2. Consider becoming a class representative</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Syllabus/Tech Tips Quiz due by Tuesday, 9/2 by 12pm. The quiz will be available on Blackboard beginning Wednesday, 8/27 at 8pm.</li> <li>2. Discussion Board #1: Why Do You Want to be a Nurse? Due by Monday, 9/1 by 12pm</li> </ol>
9/3/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Group Theory/Process</li> <li>2. Small Group Development</li> <li>3. Teambuilding Exercises</li> <li>4. Select NUR 200 class reps for course meetings to be hold on two Mondays at 3:30pm</li> </ol> <p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>1. Potter, Perry, Stockert, &amp; Hall text: Chapter 24</li> <li>2. Team/Group PowerPoint on Blackboard. Think about team roles you often choose</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Website critique due on 9/8 by 12pm</li> </ol> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. Post assigned tasks for group culture presentations to Blackboard (each group member must cover one aspect related to culture; see group culture presentation instructions for details) by Friday, 9/5 by 12pm. Use the "File Exchange" on your group page.</li> </ol>
9/10/2014 (in CON 6 <sup>th</sup> floor computer lab)	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Informatics</li> </ol> <p><b>Reading/Preparation</b></p> <ol style="list-style-type: none"> <li>1. Be familiar with handouts under Class 3 documents.</li> </ol>

9/17/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Frameworks for Nursing Practice</li> <li>2. Evidence-Based Practice and Research</li> <li>3. Identifying Research Articles</li> <li>4. Instructions: Annotated Source Genealogy</li> <li>5. Brief Group Preparation Time for Culture Presentations</li> </ol> <p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>1. Potter, Perry, Stockert, &amp; Hall text: Chapters 4 &amp; 5</li> <li>2. APA Manual: Chapters 1 &amp; 2.</li> <li>3. APA Manual: Use chapters 6 &amp; 7 to assist with the APA Practice Exercise</li> <li>4. Madsen, K. M., Hviid, A., Vestergaard, M., Schendel, D., Wohlfahrt, J., Thorsen, P.,...Melbye, M. A population-based study of measles, mumps, and rubella vaccination and autism. <i>The New England Journal of Medicine</i>, 347(19), 1477-1482. Retrieved from <a href="http://www.nejm.org/">http://www.nejm.org/</a></li> <li>5. Ferguson, C.J., Miguel, C.S., &amp; Hartley, R.D. (2009). A multivariate analysis of youth violence and aggression: The influence of family, peers, depression, and media violence. <i>The Journal of Pediatrics</i>, 155(6), 904-908.e3. doi: 10.1016/j.jpeds.2009.06.021.</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. APA practice exercise</li> </ol>
9/24/2014	<p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>1. APA Manual: Review chapters 3, 4, 6, &amp; 7</li> </ol> <p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Practice with APA</li> <li>2. Review APA Practice Exercise</li> </ol> <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>1. If you have a laptop, bring it to class</li> </ol> <p><b>Quiz*</b></p> <ol style="list-style-type: none"> <li>1. APA Quiz in class</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Draft of 1<sup>st</sup> annotated bibliography due to faculty by 12pm on 9/26</li> </ol>
10/1/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Nursing as a Unique Profession: Historical, Cultural, and Social Context</li> <li>2. Professionalism</li> <li>3. Social Media</li> </ol>

	<p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>Potter, Perry, Stockert, &amp; Hall text: Chapters 1 &amp; 2</li> <li>Jain, S. H. (2009). Practicing medicine in the age of Facebook. <i>The New England Journal of Medicine</i>, 361, 649-651. Retrieved from <a href="http://www.nejm.org/">http://www.nejm.org/</a></li> <li>Thompson, C. (2010). Facebook—cautionary tales for nurses. <i>Kai Tiaki Nursing New Zealand</i>, 16(7), 26. Retrieved from <a href="http://www.nzno.org.nz/services/journals - kai tiaki">http://www.nzno.org.nz/services/journals - kai tiaki</a></li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>Discussion Board #2: Class Reflection due on Monday, 10/6 by 12pm</li> </ol>
10/8/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>Self-Assessment and Implications of Your Personality Style</li> </ol> <p><b>Preparation</b></p> <ol style="list-style-type: none"> <li>Complete personality inventory at <a href="http://www.humanmetrics.com/cgi-win/JTypes2.asp">http://www.humanmetrics.com/cgi-win/JTypes2.asp</a> Note your 4-letter style!</li> <li>Post personality style to Blackboard by 12 noon (click on <u>Surveys</u> on the left)</li> <li>Anderson, R., Barbara, A., &amp; Feldman, S. (2007). What patients want: A content analysis of key qualities that influence patient satisfaction. <i>Medical Practice Management</i>, 22(5), 255-261. Retrieved from <a href="http://www.drscore.com/press/papers/whatpatientswant.pdf">http://www.drscore.com/press/papers/whatpatientswant.pdf</a></li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>Draft 2 of annotated bibliographies and reflection due to peer by 12pm on Friday, 10/10. Email paper to peer and also upload to Blackboard.</li> </ol>
10/15/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>Legal Aspects of Nursing</li> <li>Brief Group Preparation Time for Culture Presentations</li> </ol> <p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>Potter, Perry, Stockert, &amp; Hall text: Chapters 23 and 26</li> <li>Painter, L. M., Dudjak, L. A., Kidwell, K. M., Simmons, R. L., &amp; Kidwell, R. P. (2011). The nurse's role in causation of compensable injury. <i>Journal of Nursing Care Quality</i>, 26(4), 311-319. doi: 10.1097/NCQ.0b013e31820f9576</li> <li>Reising, D. L., &amp; Allen, P. N. (2007). Protecting yourself from malpractice claims. <i>American Nurse Today</i>, 2(2), 39-44. Retrieved from <a href="http://www.americannursetoday.com">www.americannursetoday.com</a></li> </ol>

	<p><b>Quiz*</b></p> <ol style="list-style-type: none"> <li>1. Legal Quiz (on Blackboard) will open on 8pm (Wednesday, 10/15) and will close on Tuesday, 10/21 at 12pm.</li> </ol> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. Each group member should have a rough draft of their topic to share with the group.</li> <li>2. Peers to submit peer review checklist to original author and faculty by 12pm on Friday, 10/17. Checklist should be emailed to original author and also posted on Blackboard.</li> </ol>
10/22/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Ethical Aspects of Nursing</li> <li>2. Brief Group Preparation Time for Culture Presentations</li> </ol> <p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>1. Potter, Perry, Stockert, &amp; Hall text: Chapter 22</li> <li>2. Devi, S. (2011). Facebook friend request from a patient? <i>Lancet</i>, 9772(2), 1141-1142. Retrieved from <a href="http://www.thelancet.com/journals/lancet/issue/current">http://www.thelancet.com/journals/lancet/issue/current</a></li> </ol> <p><b>Quiz*</b></p> <ol style="list-style-type: none"> <li>1. Ethics Quiz to open on Blackboard at 8pm and will close on 10/28 at 12pm.</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Draft 3 of annotated bibliographies and reflection due to faculty by 12pm on Monday, 10/27. Write a short paragraph about how you used the peer review checklist in the comment box along with your submission.</li> </ol> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. Each group should form a draft of their culture presentation</li> </ol>
10/29/2014 (in simulation lab; instructions will be provided)	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Group Simulation: Nursing's Essential Role in Quality Patient Care and Safety: How Nursing Affects Client Outcomes</li> <li>2. Please come to the lab during your group's designated time</li> </ol> <p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>1. Review Potter, Perry, Stockert, &amp; Hall text: Chapter 27</li> <li>2. Review Quality and Safety PowerPoint on Blackboard. Pay special attention to the National Patient Safety Goals</li> <li>3. Sexton, J. B., Thomas, E. J., &amp; Helmreich, R. L. (2010). Error, stress, and teamwork in medicine and aviation: Cross sectional surveys.</li> </ol>



	<p><i>British Medical Journal</i>, 320, 745-749. Retrieved from <a href="http://www.bmj.com/">http://www.bmj.com/</a></p> <p>4. McCannon, C.J., Hackbarth, A.D., &amp; Griffin, F.A. (2007). Miles to go: An introduction to the 5 million lives campaign. <i>Joint Commission Journal on Quality and Patient Safety</i>, 33(8), 477-484. Retrieved from <a href="http://www.ingentaconnect.com/">http://www.ingentaconnect.com/</a></p> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Quality and Safety Quiz due Tuesday, 11/4 by 12pm. Quiz will open on Blackboard on Wednesday, 10/29 at 8pm. Quiz will be based on the assigned readings and PowerPoint presentation on quality and safety.</li> </ol> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. You must be present during your group's scheduled simulation to receive credit for attendance. A sign-in sheet will be used for this class.</li> <li>2. Post draft of culture presentation by 12pm on Friday, 10/31 to Blackboard (under group file exchange) for review</li> </ol>
<p>11/5/2014 (in simulation lab; instructions will be provided)</p>	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Diversity: How Diversity Shapes the Patient Care Experience for the Nurse and Client</li> <li>2. Practice Communication Skills with Diverse Populations</li> </ol> <p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>1. Review chapter 9 in Potter, Perry, Stockert, &amp; Hall</li> <li>2. Review PowerPoint in Class 11 on Blackboard</li> <li>3. Neville, S., &amp; Hendrickson, M. (2009). The constitution of 'lavender families': A LGB perspective. <i>Journal of Clinical Nursing</i>, 18(6), 849-856. doi:10.1111/j.1365-2702.2008.02457.x</li> <li>4. Rödahl, G., Innala, S., &amp; Carlsson, M. (2006). Heterosexual assumptions in verbal and non-verbal communication in nursing. <i>Journal of Advanced Nursing</i>, 56(4), 373-381. doi: 10.1111/j.1365-2648.2006.04018.x</li> <li>5. Brämberg, E.B., &amp; Sandman, L. (2013). Communication through in-person interpreters: A qualitative study of home care providers' and social workers' views. <i>Journal of Clinical Nursing</i>, 22(1-2), 159-167. doi:10.1111/j.1365-2702.2012.04312.x</li> <li>6. Berkman, N.D., Sheridan, S.L., Donahue, K.E., Halpern, D.J., &amp; Crotty, K. (2011). Low health literacy and health outcomes: An updated systematic review. <i>Annals of Internal Medicine</i>, 155(2), 97-107. doi: 10.1059/0003-4819-155-2-201107190-00005</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Discussion #3: Reflection on Diversity Simulation by 12pm on Monday, 11/10.</li> </ol>

11/12/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Responding to Diversity</li> </ol> <p><b>Readings/Preparation</b></p> <ol style="list-style-type: none"> <li>1. American Association of Colleges of Nursing Position Statement: Diversity and Equality of Opportunity (<a href="http://www.aacn.nche.edu/Publications/positions/diverse.htm">http://www.aacn.nche.edu/Publications/positions/diverse.htm</a>)</li> <li>2. McLaughlin, K.A., Hatzenbuehler, M.L., &amp; Keyes, K.M. (2010). Responses to discrimination and psychiatric disorders among black, Hispanic, female, and lesbian, gay, and bisexual individuals. <i>American Journal of Public Health, 100</i>(8), 1477-1484.</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Culturally Competent Care Quiz due Tuesday, 11/18 by 12pm. Quiz will open on Blackboard on Wednesday, 11/12 at 8pm. Quiz will be based on readings from 11/5 and 11/12 classes.</li> </ol>
11/19/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Panel of Practicing Nurses</li> <li>2. Group Time for Culture Presentations</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Post Final Annotated Source Genealogy to Blackboard by 12pm on 11/19.</li> </ol>
11/26/2014	<p><b>No Class—Thanksgiving Academic Holiday</b></p>
12/3/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Group Presentations: Adapting Care to Culture (Groups 1-5)</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Groups 1-5 to post final presentation to Blackboard by 12pm</li> <li>2. Discussion #4: Reflection Upon Today's Presentations by Monday, 12/8 at 12pm</li> </ol>
12/10/2014	<p><b>Topics and Class Activities</b></p> <ol style="list-style-type: none"> <li>1. Group Presentations: Adapting Care to Culture (Groups 6-10)</li> </ol> <p><b>Assignment Due*</b></p> <ol style="list-style-type: none"> <li>1. Groups 6-10 to post final presentation to Blackboard by 12pm</li> <li>2. Discussion #5: Reflection upon Today's Presentations by Friday, 12/12 at 12pm</li> </ol> <p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. Don't forget to fill out the course and instructor evaluations</li> </ol>

# August 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27 Syllabus/Tech Tips Quiz opens on Blackboard at 8pm	28	29	30
31						

# September 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 Discussion 1: Why do you want to be a nurse? Due by 12pm	2 Syllabus/Tech Tips Quiz due by 12pm	3	4	5 Post group culture tasks on your group's file exchange	6
7	8 Website Critique due by 12pm	9	10	11	12	13
14	15	16	17 APA Practice Exercise due by 12pm	18	19	20
21	22	23	24 In-class APA Quiz	25	26 Draft 1: Annotated Bibliography due to Faculty by 12pm	27
28	29	30				

# October 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6 Discussion 2 due by 12pm	7	8 Complete personality style and post to Blackboard	9	10 Draft 2: Summaries and Reflection due to Peer by 12pm	11
12	13	14	15 Legal quiz open on Blackboard at 8pm Rough draft of culture topic to share w/group	16	17 Peer review checklist to original author and upload to Blackboard by 12pm	18
19	20	21 Legal Quiz due by 12pm	22 Ethics quiz opens on Blackboard at 8pm	23	24 Form draft of culture presentation	25
26	27 Draft 3: Summaries and Reflection to Faculty by 12pm	28 Ethics Quiz due by 12pm	29 Quality and Safety Quiz opens on Blackboard at 8pm	30	31 Post draft of culture presentation by 12pm on group's	

# November 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4 Quality and Safety Quiz due by 12pm	5	6	7	8
9	10 Discussion #3 due by 12pm	11	12 Culturally Competent Care Quiz opens at 8pm on Blackboard	13	14	15
16	17	18 Culturally Competent Care Quiz due by 12pm	19 Annotated Source Genealogy Final Paper due by 12pm	20	21	22
23	24	25	26 No Class	27	28	29
30						

# December 2014

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3 Groups 1-5 upload final culture presentation to Blackboard	4	5	6
7	8 Discussion #4 due on Blackboard by 12pm	9	10 Groups 6-10 upload final culture presentation to Blackboard	11	12 Discussion #5 due on Blackboard by 12pm	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NUR 200 Syllabus DA 01/14/2014

## NUR 310-01 – FALL 2014 SYLLABUS

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### UNIVERSITY OF KENTUCKY COLLEGE OF NURSING

**TITLE:** *NUR 310-01 – Research for Evidence-Based Nursing Practice*

**CREDIT:** 3 credit hours

**TIME AND PLACE:** Monday, 10:00 am – 11:15 am  
Wednesday, 10:00 am – 11:15 am  
Room 501C

**INSTRUCTOR:** Jan Odom Forren, PhD, RN, CPAN, FAAN  
Email: [jan.forren@uky.edu](mailto:jan.forren@uky.edu)  
Office Phone: 859-323-6292  
Cell Phone: 502-552-8299  
Office: CON 535  
Office Hours: Monday 1 pm – 4 pm; Wednesday 1 pm – 4 pm  
or call or email for an appointment

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### **COURSE DESCRIPTION**

This course provides an introduction to the research methodology essential to providing evidence-based nursing care. Students will acquire the fundamental basics in quantitative and qualitative nursing research. Legal and ethical issues are discussed. The students will also develop the knowledge and skills necessary to appraise the literature and/or grade the strength of recommendations and apply to evidence-based nursing practice, including up-to-date electronic resources. Students will present an evidence based project to their peers, using PICO format question and literature review. Prereq: STA 200 or equivalent, or consent of instructor.

### **STUDENT LEARNING OUTCOMES**

1. Describe the history, philosophical bases and relevance of quantitative and qualitative approaches to health care problems.
2. Use the findings of qualitative and quantitative research approaches to address clinical/public health problems.
3. Conduct streamlined, focused searches for best evidence to apply research findings to clinical practice/public health.
4. Examine legal and ethical issues as they relate to nursing research.
5. Identify a relevant practice issue, categorize and critically appraise the evidence/grade the strength of the evidence and communicate findings from the EBP project to peers.

### **TEACHING/LEARNING METHODS**

Lecture/seminar and discussion  
Small group activities  
Computer applications  
Oral presentations

Required readings/writings  
Fieldwork  
Individual writing assignments  
Scholarship Showcase attendance



### **REQUIRED TEXT**

Schmidt N.A., Brown J.M. (2012). *Evidence-Based Practice for Nurses (2<sup>nd</sup> ed.)* Sudbury, MA: Jones & Bartlett Learning.

American Psychological Association. *Publication Manual of the American Psychological Association*, Sixth Edition. Washington DC: APA.

### **REQUIRED READINGS**

Handout packet available at bookstore.  
*Other articles will be assigned throughout the semester.*

### **EVALUATION**

1. Searching for Evidence	5%
2. Nursing Problem Assignment	10%
3. Quantitative Assignment	10%
4. Quizzes and Assignments	25%
5. Scholarship Showcase Assignment	5%
6. Evidence Tables for Paper	10%
7. EBP Paper	20%
8. EBP Presentation	10%
9. Class Participation	5%

Specific information regarding each of these assignments is located under **COURSE INFORMATION** → **ASSIGNMENTS** on Blackboard.

This course provides partial credit for the written component of the GCCR for the BSN program in conjunction with NUR 200 and NUR 886-001.

The oral component of the GCCR will be completed in NUR 886-001.

### **GRADING SCALE** (The official UK College of Nursing scale)

92-100 =	A
84-91 =	B
76-83 =	C
68-75 =	D
≤ 67 =	F

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

### **ATTENDANCE**

Attendance is mandatory. Students must be present in class to attain the class material through lecture and group participation necessary to understand and complete the activities and subsequently, the course. Attendance will be documented each class period through the ARS (clicker) system participation or signing in if the clicker system is not working. **Clickers should never be shared in this course.** The minimum penalty for betraying this agreement will be a 3% deduction of all involved

students' final grades. Clickers should be brought to every lecture. Forgotten clickers will result in a zero on any in-class quiz. No exceptions. Lost clickers are the student's responsibility.

If a student has not used the clicker during any class period (for any reason), in order to be counted as 'present', the student must either (1) see me directly after class to write your name down on an attendance log; or (2) email me within 24 hours of that class time, explaining the situation that day. If no communication is received within 24 hours, the student will be documented as 'absent' that day. The back-up system for class attendance will be signing the class attendance roll on those days. Students should have no more than two classes without a clicker. Attendance at Scholarship Showcase will count as 2 days attendance (3 hours). Excused absences are defined per University policy (Students Right and Responsibility Handbook, 5.2.4.2). Absence without prior notification of the instructor is an unexcused absence. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. Students who miss one of the 3 last days of class schedule during oral presentations will receive 1 point deducted from the final grade for each of those 3 days missed if not an excused absence with documentation.

#### **Excused Absences: Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

#### **CLASS PARTICIPATION** includes:

1. Use of clickers during class periods to participate in class.
2. Posting comments on the group discussion board for those designated assignments.
3. Completion of class activities.
4. Attendance in class.

Credit for participation is earned as a percentage of assignments, e.g. 95% of assignments and attendance completed would equal 95% for that portion of the evaluation.

#### **How to register Your Clicker:**

1. Sign in on your Blackboard account and click on NUR 310.
2. Go to your Course Tools in the left-hand column of the home page.
3. Scroll down and click on the "Turning Point Registration" icon.
4. Type in your response device ID (6 characters). The ID number can be found on the back of the clicker (the number under the bar code).
5. Submit, and you are done!

#### **STUDY SUGGESTIONS**

Research is a creative, exciting, and dynamic process best accomplished by the collaboration of knowledgeable, committed professionals. What you – and your classmates- get out of class is determined greatly by the effort and energy you are willing to invest. Class time is largely devoted to applying the information from your text. Being prepared for class will enable you to efficiently and effectively complete coursework. Being prepared for class involves being aware of the topic as well as being familiar with the content of the assigned readings. PowerPoint handouts for lecture and study guides are available for use. All students will be expected to gain access to the course on Blackboard to receive announcements and access needed information for coursework. Do not hesitate to ask questions or make an appointment to talk with me to discuss coursework. The Writing Center may be a

good resource for assistance with paper editing, etc. It is located in W.T. Young Library and can be contacted through <http://www.uky.edu/AS/English/wc/> or 257-1356.

### **LATE WORK**

Assignments that are turned in past the due date will have 5 points deducted for each day they are late. The assignments will not be accepted if submitted beyond 1 week past the due date and the student will receive a "0" for the grade.

### **ACCOMODATIONS DUE TO DISABILITY**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **UNIVERSITY POLICY REGARDING CHEATING AND PLAGIARISM**

#### **Academic Integrity**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a

student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **TEACHER/COURSE EVALUATIONS**

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the Course Evaluation website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don't visit the website within the designated time will receive an incomplete in the course that will remain until the website is accessed. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**

### **PROFESSIONAL BEHAVIORS**

Nursing students are expected to adhere to the Behavioral Standards in Patient Care and Health Sciences Student Professional Behavior Code. In addition, students are expected to prepare for and attend lecture. If you are going to be absent due to illness, notifying the course coordinator, in advance is an expected professional behavior. Notification of the professor includes notification by the student and a response by the professor that assures the message has been received.

### **CLASSROOM ACTIVITIES**

Students are expected to be prepared for each class and to actively participate in discussions and group activities. Class begins promptly at 10:00 am on Monday and Wednesday. Students are expected to be seated and attentive at this time. Our goal is for each of you to be successful in the College of Nursing. One way to achieve that goal is focused active learning in the classroom. Another is to remove known distracters/barriers to the learning process. Cell phones and use of computers in class are two of those barriers. Therefore **cell phones must be turned off** and put into your backpack or purse. It is inappropriate to have your cell phone on and/or to text, email, or talk on your cell phone in lecture. Any talking during class should be directed to the instructor and the entire class. Conversations among individual students, cell phones ringing, use of a computer, and text messaging

during class will not be tolerated. Computers and/or telephones will be banned from the classroom if these guidelines are ignored. If the instructor believes that your behavior is disturbing other students, you will be asked to leave the classroom to prevent any interference with others' learning and receive an unexcused absence for the class period.

### **CODE OF PROFESSIONAL CONDUCT**

"The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual..." (p. 4). Principles of respect extend to all encounters, including colleagues. "This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others" (p. 9). (American Nurses Association Code of Ethics, 2001).

### **STUDY RESOURCES**

#### **First-Aid Fridays**

First-Aid Fridays is a weekly study hall for professional nursing students. ALL sophomore, junior, and senior nursing majors are encouraged to take advantage of this opportunity to study with peers. First-Aid Fridays happens each **Friday from 10 a.m.-3 p.m.** in Room 401. Students can drop in for any part of or all of the time.

- Peer tutors for patho-pharmacology and nursing content review (They've been through it!)
- Teaching assistants to lead hands-on practice of clinical nursing and med-math skills
- Professional advisors to answer academic questions and guide you to success

Bring a friend or study group. "First-Aid Fridays" is a FREE, drop-in resource sponsored by the College of Nursing.

### **SECURITY TIPS AND STUDENT SAFETY**

(Adapted from the UK Police Department Web site: <http://www.uky.edu/Police/atwork.html>)

#### ***Safety Tips***

- Keep a cell phone with you. Include emergency notification numbers (e.g., police, taxi) in your cell phone.
- Always let someone know where you'll be, whether it's coming in late, working late, going to class/clinical, out to dinner or for the evening. If you have an accident, they will have an idea where you are and eventually come looking for you.
- Additional safety tips: <http://www.uky.edu/catspath/safety-tips.html>

#### ***Take a Look at Common Trouble Spots***

- Stairwells and out-of-the-way corridors – Don't use the stairs alone. Stairwells can be traps as well as a way to save time or get some exercise. Never enter a stairwell to escape pursuers or potential attackers. To an area where there are other people.
- Elevators – don't get into elevators with people who look out of place or behave in a strange or threatening manner. If you find yourself in an elevator with someone who makes you nervous, get off as soon as possible.
- Restrooms – Be extra cautious when using restrooms that are in isolated locations, poorly lighted or open to the public. Attackers can hide in stalls and corners.
- After hours – Don't work late alone. Create a buddy system for walking to parking lots or public transportation or use the escort service or ask security to walk you to your car.
- Parking lots or garages – Choose a well-lighted garage or parking space. Always lock your car and roll your windows up all the way. If you notice any strangers hanging around the parking lot, notify security or the police. When you approach your car, have the door key ready. Check the floor and back seats before getting in. Lock your car as soon as you get in...before you buckle your seat belt.

### ***Campus Safety***

- "To ensure your safety and the safety of others at the University of Kentucky, you are encouraged to familiarize yourself with the crime prevention information on the police department's Web site, <http://www.uky.edu/Police>
- **University of Kentucky Police Department Emergencies: 911 (859) 257- 1616 Free call from your cell phone - #UKPD (#8573)**
- Safety Tips: <http://www.uky.edu/catspath/safety-tips.html>
- Safety Services: <http://www.uky.edu/StudentAffairs/VIPCenter/studentServices.html>

### **COURSE ASSIGNMENTS**

Details for course assignments will be found on Blackboard under “Course Information” → “Assignments.”

1. **Nursing Problem (10% of grade) Due**
2. **Searching for Evidence Assignment (5% of grade) Due**
3. **Quantitative Assignment (10% of grade) Due**
4. **Quizzes and Assignments (25% of grade)**
  - a. **Will receive quizzes throughout the semester on information from last class and/or new information. Will total up to 100 points.**
  - b. **May or may not be scheduled ahead of time.**
5. **Evidence Tables for Paper—(10% of grade).**
6. **Scholarship Showcase Assignment—(5% of grade).**
7. **EBP Paper (20% of grade.)**
  - a. **EBP Question—Due**
  - b. **References and Search Strategy—Due**
  - c. **Analysis of Findings —Due**
  - d. **Final copy of paper—Due**
8. **Presentations Based on Paper—Scheduled for**

### EBP Paper Guidelines

You will choose a clinical EBP question based on a clinical research problem for this project. You will review the current literature and make conclusions about the state of nursing science, practice, and or research in this area. You will write the paper turning in rough drafts for comments during the semester and at the end of the semester an oral presentation will be presented using PowerPoint based on your paper. Topics **must be approved** by the instructor. Some class time will be spent organizing these projects but the majority of work will be done outside of class. Please feel free to make an appointment with the instructor for guidance as the project progresses. **No duplication** of topics will be allowed.

You should choose a problem that is interesting to you or may be helpful for future projects. When you initially think you have a topic, you should begin reviewing the literature to **make sure there is enough research to support your topic**. Topic selections are **due by TBA** for approval. Each person will select 5 **research articles from a peer-reviewed journal**. Written search strategy and references are due **TBA**. Based on findings of the research, you should draw conclusions about whether or not the literature provides sufficient evidence to support a change in practice. You must receive a grade of 76 on the paper to pass the course. Further specific details about the paper are in a folder on blackboard.

### Suggested EBP Topics

This list provides some options for project topics to get your group started thinking about it. You are welcome to use one of the topics in this list or come up with your own topic. Remember that it has to be significant and relevant to nursing and that you will have to give your rationale for why it is. All topics must be approved by the instructor.

- Family presence during CPR of adult patients in critical care areas or the emergency department
- Effect of nursing-sensitive factors on patient outcomes, such as effect of nurse level of education or nurse staffing levels on patient outcomes
- Specific intervention to reduce medication errors
- Continuous versus Intermittent fetal monitoring during delivery of full-term infants to healthy mothers
- Safe nursing interventions when caring for patients with increased intracranial pressure
- Specific intervention to relieve suffering in the dying patient
- Specific nursing intervention to decrease incidence of certain chronic condition in our society
- What is the evidence for placing or not placing hospitalized patients with certain infections in isolation or assigning specific precautions?
- Co-bedding of newborns
- Emergency contraception
- Epidural use and length of labor
- Kangaroo care and newborn temperature
- Use of antidepressants during pregnancy
- Elective caesarean sections
- Wrong site, wrong patient surgery
- Surgical site infection
- Intravascular air embolism
- Infant discharged to the wrong person

- Patient suicide or attempted suicide
- Pressure ulcer acquired after admission to the hospital
- Medication error
- Administration of incompatible blood or blood products
- Inappropriate use of restraints or bedrails within a facility
- Ventilator associated pneumonia (VAP)
- Peripheral IV infiltration
- Pain Assessment/Intervention/Reassessment Cycles
- Go to: <http://evidencebasedbirth.com/2012/05/01/birth-detective-2/> and pick out a topic to use from that list

**Written assignments should be turned in the date due in class as a hard copy. It is possible that some assignments maybe turned in electronically via the dropbox connected to the assignment but you will notified if that occurs. Any assignments that are delivered electronically should be named with the project title and last name of student; E.g. (Smith\_Assign1).**

## **NUR 310**

### **EBP Paper Description and Outline**

The purpose of this scholarly paper is to examine a clinical practice problem (see list below for topic areas) adversely impacting patient outcomes in the practice setting, that you, as a BSN graduate, may be asked to monitor and address from a quality/performance improvement perspective. Please select a topic, develop an EBP question related to the topic, identify and explore the evidence related to that question, make practice recommendations based on the identified evidence, and develop an evaluation strategy to evaluate the impact of your recommended practice changes. The topic needs to be significant and relevant to nursing. All topics must be approved by the instructor and no one may use the same EBP question. A minimum of 5 research articles from scholarly journals should be used. There should be at least 8 - 10 references used for the paper. The paper should be approximately 10 pages, but no more than 12 pages. Points will be deducted for papers that exceed 12 pages. The final paper must be a minimum of 3,000 words in length. A grade of 76% must be earned on the final paper to meet GCCR mandates and to pass the course.

Topics for selection include:

#### **Topics for Selection (partially adapted from the National Quality Forum Never Events list)**

- Wrong site, wrong patient surgery
- Surgical site infection
- Intravascular air embolism
- Infant discharged to the wrong person



- Patient suicide or attempted suicide
- Pressure ulcer acquired after admission to the hospital
- Administration of incompatible blood or blood products
- Inappropriate use of restraints or bedrails within a facility
- Ventilator associated pneumonia (VAP)
- Family presence during CPR of adult patients in critical care areas or the emergency department
- Effect of nursing-sensitive factors on patient outcomes, such as effect of nurse level of education or nurse staffing levels on patient outcomes
- Specific intervention to reduce medication errors
- Continuous versus Intermittent fetal monitoring during delivery of full-term infants to healthy mothers
- Safe nursing interventions when caring for patients with increased intracranial pressure
- Specific intervention to relieve suffering in the dying patient
- Specific nursing intervention to decrease incidence of certain chronic conditions in our society
- What is the evidence for placing or not placing hospitalized patients with certain infections in isolation or assigning specific precautions?
- Co-bedding of newborns
- Emergency contraception
- Epidural use and length of labor
- Kangaroo care and newborn temperature
- Use of antidepressants during pregnancy
- Elective caesarean sections
- Peripheral IV infiltration
- Pain Assessment/Intervention/Reassessment Cycles

- Go to: <http://evidencebasedbirth.com/2012/05/01/birth-detective-2/> and pick out a topic to use from that list

### Paper Outline

#### Introduction and EBP Question (15 pts)

This is a basic paper introduction that should be about one paragraph. You should begin with a generalized, global discussion that leads the reader toward the specific problem. Include “startling statistics and dire consequences” that are supported by the evidence. Please conclude this section with identification of your EBP question and purpose statement. The purpose statement needs to be a sentence that begins “The purpose of this paper is to...” And “the PICO question is:” Use appropriate references where needed.

#### Search Strategy (15 pts)

Please provide a brief discussion of the search strategy used to find your evidence to include the following:

- Search terms used
- Databases searched
- Years searched
- Estimated number of total articles found in your search
- Explanation for selection of the 5 articles analyzed. (Inclusion and exclusion criteria.)

#### Analysis of the Findings (Discussion of the Evidence) (25 pts)

1. Analysis & synthesis of the identified evidence (What facts did you gather from the review?) (minimum of 5 articles included)
2. Strength and quality of the evidence as outlined by Stetler’s (2002) Evidence Hierarchy and Hopkins Quality of the Evidence.

#### Discussion of Practice Recommendations (20 pts)

1. Based on your analysis of the evidence, please provide at least 2 practice recommendations that you would recommend for implementation in the practice setting.
2. Discuss how will you implement these recommendations into practice? What are barriers to implementation? How would you overcome these?

#### Evaluation Strategies (5 pts)

1. Discuss how you will evaluate the impact of your practice recommendations on patient outcomes. What outcomes would you measure (e.g. length of stay, infection rate, incidence of VAP)? Where would you gather your data (patient charts, observation,

pecially designed data collection sheet)?


**Conclusion and summary (10 pts)**

What were the main points of the paper?



**APA: (10 pts)**

Use the APA Manual (6<sup>th</sup> Ed).

**Course Topic Outline and Schedule**

DATE	TOPICS	Resources, Reading Assignments, & Due Dates
1/15/14	Introduction to the class Introduction to Evidence-Based Practice and Nursing Research	Syllabus review Chapter 1
1/20/14	Martin Luther King Holiday	
1/22/14	Introduction to Evidence Based Practice EBP & Collaboration	Chapters 1, 2 Barb Renfro, BSN, RN Guest Speaker
1/27/14 Dates will be changed to fall calendar	Identifying research questions Developing an EBP question	Chapter 3 Kate Osman, BSN, RN Guest Speaker <b>Assignment 1 (Nursing Problem) is due.</b>
1/29/14	Identifying research questions Developing an EBP question	Chapter 3 Work on EBP questions.
2/3/14	Searching for Evidence	Chapter 4  Computer Class will be held by Bev Hilton, Librarian in the Computer Room on 6 <sup>th</sup> Floor.
2/5/14	Searching for Evidence	<b>Work on Assignment 2 on your own. Also, find at least one primary research article of interest and bring the article to class on 2/10/14.</b>
2/10/14	Finding Sources of Evidence	Chapter 4 <b>Assignment 2 due in class.</b>
2/12/14	Theory, Research, and Practice	Chapter 5 <b>EBP Questions due in class.</b>
2/17/14	Quantitative Design: Key Principles	Chapter 6
2/19/14	Quantitative Design	Chapter 7 <b>References and search strategy due in class for EBP paper.</b>

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2/24/14	Quantitative Design	Chapter 7
2/26/14	Qualitative Designs & Data Analysis	Chapter 8, 13 Demetrius Abshire, MSN, RN Guest Lecturer for class
3/3/14	Qualitative Research	Articles to read
3/5/14	Data Collection	Chapter 9 <b>Evidence Table Summary due in class.</b>
3/10/14	Data Collection Sampling	Chapter 9 Chapter 10
3/12/14	Sampling	Chapter 10 Pat Burkhart, PhD, RN, Guest Speaker <b>Quantitative Assignment is due in class.</b>
3/17-3/22/14	Spring Break	
3/24/14	Sampling Other Sources of Data	Chapter 10 Chapter 11 <b>Introduction of paper is due in class.</b>
3/26/14	Quantitative Data Analysis	Chapter 12 Kristin Ashford, PhD, RN, Guest Speaker
3/31/14	Quantitative Data Analysis	<b>Analysis of Findings of paper due in class.</b>
4/2/14	Ethics in Research	Chapter 1 pp.30-32; Chapter 2 pp.49-60; Chapter 8 pp.290-211; Chapter 10 pp.265-268.
4/7/14	Ethics in Research	Ellen Hahn, PhD, RN, FAAN Guest Speaker
4/9/14	Weighing the Evidence Transitioning Evidence to Practice,	Chapters 14, 15 <b>FINAL PAPER DUE</b>
4/11/14 FRIDAY	Scholarship Showcase 	Required to attend 2.5 – 3 hours. Schedule provided when finalized.
4/14/14	Development as an Innovator Evaluating Outcome Dissemination of Information	Chapters 16, 17, 18 <b>Research Day Assignment due in class.</b>
4/16/14	Presentations	<b>Course Completed</b>

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<b>4/21/14</b>	<b>Presentations</b>	<b>Course Completed</b>
<b>4/23/14</b>	<b>Presentations</b>	<b>Course Completed</b>

**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING  
Fall 2014**

**A Distributed Learning Course**

**TITLE:** NUR 350: Concepts of Professional Nursing

**CREDIT HOURS:** 5 credit hours

**PLACEMENT:** Fall

**PRE-REQUISITES:** Admission to the RN-BSN Option. This is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework.

**FACULTY:**

Section 401: Gina Lowry, PhD, RN, Senior Lecturer  
441A, CON Bldg.  
859-257-5258; 859-221-9290 (preferred)  
GinaLowry@uky.edu  
Office Hours: By appointment

Section 402: Tricia Kellenbarger, MSN, RN  
859-333-7422  
Tricia.Kellenbarger@uky.edu  
Office Hours: By appointment

Section 403: Demetrius Abshire, MSN, RN  
450D CON Bldg  
859-323-9677  
demetrius.abshire@uky.edu  
Office Hours: By appointment

**COURSE DESCRIPTION:**

This course will provide students with an opportunity to explore and understand theories from other disciplines and to apply these theories in nursing practice. Student learning will be facilitated with the use of case studies, scholarly journal articles, peer review of classmates' writing, and informatics. Additionally this course will focus on client education that encompasses the assessment of the learner and consideration of the learner's needs in various health care situations. The student will learn how to develop a teaching plan and will demonstrate effective teaching strategies in the classroom setting. Students will expand their knowledge of cultural diversity and evidence based practice to promote quality and safe patient care. This course is taught in a distributed learning format, meaning that approximately 1/3 of the class is online, 1/3 of the class is independent study, and 1/3 of the class is in the classroom. Students must be active, self-directed learners to be

successful in this class. Students will practice skills of critical thinking and writing within the discipline.

**REQUIRED TEXTS:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bastable, S. B. (2013). *Nurse as educator: Principles of teaching and learning* (4th ed.). Boston: Jones & Bartlett.

**CLASSROOM:** Classes will meet in Charles T. Wethington Bldg. Room 411. All students will initially report to this classroom each day unless otherwise instructed.

**CLASS DATES:** This is a distributed learning course. **Online content will begin on August 28<sup>th</sup>. Approximately 1/3 of the course will consist of traditional face-to-face class meetings. Class meetings will be from 8-11:50 on the following Saturdays: TBA**

**LEARNING OUTCOMES:** At the end of this course, students will be able to:

1. Develop skills in critical thinking through reflection, identification and appraisal of assumptions, inquiry, interpretation, analysis, reasoning, and considerations of context.
2. Discuss selected theories from other disciplines and their applicability to nursing practice.
3. Communicate in a style appropriate to the professional nurse, through writing, speaking, and group participation.
4. Use informatics to retrieve nursing literature and to participate in an on-line learning community.
5. Assess patient's learning styles and needs and demonstrate an evidence-based teaching plan.
6. Discuss current patient safety standards and the assurance of quality care into nursing practice.
7. Discuss the effect of cultural diversity on patient care.
8. Integrate evidence-based information into clinical case studies and writing.

**GCCR OUTCOMES:** This is a writing-intensive course approved to fulfill the composition portion of the GCCR (Graduation Composition and Communication Requirement). At the end of this course, students will be able to:

1. Write a 4,500 word paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the professional nurse.
2. Demonstrate information literacy by discovering, evaluating, and clearly presenting evidence in support of an argument in the subject area utilizing documentation that conforms to APA style.
3. Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
4. Write a capable, interesting essay about a complex issue in nursing for a general university audience.



**TEACHING/LEARNING METHODS:** NUR 350 will be taught using a combination of methods. Approximately one-third of the course will be taught in-class, through lecture, discussions, case studies, small group work, and student presentations. Approximately one-third of the course will be taught using the internet as a teaching tool; students will utilize the internet to perform literature searches, respond to case studies by applying the literature, participate in discussions on the internet, watch lectures and videos, and use e-mail to interact with faculty and other students. Approximately one-third of the course will be completion of out-of-class assignments which include: readings, reflection, and writing. The assumption is made that all students have access to computer facilities, the Internet, and e-mail.

**COMPUTER ACCESS EXPECTATIONS:**

Students are expected to access the BLACKBOARD site and its components at least four times per week. If for some reason, you cannot access the site at home due to temporary computer breakdown or other circumstances, it is your responsibility to access the site through other means (e.g., going to local public or school library). This course is heavy in reading and writing/communications requirements; plan time for interactions and completion of assignments. Technical support is available at:

Teaching and Academic Support Center <http://www.uky.edu/TASC/index.php>  
 UK Information Technology Center <http://www.uky.edu/UKIT/>

**EVALUATION:**

**General:** Evaluation will be based on in-class assignments and out-of class assignments, including internet assignments. Students are to complete class activities by the due date. A **grade reduction of 2 percent of the assignment grade** may be assessed for each day an assignment is late. Remember also that computers do fail and always seem to fail at the worst possible time. Please send your papers early enough to allow for breakdowns. An exclamation point in the assignment column of Blackboard Grade Center means that your assignment has been received and needs grading. **Specific evaluation criteria for each assignment may be found in the Week by Week Content Tab of Blackboard and later in this syllabus.**

**GCCR Specific Evaluation:** Papers written in this class will be submitted through email to peer reviewers, revised, and submitted through Blackboard to faculty. Both peers and faculty member reviewers will return the papers with suggestions and corrections. Details on the peer review process are included later in this syllabus. Students in need of writing assistance may make an appointment with the faculty member who reviewed their paper. Students may also be advised to utilize the assistance of the [Writing Center](#). To receive an A on the writing assignment, papers must demonstrate correct grammar and spelling; APA style is required (including punctuation, typing, references, etc.). The paper should have a logical flow, be clear and concise, and yet contain all necessary information. B papers must demonstrate correct grammar and spelling; contain all necessary information, and APA style is required (including punctuation, typing, references, etc.). **\*Please note that a minimum grade of C must be achieved on the final submission of the writing intensive assignment to pass this course. An explanation of grading criteria can be found in the assignment guidelines.**

**COURSE GRADING SCALE:**

A	92-100
B	84-91
C	76-83
D	68-75
E	below 68

**\*Please note that a minimum grade of C must be achieved on the final submission of the GCCR assignment Theory Paper to pass this course.**

**ASSIGNMENT WEIGHTS:** The percentage of the course grade applied to assignments follows:

<b>GCCR*</b>	
Theory Paper	45%
Peer Review	5%

\*Students who fail to earn the minimum grade of C on the final submission will receive an additional submission. If an extra submission is needed, the highest grade the student can receive on the assignment will be 76%.

**Other Assignments**

Graded Homework	5%
Web Assignment	3%
Nursing Diagnosis Assignment	2%
Discussion 1 (Safety)	2%
Discussion 2 (problems with teaching)	8%
Discussion 3 (cultural diversity)	2%
Teaching Quiz	8%
CAM article summary	2%
Hospice Assignment	6%
Group Teaching Assignment	12%
Teaching Plan (4%)	
Presentation (8%)	

**COURSE POLICIES:**

**SUBMISSION OF ASSIGNMENTS:** Students are required to complete class activities by the due date. A grade reduction of 2 percent of the assignment grade may be assessed for each full day an assignment is late. Assignments are due by 12 noon on the due date and are to be submitted through Blackboard (Assignments Tab). In case of an emergency which will prevent completion by the due date/time, please contact faculty for an extension.

**ROUNDING:** Standard rounding rules apply. Only .5 and above is rounded up.

**DISCUSSIONS:** Threaded discussions are scholarly group discussions conducted on-line through Blackboard. Questions will be posted for each discussion group; these questions will relate to course content. These discussions are designed to stimulate thought, interest, and analysis between and among participants. The class will be divided into discussion teams; the teams will be posted on the announcements page prior to the beginning of the discussion. Your presence in the discussion will be monitored and graded.

Each discussion will span several days so that each student has multiple opportunities to participate in each discussion. To receive the points available for each discussion, you must *actively*

*participate in the discussion with substantive postings* which address the questions in the individual assignment guidelines, *support your discussion points with literature if so required*, and *respond to other student's posts*. As in a face-to-face discussion, during threaded discussion you may raise questions, ask for clarification, answer questions, and comment on the remarks of others. *Note that a quick response to another student (e.g. "Yes, I hadn't thought about that") will NOT count toward your three postings*. Your responses to the original questions and to postings from your fellow classmates should be thoughtful, meaningful, informed, and polite.

**ATTENDANCE:** The class will meet in 4-hour blocks; a total of 5 classes will be spread across the semester. Class attendance is required. **Students who miss one class with an excused absence will be given a make-up assignment; students who miss one class with an unexcused absence will receive a 3% reduction in the course grade. Students who miss two classes (excused or unexcused) are expected to withdraw from the course per University policy.** Students need to notify the professor of absences prior to the class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor. Students may be asked to verify their absences because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

**ACADEMIC INTEGRITY:** Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. Part II of [Student Rights and Responsibilities](#) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain. (Section 6.3.1). PLEASE NOTE THAT ASSIGNMENTS MAY BE SUBMITTED TO AN ELECTRONIC DATABASE TO CHECK FOR PLAGIARISM.

**TEACHER/COURSE EVALUATIONS:** The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses a web-based course evaluation. All students enrolled in this course are encouraged to visit the Course Evaluation website to fill out evaluations. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members, program directors, associate dean, and dean only after final grades are submitted.

**CLASS PARTICIPATION GUIDELINES:** Class participation, including participation in web activities, is an integral part of this course. At times it is the springboard for future class assignments and other times it culminates several individual and group activities. It helps us formulate new ideas from studies, theories, and literature. It is therefore required that all students participate in class. Effective participation involves preparation, asking thoughtful questions that contribute to class discussions, and the sharing of experiences and learned information. These experiences will help the student move toward new understandings.

**ACCOMODATIONS FOR DISABILITY:** If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with me to discuss accommodations.

**INSTRUCTOR COMMUNICATIONS:** Instructors have agreed to try to maintain the following communication standards:

- Faculty will check email at least twice a day, every day. If unable to do so, they will post an announcement of their unavailability on Blackboard.
- Faculty will try to respond to all questions submitted to me by 9:00 PM every evening.
- If students have several big questions about something or are confused, please call your faculty member. If they are unavailable, they will return your call as soon as possible.
- There is a discussion board set up in Blackboard where you may post questions and view answers to other students' questions. Faculty will check this board daily.

**LIBRARY RESOURCE:**

Bev Hilton, Nursing Liaison at the Medical Center Library, is also available to help you.

Email: [bhilton@uky.edu](mailto:bhilton@uky.edu)

Phone: 859-323-8008

**CONTENT OUTLINE (in non-chronological order):**

- I. Writing
  - A. Writing basics
  - B. APA Style
  - C. Writing in nursing
  - D. Common theories used in nursing
  - E. Applying theory to practice
- III. Evidenced-Based Practice
  - A. What is evidence?
  - B. Searching for the literature
  - C.. Application of the evidence
    - 1. To case studies
    - 2. To current practice situations
- IV. Teaching/Learning
  - A. Learning theory
    - 1. Defined
    - 2. Personal learning style
  - B. Assessment of the learner
  - C. Teaching Methods
    - 1. Defined
    - 2. Application to learning style
    - 3. Development of teaching plan
    - 4. Design of teaching materials
      - a. Reading level assessment
      - b. Visual impact
  - D. Writing a teaching plan
  - E. Presentation of patient teaching
- V. Reflection on current practice
  - 1. Practicing quality care, safely
  - 2. Cultural awareness
  - 3, Teaching
- VI. Reflection on learning (incorporated into most assignments)

Assignment Guidelines may be found under the Week by Week Content Tab of Blackboard and later in this syllabus.

## WEEK 1 & 2

TBA

### COURSE SHELL REVIEW

Review the capture of the resources available on the Blackboard Site and learn how to navigate the site

### SYLLABUS REVIEW

Review the capture of the explanation of the syllabus. You may wish to print the syllabus so you can make notes.

Ask any questions on the FAQ discussion board

Complete the form stating that you have reviewed the syllabus and asked any questions you have (You will find a link to submit the form in the Week 1 & 2 week-by-week tab)

### DISCUSSION BOARD

:

Getting to know each other: Practice discussion board postings by telling us something about you. Where do you practice? How long have you been a nurse? Pets? Children?

Check out the pictures we took on Orientation Day under the Class Pictures Tab.

### **WRITING:**

**REVIEW:** Formatting Your Papers (available in the Course Helpful Content & Documents tab, APA Tips)

**WATCH:** Power Points:(See Power Points Content Tab) – consider printing the power points for future reference.

Sentence Structure (30 minutes)

APA (30 minutes)

Plagiarism (10 minutes)

Scholarly Articles(15 minutes)

Graded Homework covering this content and worth 5% of your grade will be posted on Bb on September 8. **Due at the beginning of Class 2, TBA**

**READ:** Most Common Writing Errors (Later in this document)

**EVIDENCE-BASED PRACTICE:**

- WATCH:** *Why can't I just Google?* (3 minutes) available at <http://www.youtube.com/watch?v=N39mnu1Pkgw&feature=relatedlibrary@latrobe.edu.au>  
*Researching online for college students: Five easy steps* (5 minutes), available at <http://www.youtube.com/watch?v=Ylp9nJpGak4&feature=related>  
*Evaluating websites.wmv* (4 minutes) available at <http://www.youtube.com/watch?v=14KFEJIEUrM&feature=related>
- BEGIN:** Web Assignment: Discover what makes a credible site and begin looking at sites. **(Assignment due TBA)**  
 Assignment Guidelines appear on p. 11 & 12 of this document.

**CLASS 1--TBA—ON CAMPUS**

**CLASS DISCUSSION:** What is a profession? Is nursing a profession?  
 Professional organizations  
 Quality and Safety in Nursing/Nurse Sensitive Indicators

**DISCUSSION:** The use of theories in nursing.

**REVIEW OF COURSE RESOURCES:**

**Bring your laptops to class if you have them.**

Effective literature searches

Formatting Your Papers (See APA Tips Folder in the Helpful Content Tab)

Ask about switching to 403

**Break -- into sections**

**SIGN UP:** For a theory from one of the ones you received on Orientation Day:  
 Leadership, Change, Systems, Stress & Coping.

**Review of Upcoming Assignments**

## Things to Watch Out For!!!!

### Most Common Errors in Formal Papers

#### 1. Wrong word – 13.7%

Watch homonyms (example they're and their) -- spell check won't catch those.

Don't blindly accept spell checker suggestions – make sure it's suggesting the word you really mean.

If you're using a word you don't often use, make sure you have the meaning correct. For example:

Although some may find them similar, there's a big difference between monotony and monogamy 😊

#### 2. Missing comma after an introductory element – 9.6%

#### 3. Incomplete or missing documentation—7.1%

#### 4. Vague pronoun reference—6.7%

#### 5. Spelling error (including homonyms)—6.5%

#### 6. Mechanical error with a quotation—6.4%

#### 7. Unnecessary comma—5.2%

#### 8. Unnecessary or missing capitalization—5.2%

#### 9. Missing word—4.6%

#### 10. Faulty sentence structure—4.4%

#### 11. Missing comma with a nonrestrictive element—3.8%

#### 12. Unnecessary shift in verb tense—3.8%

#### 13. Missing comma in a compound sentence – 3.6%

#### 14. Unnecessary or missing apostrophe – 3.1% (including its/it's)

#### 15. Fused (run-on) sentence—3.0%

#### 16. Comma splice—2.9%

#### 17. Lack of pronoun-antecedent agreement—2.7%

#### 18. Poorly integrated quotation—2.5%

#### 19. Unnecessary or missing hyphen—2.5%

#### 20. Sentence fragment—2.4%

Adapted from: Lunsford, A.A. (2009). *From theory to practice: A selection of essays* (3rd ed.). Boston, MA: Bedford/St. Martin's.



## ASSIGNMENT GUIDELINES

### WEB ASSIGNMENT

The World Wide Web makes a large amount of medical information easily available to anyone with access to a computer. Every day information providers add new information to the Web; the information available is increasing at an exponential rate. Consumers are exploring this information. This healthcare consumer exploration can be a good thing because it means that clients are informed about their health conditions and can participate more knowledgeably in healthcare decisions. However, what assurance do consumers have that the information they obtain from the Web is accurate? How can we help consumers to sort out the vast array of information to find valid information? One way to begin is to search the Web ourselves to see what is out there. **The purpose of this assignment is to begin to explore the information that is readily available to consumers on the World Wide Web and to learn to evaluate that information.** For this assignment, approach the assignment as a member of the general public, not as a healthcare professional; search for information that is readily available to anyone. Choose a medical diagnosis that interests you and begin searching. To begin the search, you must access a search engine such as Google, Ask.com, yahoo.com, etc. If you are unfamiliar with web searching, a useful link to explain the use of search engines is <http://www.monash.com/spidap1.html> Once you've found some sites you're interested in, you need to determine the credibility of the sites. **Please watch the three short videos listed on the first page of the Week 1& 2 document to help you complete this assignment.**

Assignments guidelines follow this page.

## WEB SEARCH ASSIGNMENT WRITTEN REPORT GUIDELINES

1. Find five web sites that can provide you with information about the topic.
2. Evaluate each site using the criteria explained in the videos, then
3. Create a document that
  1. identifies the two best sites and explains in some detail
    - a. why you believe each site is credible and
    - b. why each site is one of the best sites available, and
  2. contains a list of the 5 sites you found, formatted as a reference page.

This document should be formatted according to the guidelines in the Formatting your papers document (available in the Helpful Content Tab, APA Tips). This written report should be 2-3 pages of body + a cover page and a reference page. **This assignment is due TBA.** Submit this assignment through the link in the Week 4, Week by Week Activities Tab

### Grading Rubric (Web Assignment):

CATEGORY	Criteria
10 points	Two sites are identified. The explanation of the credibility of each site is thorough and follows the criteria established in the video. APA citations have fewer than three errors. Paper is formatted correctly.
7 points	Two sites are identified. The explanation of the credibility of each site is not as thorough, but follows the criteria established in the video. APA citations have fewer than 5 errors. Fewer than 2 formatting errors.
5 points	Two sites are identified. The explanation of the credibility of each site is minimal and/or does not follow the criteria established in the video. APA citations have fewer than 5 errors. Fewer than 4 formatting errors.
3 points	Only one site is listed. Explanation of credibility is minimal. Many APA errors or no APA citations given. More than 4 formatting errors.
0 points	Assignment not received.

Your earned points/10 = percentage grade. This assignment is worth 3% of the course grade.

**HINTS:** For assistance with electronic references in APA format, see the APA power point, your APA manual or the UKCON Undergraduate APA guidelines. Remember to try to find the elements of a typical APA entry – author(s), date, title –and to include a retrieved statement with the web address. Make sure **NOT** to put a period (.) at the end of the address unless it is actually a part of the URL.

**DO** take the reader directly to the page you want him/her to see (e.g., if you've investigated sites for breast cancer, **DO NOT** send the reader to the American Cancer Society site and make them search for the information on breast cancer).

Please check the web site addresses used on your reference page by attempting to click on them. ***The address is the most important element of the entry.*** You will experience an automatic 5% deduction for each entry for which we are unable to reach the site from the address you have used.

Hyperlinks are OK for this assignment, but for the formal paper you will do later, hyperlinks are not useful. If the computer automatically added a hyperlink as you typed, you must remove the hyperlink. To remove the hyperlink, position your cursor on the link, click on the INSERT tab, click on Hyperlink (near the middle of the toolbar), click on remove Hyperlink (bottom right side of box). Practice removing them now.

<b>ACTIVITIES FOR WEEK 3 (TBA)</b>
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**REFLECTIVE PRACTICE:**

**DISCUSSION 1:** Nursing's Impact on Patient Safety(Open dates – TBA).  
Assignment guidelines follow in this document

**WRITING:** Graded Homework is posted on TBA; Due TBA

**EVIDENCE-BASED PRACTICE:**

**ASSIGNMENT:** Compile an APA list of research articles and other sources you plan to use in your theory paper. Email to your faculty member to make sure you're on the right track ☺ There is no grade for this assignment.

**READ:** Case Study 1 (follows this page);

Choose 2 nursing diagnoses from the following list and e-mail your primary faculty with your choices by noon on **TBA**. Assigned nursing diagnoses will be posted on Blackboard as an announcement by **TBA**.

**Nursing Diagnoses:**

1. **Situational low self esteem** related to poor body image, inability to fulfill her goals as a mother, change in her ability to function as a social worker as evidenced by comments about others thinking she does not "pull her load", being overwhelmed by the increase in tasks for her daughter and grandson.
2. **Activity intolerance** related to inadequate energy sources secondary to obesity and inactivity secondary to sedentary lifestyle as evidenced by shortness of breath, and reported decrease in energy level.
3. **Excess fluid volume** related to impaired venous return secondary to increased peripheral resistance as evidenced by shortness of breath, peripheral edema, and elevated blood pressure.
4. **Acute pain** related to inflammation of knees and lower back as evidenced by complaints of pain, redness, swelling, and palpated crepitus in knees bilaterally and pain in her lower back at L3-5.
5. **Ineffective health maintenance** related to intake in excess of metabolic requirements secondary to stress, self image, pain, decreased mobility evidenced by a 20 lb weight gain in past 6 months.
6. **Interrupted family processes** related to daughter and grandson moving into household as evidenced by arguments between client's husband and daughter and client's expression of anger when discussing her daughter.

## Case Study 1

Barbara Rogers is a 68 year old female who was born and resides in Lexington, Kentucky. She is married with two grown children. Barbara has a master's degree in Social Work and currently works full time for the Kentucky Cabinet for Human Resources.

### History:

Barbara has noticed some shortness of breath when climbing stairs, especially when visiting clients. Three years ago she was diagnosed with hypertension and was placed on Minipress 5mg daily. Her last BP was 140/80 (about 3 months ago); she has gained 10 pounds in the last two months putting her at 80 pounds overweight. Other medications include Ibuprofen 800mg three times daily and Vitamins A, B, C, D, & E. She has a family history of heart disease. Her father died of a heart attack at the age of 60, and her mother has hypertension as well.

### Treatments:

Barbara understands she should be exercising more and eating better; however, she has not been attending to this concern. Her recent development of shortness of breath "scares" her. Other than the birth of her two children and a tonsilectomy at age 10, she has had no other hospitalizations or illnesses.

### Health Maintenance - Health Perception/Pattern:

S: Patient's last routine physical was 3 years ago and included pap smear and mammogram; she has yearly dental and eye exams. Her hypertension was discovered three years ago. She became normotensive after starting her BP medication and has had no other issues.

O: Sitting in a chair, alert, slightly SOB, clean and neat in appearance.

### Nutrition-Metabolic Pattern:

S: Patient complains of having problems with weight gain most of her adult life, gaining 20 pounds in the last six months. Most meals consist of eating "convenient" food, including cereal, fast food (when on the road for her job), and take out for dinner. Although she does try to eat chicken and salads, that does not always happen. She does mention that dessert is included several nights a week with dinner. She has no c/o nausea, vomiting, or loss of appetite. She denies family history of cancer of the mouth, esophagus, stomach or liver. She has no history of cirrhosis. She started taking vitamins, calcium and bee pollen on her own, hoping the vitamins would start giving her some energy.

O: Patient's skin is warm, dry and pink. Capillary refill is WNL. Fingernails short, clean and without ridges or breakage. Oral mucous membranes are pink and moist with no lesions noted on lips or within the oral cavity. No difficulty swallowing is noted as well. Abdomen is soft and flat; bowel sounds in all four quadrants.

Elimination Pattern:

S: Patient states no problem with urination and bowel movements. No history of hemorrhoids or rectal bleeding. No family history of cancer of the bowel and/or urinary system.

O: Urine clear. Urinalysis pending. Stool not examined.

Activity-Exercise Pattern:

S: Patient does not exercise on a regular basis, stating that her "job keeps her active." Her job activity consists of two home visits per day with driving in between. She occasionally climbs stairs but has recently noticed an increase in shortness of breath and knee pain with this activity. She has taken on more sedentary responsibilities at work due to her inability to climb stairs. She also complains of a "skipping heart" in the past month.

O: Heart sounds are audible and clear. Mild SOB. Auscultation of the lungs shows a few scattered rales in the lung bases that clear with coughing, and wheezing in the upper lobes with exertion. EKG shows 2 PVC's per minute. Patient has 1+ lower extremity edema with a sluggish capillary refill in the toes and a dusky, cool look to the feet.

Cognitive-Perceptual Pattern:

S: Patient has no c/o memory loss, balance, coordination, changes in personality or difficulty hearing. Pain in her knee without Ibuprofen is 5-6 on a 0-10 scale. She uses a heating pad for low back pain when needed. She realizes she needs to lose weight due to her risk for cardiovascular disease. Patient states "I've heard that acupuncture could help the pain. Does it work? Where can I go for it?"

O: Patient is alert and oriented x3. Responds to questions appropriately. Neuro assessment WNL except for a slight decrease in sensation to pinprick to bilateral feet.

Sleep-Rest Pattern:

S: Patient c/o not sleeping well for a month. Averages about 5-6 hours a night. Patient has c/o feeling tired and less energy.

O: Alert. No difficulty concentrating or responding to questions.

Self Perception-Self Concept Pattern:

S: Describes self as a hard worker looking forward to retirement and traveling with her husband. She is concerned about her health now. States "I don't like for my co-workers to feel I'm not doing my fair share of the work since I cannot do as many home visits. I know I need to lose weight to be able to do my job better, but it isn't that simple."

O: Speaks clearly and coherently. Neat and clean in appearance. Eyes divert down when speaking of co-workers.

Role-Relationship Pattern:

S: Husband does help a little around the house, likes to eat out and have "hearty meals" at home and likes his wife to be on the "plump" side. Two months ago her daughter moved back home with her 10 year old son, which was not what Barbara wanted but agreed to keep the peace in the family. The daughter expects Barbara to fix the meals and wash her clothes as she is "working to make enough money to move out on her own." Son lives four hours away and has a close relationship with patient. They speak once a month.

O: Patient smiles while talking about son, but looks angry when talking about daughter. Husband not present at time.

Coping/Stress Pattern:

S: Patient states her stress level has increased since her daughter's return to the house. Her husband argues with the daughter about helping out more around the house, but Barbara feels her grandson needs healthy meals and a steady environment. She feels her husband cannot be her support person in this situation, and feels that she is having a hard time concentrating at work as the situation is getting her down. She states "What am I going to do? I cannot think straight any more. Should I try alternative therapy such as therapeutic touch? I took St. John's Wort for a week but I didn't notice any changes."

O: Patient is tearful. She has audible wheezing and increased SOB.

Value-Belief Pattern:

S: "I love my husband and daughter, but I know this arrangement is not good for my health. I do not want to have a heart attack, but I need help to get better." Patient states that she is a non-practicing Catholic and her husband is Jewish, which makes organized religion a challenge. She believes in God and prays silently when having a troubled state of mind. She states she has been praying a lot lately.

O: Patient speaking very softly.

## DISCUSSION #1 ASSIGNMENT GUIDELINES

Quality and safety are the current "buzz words" in healthcare -- as they should always have been! Some quality and safety concerns have been designated as nurse sensitive indicators -- meaning that nursing care can impact these conditions. Examples are decubitus ulcers, falls, foley catheter associated urinary tract infections, and ventilator associated pneumonia. These issues are important, not only for the well-being of our patients, but also for the financial impact they can have on our institutions, since facilities will not be reimbursed for expenses resulting from caring for these conditions.

This discussion DOES NOT require references, it is your opinion from your experience or from talking with others on your unit.

In this discussion,

1. Describe a nursing or patient care concern, issue, or problem with safety or quality that you have encountered in your facility.  
(Thorough description, 10 points; some description, 6 points; little description, 3 points)
2. Describe in some detail at least one thing that your home institution is doing to resolve common safety or quality concerns. (20 points)  
(Thorough description, 20 points; some description, 15 points; little description, 5 points)
3. Tell us what impact you believe the designation of some concerns being called "Nurse Sensitive Indicators" will have on the practice of nursing. (20 points)  
(Thorough discussion, 20 points; some discussion, 15 points; little discussion, 5 points)
4. Points for posting to others – please begin these posts with the name of the person you are responding to. (Posted to 4 others with meaningful comments, 20 points; posted to 2 others with meaningful comments, 15 points; posted to only 1 other student or comments were not meaningful, 5 points)
5. Post over several days  
(Posted meaningful posts on at least 4 days, 20 points; posted meaningful posts on 2-3 days, 15 points; posted only on one day OR posted only on the last day, 5 points)

The discussion will begin on TBA and end on TBA. **This** discussion is worth 2% of your course grade. There are 90 possible points. Your points / 90 total points = posted percentage grade.

<b>ACTIVITIES FOR WEEK 4 (TBA)</b>
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**REFLECTIVE PRACTICE:** Discussion 1 closes on TBA

**DUE:** Web Assignment due TBA

**EVIDENCE-BASED PRACTICE:** Nursing Diagnosis assignment posted TBA

**ASSIGNMENT:** The purpose of this assignment is find and use the research literature to support nursing interventions. Assigned nursing diagnoses will be posted on Blackboard as an announcement on **TBA**

Once you've received your assigned nursing diagnosis:

Write two interventions with rationale that is supported by research literature. Include an APA list of your references. Bring this to class on TBA and post on Bb using the Week by Week Activities, Week 5 Link. You will be discuss your findings in class during Class 2 (**TBA**) with other students who had the same nursing diagnoses, and one student will be asked to summarize your discussion for the entire class. In this discussion, be prepared to discuss your interventions, the literature supporting the intervention, and the availability of the intervention to the person in the case study (location, cost, etc.)?

Assignment Grading criteria:

2 interventions, appropriate rationale, APA list of references = 10 points

1 intervention, appropriate rationale, APA list of references = 5 points

Your points/10 = percentage posted; this assignment is worth 2% of your grade.

**WRITING:**

**BEGIN:** Theory Paper Part 1. 1st draft due to peers by **TBA**  
Assignment Guidelines follow in this document.

**TEACHING & LEARNING:**

**READ:** Bastable text.

Chapter 1, Chapter 3, and Chapter 4, and Chapter 11.

**Consider outlining your readings in preparation for a timed open book, open note quiz.**



## **ASSIGNMENT GUIDELINES—GCCR THEORY PAPER**

The purpose of this assignment is to help you learn to write in style of a professional nurse and to help you become familiar with theories from other disciplines which are commonly used in nursing. You will write a 4,500 word paper (no more than 20 pages excluding the cover page) on a theory that you signed up for at the beginning of class. This paper should explain the theory, discuss how this theory has been used in nursing research, and discuss application of the theory in the clinical setting.

This paper meets the writing portion of the GCCR requirement; the presentation portion of the GCCR requirement will be met in the RN-BSN Capstone course. The assignment will be submitted in three parts. Each part will be submitted to peers, reviewed by peers and returned for resubmission faculty. Faculty will review the paper and return it to you as explained in the Peer Review Process document we will discuss in class on September 28. The *first drafts* are due as follows: **Part I is due to your peers on TBA. Part II is due TBA; Part III is due TBA. A grade for the paper will be applied following the submission of the entire paper on TBA.** The paper will be graded as follows:

**Part I Background and explanation of the theory (15 points).** This should include historical development of the theory, a definition of the key terms of the theory, and an explanation of how the key terms relate to one another. *This section should include at least 3 credible references; credible web sites may be used in this part of the paper.*

**Part II An exploration of existing original, data-based research literature using this theory (20 points).** You must identify and include at least five (5) scholarly sources\* in this literature review. Describe how the authors used the theory in their research, summarizing their work. You do not need to evaluate the research articles for methodology, etc.

**Part III Application of the theory to a problem/issue in your practice (30 points).** Choose an example from your practice. Describe the situation/problem and write about how you believe the theory might be helpful in explaining or resolving this situation. Use the terms of the theory when discussing how the theory can be applied to this situation.

**Spelling, grammar, logical sequence, clear language and expression of thought** (½ point will be deducted for each of these errors up to a maximum deduction of 20 points).

**APA style, including the use of at least 8 scholarly sources** ( ½ point will be deducted for each TYPE of APA error up to a maximum deduction of 15 points)

**Page/Word length:** 5 points will be deducted for papers that exceed the 20 page limit; papers of less than 4,500 words will be unacceptable.

*\* Acceptable scholarly sources are primarily professional journals and books. Research literature is literature that describes primary research. Unless articles and/or books are classics in their field (meaning they are groundbreaking work or are consistently cited in current work), sources should be no more than 7 years old. No more than three (3) classic sources should be used. Basic nursing texts and lay journals are not considered scholarly sources. Credible web sites may be utilized for background information in Part 1 of the paper.*

**Please note** that a minimum grade of **C** must be achieved on the final submission of the GCCR Theory Paper to pass this course. *Students who fail to earn the minimum grade of C on the final submission will receive an additional submission. If an extra submission is needed, the highest grade the student can receive on the assignment will be 76%. The minimum penalty for plagiarism is a zero on the assignment.*

## NUR 350 PEER REVIEW PROCESS

Writing is a process that requires drafts and revision – everyone needs an editor to improve their writing. The goals of peer review are: a) to help improve your classmate's paper by pointing out strengths and weaknesses that may not be apparent to the author, and b) to help improve your editing skills, thus improving your own papers. The first draft of each part of the Theory Paper will be subject to peer review; second drafts will be reviewed by faculty. The original author will complete the first draft of the paper, save it, and send it as an email attachment to the members of the peer review group (See the listing under Announcements). This group will remain constant throughout the semester.

### INSTRUCTIONS FOR PEER REVIEW:

1. When you receive the papers for peer review, read the papers *twice*; once to get an overview of the paper, and a second time to provide constructive criticism for the author to use when revising the paper. **DO NOT** be tempted to rewrite the author's paper, instead answer the questions on the following page. Note that responses such as "This is good" or "This is bad" are too general to be helpful and don't give the writer enough information—so, please specify what needs improvement and what works well.

2. Your grade for peer review will depend on the depth of your answers. You may right click on the document (Listed separately in the Peer Review Tab of Blackboard) and use Save As to get a document that you can type into. When you have finished the review, please save the form as a document and send it as an attachment to the author of the paper you are reviewing and submit it through faculty through the link in the Peer Review Tab.

### INSTRUCTIONS FOR SUBMISSION OF PAPERS TO FACULTY:

3. The original author should carefully examine the peer reviewer's comments, using what is useful to revise the paper. The revised paper should be submitted to your faculty grader through Blackboard using the links in the appropriate Week by Week Tab.

4. Also submit a one page summary of how you utilized the comments of your peers to revise your paper.

5. Faculty will return comments about each draft to you through Blackboard.

6. A grade will be assigned to the paper when the 3 parts of the paper are combined and sent to faculty near the end of the course.

### GRADE FOR PEER REVIEW:

You will receive 5% of the course grade for your efforts in peer review. The grade will be based on the depth and accuracy of your comments. Faculty will notify you if they feel you are in jeopardy of losing points.

**NOTE: The page following the Peer Review Document gives an example of types of expected responses + some tips to aid your writing.**

## NUR 350 PEER REVIEW DOCUMENT

Author \_\_\_\_\_

Reviewer \_\_\_\_\_

### ORGANIZATION:

1. Did the writer use subheadings well to clarify the sections of the paper?
2. Did the parts of the paper follow in a logical order?
3. Was there a sense of closure at the end of the paper?
4. Was there a smooth transition between paragraphs?

### CITATIONS:

1. Did the write cite sources adequately and appropriately?
2. If the format for citations correct? Note any errors.
3. Were all citation in the text listed on the References page? Note any omissions

### GRAMMAR AND STYLE:

1. Were there any grammatical and spelling problems?
2. Was appropriate punctuation used?
3. Was the style clear? Did you easily understand the writer's thoughts?
4. Were the paragraphs a readable length?
5. Were the paragraphs cohesive, e.g. did everything in the paragraph belong in the paragraph?
6. Did the author avoid wordiness?
7. Did the author avoid first person? NOTE: First person is appropriate in the third part of this paper.

If you could recommend three specific changes in the writing, what would they be?

- 1.
- 2.
- 3.

Adapted from [www.mwp.hawaii.edu/resources/peer-review.htm](http://www.mwp.hawaii.edu/resources/peer-review.htm)

<b>ACTIVITIES FOR WEEK 5 (TBA)</b>
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**WRITING:** Continue work on Theory Paper Part 1 – due to peers on TBA

Review the Peer Review Documents ([See Course Documents Tab](#))

**DUE:** **Graded Homework due by TBA.**  
Submit to Bb through link in Week by Week Activities Tab, Week 5

**Continue:** Work on Nursing Diagnosis Assignment, due in class TBA

**TEACHING & LEARNING:**

Continue reading and outlining in Bastable. ... see next week for more readings if you want to get ahead.

**CLASS 2 – TBA**

**REVIEW:** Graded homework

**DISCUSS:** Peer Review Process

**CLASS DISCUSSION:** Nursing Diagnoses and Case Study 1  
**Nursing Diagnosis Assignment Due**

**Break**

APA GAME + Extra credit opportunity

**Questions about writing?**

<b>ACTIVITIES FOR WEEK 6 (TBA)</b>
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**WRITING:**

**DUE:** Part 1 of Theory Paper due to peers on TBA

Submit to your Peer Review Group (given earlier as an Announcement on Bb) as *an attachment via email* through the **Tools, Send email** section of Bb.

**BEGIN:** Peer Review of draft 1; your report due back to the author **TBA**

**TEACHING & LEARNING:**

**READ:** Bastable text, Chapters 5, 6, 8, 9, 10, 11, 12, 14.  
Consider outlining the chapters as you read.

There will be an open-book, open-note TIMED quiz in class on October 19. You will have 1.5 hrs to complete the quiz. The following chapters are fair game for the quiz.

Chapter 1: Overview of Education in Health Care

Chapter 3: Applying Learning Theories to Healthcare Practice

Chapter 4: Determinants of Learning

Chapter 5: Developmental Stages of the Learner

Chapter 6: Compliance, Motivation and Health Behaviors of the Learner

Chapter 8: Gender, Socioeconomic, and Cultural Attributes of the Learner

Chapter 9: Special Populations

Chapter 10: Behavioral Objectives

Chapter 11: Instructional Methods and Settings

Chapter 12: Instructional Materials

Chapter 14: Evaluation in Healthcare Education

Again, consider outlining your readings so that, if you need to look things up, it won't take as much time. The quiz is timed.

<b>ACTIVITIES FOR WEEK 7 (TBA)</b>
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**WRITING:**

**DUE:** Theory Paper Part 1 due back to original author with the Peer Review document you created on TBA.

Submit created peer review documents to faculty using the link in the Assignments Tab

Revise: Theory Paper Part 1 ... Due to faculty on TBA.

**TEACHING AND LEARNING:**

**CHOOSE:** One patient education handout from your work place. Analyze the reading level using the tools in Bastable, Chapter 7 and report your results in discussion #2.

**DISCUSSION #2:** Reflection on problems with teaching.  
Check the Bb Announcement for your group assignment.  
(Discussion is open TBA).  
Assignments Guidelines follow this document.

## ASSIGNMENT GUIDELINES: Threaded Discussion #2

This purpose of this assignment is for you to reflect on your clinical experience about a problem involving patient education (an educational event or a need for education of the client or family), analyze this event and apply information from your textbook to the analysis, and then to communicate with others in the class to find out that many of us face the same issues. Your grade will be based on the inclusion of the following areas in your discussion:

- A description of the problem/question (Thorough description, 5 points; some description, 3 points; little description, 1 point)
- A thoughtful, thorough reflection/explication of the issues involved, i.e. context, related factors, etc. (Thorough discussion, 10 points; some discussion, 6 points; little discussion, 2 points)
- An explanation of how your textbook readings relate to this problem/question. Cite your sources in APA style. (Thorough explanation with at least 6 references from your text, 30 points; some explanation with at least 5 references from your text, 20 points; little explanation with two references from your text, 5 points)
- An explanation of your reading level analysis of patient teaching materials (Thorough explanation including a description of the material analyzed and how the analysis was performed, including the results of your evaluation, 10 points; some explanation, only one other point included, 6 points; little explanation, no other points included, 2 points)
- An explanation of what you learned through the examination of this problem/question. *It is a good idea to explicitly say, "I learned...." in your discussion...* (Thorough explanation, 5 points; some explanation, 3 points; little explanation, 1 point)
- Points for posting to others (Posted to 4 others with meaningful comments, 10 points; posted to 2 others with meaningful comments, 7 points; posted to only 1 other student or comments were not meaningful, 2 points)
- Post over several days (Posted meaningful posts on at least 4 days, 10 points; posted meaningful posts on 2-3 days, 7 points; posted only on one day OR posted only on the last day, 2 points)
- References listed in APA style (No errors, 10 points; 1-3 errors, 6 points; 4-6 errors, 3 points; more than 6 errors, 0 points).

**This** discussion is worth 8% of your course grade. There are 90 possible points. Your points / 90 total points = the grade that will be posted.

## ACTIVITIES FOR WEEK 8 (TBA)

### WRITING:

**DUE:** Theory Paper part 1 due to faculty **by TBA**. Submit using the Link in the Week 8 folder, Also create and submit a one page document: How I used the Peer Reviews

### CLASS 3 -- TBA – On campus

#### TEACHING & LEARNING:

#### **Quiz**

Discussion of the Teaching Presentation Assignment.  
(Assignment Guidelines follow this document).

Choosing a teaching method  
Writing Goals and Objectives

#### **GROUP WORK:**

Choose a teaching group.

**Teaching Plan is due during Class 4, TBA.**

Time to decide what you want to teach and to begin work on the teaching plan. Faculty approval needed.

#### **BREAK**

### WRITING:

Writing a Literature Review

**Questions about Writing???**

**Need to be done by 11:15 Kacy coming to talk about Public Health**



## ASSIGNMENT GUIDELINES

### The Teaching Presentation

The teaching presentation is a group project. You may choose groups of three people to work together on this assignment.

As a group, you will

1. Decide on a teaching method to use (you will be given time in class to discuss your choice). You will sign up for your teaching method during Class 3.
2. Decide what you will teach. You should plan to teach something relevant to nursing –please do not plan to teach how to bake cookies, how to improve your backhand, etc. Discuss your topic with your reporting faculty for approval during Class 3.
3. Write a teaching plan and submit it to your reporting faculty for review **by TBA.**
4. Present your teaching to the class and submit the final teaching plan during **Class 5, TBA.**

The Assignment guidelines ( which include the Teaching Plan Format, guidelines for preparing a presentation, and the criteria by which your presentation will be graded) appear on the following pages.

## ASSIGNMENT GUIDELINES—NUR 350 TEACHING PLAN DOCUMENT

TITLE OF PRESENTATION:

---

Length of Presentation (**20 MINUTES maximum; 15 minutes minimum**):

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Description of Target Audience (10 points):

---

Estimated Number in Attendance:

---

Goals of Teaching/Learning Plan -- Outcome Statement  
At the end of this presentation, the audience will be able to ..... (20 points)

---

Specific Behavioral Objectives (20 points)

Evaluation Techniques (20 points)

*Refer to your Bastable text when writing objectives.*

*Consider your teaching method.*

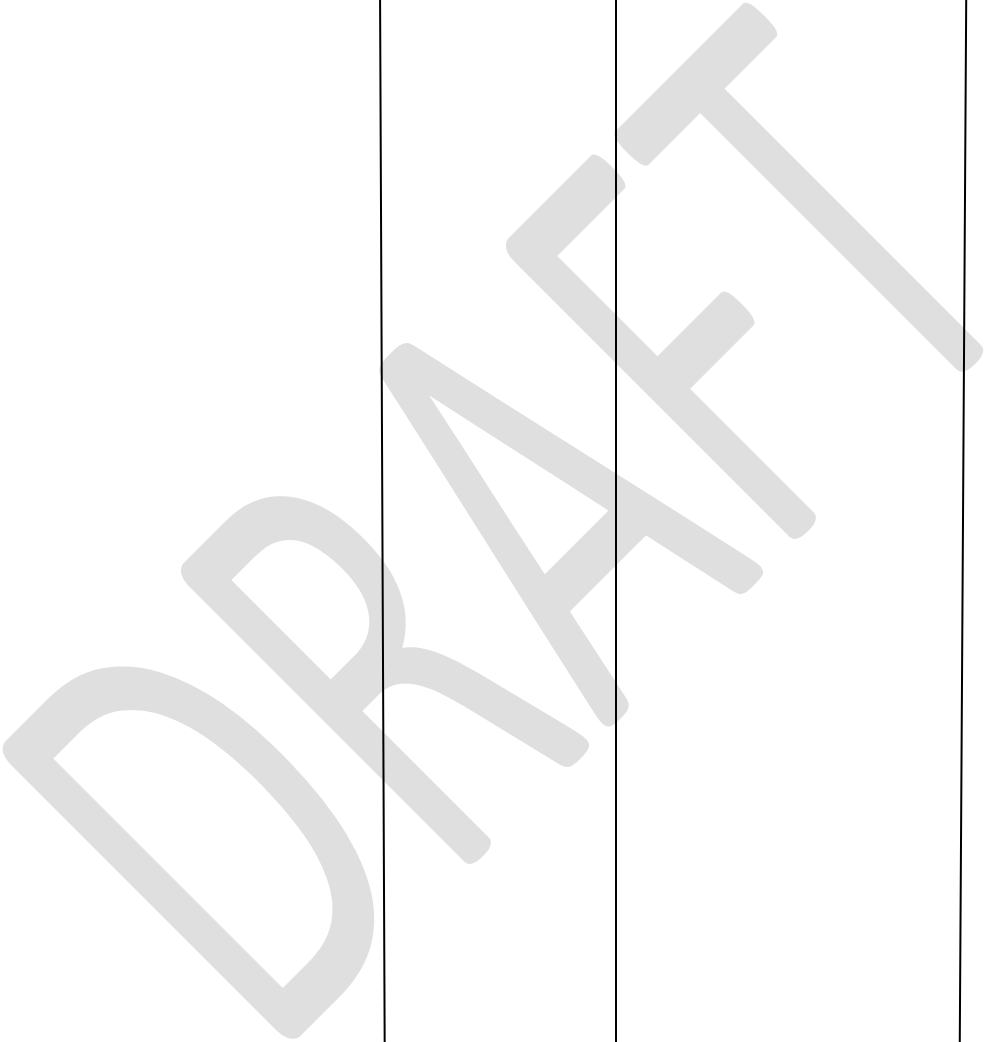
*How will you know learning occurred?*

---

Instructor Materials / Equipment / Supplies Needed:

Please notify your instructor of your needs BEFORE the date of the presentation

## Teaching Plan Format -- Page 2

Presentation Outline* (20 points)	Presenter:	Instructional Method:	Time
			

**References: Please include a minimum of two references. (10 points)**

**NOTE: See the Course Documents tab for a copy you can download, type into, and save**

100 possible points; this is worth 4% of your grade. All group members will receive the same grade.

**ASSIGNMENT GUIDELINES—THE TEACHING PRESENTATION**

**PREPARING A PRESENTATION OUTLINE FOR THE TEACHING PLAN**

There are several parts of a presentation: the introduction, the content, and the closure. Your presentation outline should address specifically how you will cover each of these parts. Timing is important and should be planned.

Part 1: Pre-introduction to the class

See evaluation criteria on the next page for items to include in this section.

Part 1A: The introduction -- to the audience being taught

- A. Introduce the topic. Try to engage the audience.
- B. Establish a common base of knowledge and the need for further knowledge.
- C. Describe the benefits of learning the content you will present.

Part II. The content

Part III. The closure

- A. Summarize your main points
- B. Provide the audience with a sense of achievement.
- C. Try to relate back to your introduction.

## HOW THE TEACHING PRESENTATION WILL BE GRADED

The teaching presentation will be evaluated according to the behaviors and skills listed below.

### **Part A. Pre-Introduction to the class (Suggest no more than 5 minutes)**

- A1. Briefly explain the teaching method you have chosen. (5%)
- A2. Explain how the topic you have chosen to demonstrate application of the method is appropriate for the method you are using. (5 pts).
- A3. Describe the developmental age of the audience and how you have taken that into consideration when planning your teaching. (5 pts)
- A4. Describe the audience/clients, the prerequisite knowledge of the audience/clients; and the objectives, setting, and timing (week before admission, day of discharge, second and fourth post-operative day, second class of a four part series). (10 pts).

### **Part B. Demonstration of the teaching method (15 minutes maximum; 10 minutes minimum)**

- B1. The teaching process began with a method to catch the interest of the clients/patients. (5 pts).
- B2. Instructions to the clients/patients were clear and concise and appropriate to the level of their understanding. (10 pts).
- B3. The selected method of teaching was correctly implemented. Interaction with the clients/patients was appropriate for the specific teaching methodology. (15 pts)
- B4. The outcome of the teaching experience was evaluated. (5 pts)
- B5. The summary brought the experience together and to a close. (5 pts)
- B6. The teaching presentation was creative. (5 pts)
- B7. Time limits met (5 pts)

### **Part C. Presentation Skills**

- C1. The teaching experience was organized. The room arrangement was conducive to learning for the audience/clients. (5 pts)
- C2. The teachers knew their roles and presented in a coordinated and logical sequence. (10 pts)
- C2. Audiovisuals were appropriate for the specific teaching methodology, for the level of understanding of the patient, and for content. Transparencies, handouts, posters, or power points were appropriate, clear, neat, and large enough to be easily read by the audience. (10 pts)

This presentation is worth 8 % of your grade. All group members will receive the same grade.

<b>ACTIVITIES FOR WEEK 9-12 (TBA)</b>
---------------------------------------

**WRITING:**

**REVIEW:** Writing a Literature Review (located in the Power Points Tab) (8 minutes)

**BEGIN:** Theory Paper Part 2 (First draft is due to peers on TBA)  
**Assignment Guidelines follow in this document.**

**BEGIN:** Peer Review of Part 2. Return the Peer Review form to the original author and to faculty by email by TBA).

**DUE:** Theory Paper part 2 due to faculty by TBA. Submit using the Link in the Week 9-12 folder. Also create and submit a one page document: How I used the Peer Reviews

**EVIDENCE-BASED PRACTICE:**

**READ:** Case Studies 2 and 3 (which follow this document).

As you read, think about the theory you are writing about. Does the theory you have chosen have any application to the case studies? We will discuss the Case Studies and Theories in Class 4.

<b>CLASS 4 -- TBA – On Campus</b>
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**DUE:** Teaching Plan – bring a hard copy to class for faculty review and feedback

**CLASS DISCUSSION:**

Theory application. The purpose of this assignment is to practice theory application. Be prepared to discuss how the theory you chose applies to B.R. and her family (Case Studies1-3).

**DISCUSS:** Writing a narrative and applying theory tips. A voice over power point is posted for your review.

**BREAK**

**TIME FOR GROUP WORK**

**Questions about Writing/Teaching plan????**

## Case Study Part 2 Hospital Admission

Yesterday B. R. was at work in the office after having made a home visit when she had a sudden onset of substernal chest pain which radiated to her back, accompanied by diaphoresis and nausea. One of the other social workers in the office called 911 and she was taken to the hospital. In the ambulance she was given oxygen and an IV was started. In the emergency room she was diagnosed with an acute anterior myocardial infarction. She was given chewable aspirin 160 mg., 3 nitroglycerin tablets without relief followed by an infusion of Activase (T-PA), a bolus of heparin 5000U and started on a heparin drip at 1000U per hour; then started on a nitroglycerin drip at 10 mcg/min, stabilized and transferred to CCU where she received Lopressor 5 mg. IV q 2 minutes x 3 doses. During the infusion of TPA she developed an episode of accelerated idioventricular rhythm and her chest pain significantly improved. A Swan-Ganz, pulmonary artery, catheter was inserted in her right subclavian vein when congestive heart failure was not resolved with nitrates and diuretics.

### Health Maintenance/Health Perception

S: B. R. last visited her physician 3 months ago at which time she was put on a 1500 calorie diet and given a program to walk 1 mile briskly 3 times a week, take Xanax .5 mg BID as needed for anxiety and Naproxen 220 mg. BID for her knee pain. She has tried to follow the recommendations, had lost 10 lbs, but her home situation had not changed significantly.

O: She is lying in bed with her eyes closed, HOB at 30 degrees, pale, respirations slightly labored.

### Nutrition/Metabolic

S: According to the patient's husband, B. R. has been sticking to her diet at home and had lost 10 lbs. but they had noticed some swelling in her feet.

O: Height 5' 4", weight 250 lbs. She is receiving D5W in a peripheral line in her left arm at KOR and has Nitroglycerin drip infusing through her Swan Ganz catheter and the heparin drip has been increased to 1400U/hour. She has 1+ pitting edema of her feet and sacral area. Abdomen is soft, tender in RUQ, with distant bowel sounds. No changes in hair, nails, or mouth from previous assessment. Temp 100 po. She has been eating less than 25% of her 1800 calorie consistent-carbohydrate diet. She is offered ice chips when she asks for a drink to keep her on a 1000 cc fluid restriction.

### Elimination

S: Husband states that B. R. has been getting up to urinate more in the past week, at least 2x a night. She had not complained of burning or frequency. He doesn't know about any problems with constipation or diarrhea.

O: Foley catheter is draining an average of 20 cc/hr. Urine clear yellow. No rectal exam done.

### Activity/Exercise

S: B. R. had been trying to walk about 1 mile 3x a week for the last month although she was SOB and had pain in her knees. Her medications were Vasotec for her hypertension, Xanax for anxiety and Naproxen for knee pain. The night before her MI she had c/o discomfort in her chest after eating supper but had attributed it to the food. It eased with rest leaving her very tired so she went to bed early

O: Color pale. Skin cool. Cap refill 6 sec. PTT: 71 sec. Nailbeds dusky. Lips dusky. On admission ABGs pH 7.48, pCO<sub>2</sub> 30, pO<sub>2</sub> 72, Sat 85%, HCO<sub>3</sub> 22.on room air. Presently on 40% O<sub>2</sub> venti mask pH 7.36, pCO<sub>2</sub> 35, pO<sub>2</sub> 92, Sat 93%, HCO<sub>3</sub> 22.Rales audible in lower lung fields halfway up bilaterally. Sputum frothy pink. Resp. 24, slightly labored and symmetrical.S1 and S2 distant.S3

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audible. 2 PVCs per min. EKG shows a loss of positive R wave progression in V2, ST segment elevation in leads I and aVL and V1-V5, T wave inversion in leads III, aVF. Radial and pedal pulses 1+/1+. BP 102/64, p 100, CO 3.2 L/min, CI 1.5, MAP 76, PCWP 21, CVP 12, SVR 1600, Nitroglycerine infusing at 50 micrograms/min. Lasix 20 mg IVP to be given q1h for PCWP>18. Has received 40 mg since admission. SOB increases when she tries to move in bed. Knees still reddened and mild enlargement noted. Thigh high T.E.D. hose on. Neck veins pulsating 8 cm. above clavicle, HOB 45°.

### **Cognitive/Perceptual**

S: "My chest still hurts. Where is my husband?"

O: Level of consciousness varies. Has short periods of being alert then later opens her eyes to name but doesn't know where she is. Nods her head when asked if she is having any pain in her chest but that it is less than it was. Moans when turned on her side. Morphine SO4 15 mg given on admission to CCU. Pupils 3 mm, RTLAA. Recognizes her husband and tries to talk to him. Face symmetrical, tongue midline, grasps and leg strength equal bilaterally.

### **Sleep/Rest**

S: Says she is very tired and wants to go to sleep.

O: Dozes when she is not being assessed by the nurses. Has had many interruptions for vital signs and having blood drawn. Appears to not sleep well. Restless. Moving shoulders and making a fist with her hands.

### **Self Perception/Self Concept -- Deferred**

#### **Role/Relationship**

S: Husband has been at hospital since B. R. was admitted and has not slept. He says he wants to be called at any time if she needs him. Daughter was notified after she went home from work and she has been to hospital but went home for the night to be with her son. Mr. R. has told her that this heart attack was her fault, if she hadn't demanded so much from her mother this would not have happened. The daughter has been in to see her mother and told her that she loved her. She went out crying and went home.

O: Both husband and daughter have talked to B. R. She will hold hands with them but often keeps her eyes closed.

### **Sexuality-Reproductive -- Deferred**

#### **Coping/Stress**

S: B. R. says she is scared. She wants them to help her get rid of the pain in her chest. Whenever she is alert she asks to see her husband. She told him to try to help their daughter and not argue with her.

O: Holds her husband's hand tightly and looks at him. Heart rate increases slightly when she sees him but it drops as he talks to her and tries to comfort her.



**Value/Belief**

S: "I'm afraid to die. Would you ask a priest to come see me. Don't tell my husband. It may upset him. My family needs me. Why did I have to have a heart attack now? I was trying to be so good with what the doctors told me to do. I guess I waited too late."

O: No religious artifacts at the bedside. Looks at the ceiling with tears in her eyes.

DRAFT

### Case Study Part 3 In the ICU

BR has now been in the ICU for one week. Her condition has not improved and her physician has indicated that she does not expect much improvement -- there's just been too much damage to BR's heart. BR has indicated to the nurse that she knows she's very ill, that she feels she will die soon, and that she has decided that she wants no extraordinary measures taken. She's talked with her priest and has come to terms with her probable impending death. She wonders about being transferred to a room elsewhere in the hospital where her family could visit with her more often; she's lonely in the unit, and misses her family.

When the family arrives at the hospital for the day, the nurse talks with them about B. R.'s comments. Mr. R begins yelling, "That damned priest talked her into this ... she'd never have made this decision if she'd talked to me first. I won't accept this! I want everything possible done for my wife. Find her doctor! Tell her I want everything done for my wife! Do you hear me! Everything!" Mr. R is red-faced, pacing, and agitated. BR's daughter sits quietly in the corner of the room, sobbing.

After speaking with the family, BR's physician informed the nurse that she would not write DNR orders. She feels that in the event of a code situation the family would insist on a code, and that if BR were not coded, the family would sue both her and the hospital. The physician also believes that, since BR is on a morphine drip to control pain and dyspnea, BR lacks decisional capacity to make this decision. She also advises the nurse that she does not feel BR's death is imminent and that, therefore, they can ignore BR's decisions for the time being.

SW&gcl  
Revised 7/31/10/gcl

## ACTIVITIES FOR WEEK 13-14 (TBA)

### WRITING:

**BEGIN:** Theory Paper Part 3. Assignment Guidelines follow in this document. Submit the first draft of this paper by email to your peer review group by **TBA.**

**BEGIN:** Peer Review. Submit your Peer Review Form to the original author and to faculty by **TBA.**

### EVIDENCE-BASED PRACTICE:

**READ:** Case Study Part 4 (follows in this document)

**FIND:** Literature which will help you make a decision about home or hospice care for the Case Study patient in preparation for an assignment due TBA. Make sure to examine literature on caregiver stress.

### REFLECTIVE PRACTICE:

**DISCUSSION #3:** Cultural diversity and patient care  
(Open from TBA)  
Guidelines follow this document.



### EVIDENCE-BASED PRACTICE:

The American Association of Colleges of Nursing believes that all BSN prepared nurses should have an understanding of alternative/complementary practices. Visit the website <http://nccam.nih.gov/health/whatisacam> Read about the types of CAM. Choose one type of CAM, find a research article on this modality, and write a one page summary of the research article. You may begin the paper with the name of the article and avoid citations/reference pages unless you use wording directly from the article. **Submit under the Bb link in weeks 13-14 by TBA. This assignment is worth 2% your grade.**

**Case Study Part 4**  
A Decision to Make

B. R.'s condition has now stabilized, but her condition is very guarded. The cardiologist has informed the family that there has been major damage to B. R.'s heart and that there is, basically, no chance that she will live more than a few months without a heart transplant. For several reasons, a heart transplant is unlikely. Her family now understands the extent of her illness and has finally consented to DNR status in accordance with B.R.'s wishes; a DNR order has been written. B. R. has transferred from the ICU to a telemetry floor. Her transfer to a medical floor is anticipated within a few days.

Since her heart function is so erratic, the physician informs B. R. and her family that she most likely would not have a problem justifying keeping her in the hospital for the duration of her life. She also states that hospice care at home might be an option they would like to consider.

A hospice social worker visits with the family to provide information and to evaluate B. R. for hospice care. A decision is made that B.R. is an appropriate candidate for hospice; the local hospice will be able to provide B. R. with necessary care and medications, and B. R.'s daughter has agreed to take off work to serve as primary caregiver if hospice care is indeed the choice. B. R. and her family now have a decision to make -- home with hospice or stay in the hospital.

### Discussion #3: Cultural Competence and Nursing

**Understanding the challenge:** The United States is possibly the most diverse nation in the world (Shah, 2004). Approximately one million immigrants arrive in the U.S. every year. One in ten people in the U.S. is an immigrant (Munoz, 2005). It's therefore essential that nurses develop cultural competence to provide sensitive, individualized care to their patients. Cultural competence implies an increasing level of consciousness and sensitivity by "maintaining an open and inquiring attitude about cultural beliefs and behaviors" (Bartol & Richardson, 1998). In this discussion, we would like you to use your opinion and perhaps, the opinion of your coworkers, to answer the following questions. No scholarly references are required.

- Describe one of your own experiences or one you witnessed that demonstrates either a lack of, or insufficient use of, cultural congruent care to clients of a diverse culture. You may also describe an experience that demonstrated an effective use of culturally competent care.
- Do you think nurses have the awareness, knowledge and skills needed to deal with culturally diverse patients? Is this a problem?
- In the institution where you work, what would make it easier for you to care for culturally diverse patients?
- What education have you had with regards to culturally competence? Was this education useful to you?
- (In each of the above areas (10 points each), grading is as follows: Thorough discussion, 10 points; some discussion, 6 points; little discussion, 3 points)
- Points for posting to others (20 points) (Posted to 4 others with meaningful comments, 20 points; posted to 2 others with meaningful comments, 15 points; posted to only 1 other student or comments were not meaningful, 5 points)
- Post over several days (20 points) (Posted meaningful posts on at least 4 days, 20 points; posted meaningful posts on 2-3 days, 15 points; posted only on one day OR posted only on the last day, 5 points)

**This** discussion is worth 2% of your course grade. There are 80 possible points. Your points / 80 total points = the grade that will be posted.

#### References:

- Bartol, G., & Richardson, L. (1998). Using literature to create cultural competence. *Journal of Nursing Scholarship*, 30 (6), 75-79.
- Munoz, C. (2005, October 5). *Effective transcultural communication: A diversity education lecture*. Columbus OH: Riverside Methodist Hospital.
- Shah, M. (2004). *Transcultural aspects of perinatal health care, A resource guide*. Harrisburg PA: National Perinatal Association.

<b>ACTIVITIES FOR WEEKS 15-16 (TBA)</b>
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**WRITING:**

**DUE:** Theory Paper Part 3 due back to original author with Peer Review document on TBA.

Peer review document to faculty. Submit via Bb using the link in the Assignments Tab

**DUE:** Peer Theory Paper Part 3 due to faculty on TBA. Submit to Bb through the link in WEEK 15-16. Remember to also attach the How I Used the Peer Review document.

**REVISE:** Theory Paper Part 3 and combine the 3 parts into one paper for submission to faculty – TBA.  
Submit to Bb through the link in WEEK 15-16.

**EVIDENCE-BASED PRACTICE:**

**ASSIGNMENT:** Hospice/Palliative Care (Assignment Guidelines follow)  
Paper due TBA. Submit through the link in Week

**CLASS 5 –TBA – On Campus**

**CLASS ACTIVITY:** Pot Luck Wake for BR

**EVIDENCED BASED PRACTICE:** Discussion of Hospice Care Paper

**TEACHING AND LEARNING:**

**DUE:** Group Teaching Presentations. Come to class ready to enjoy the performances of your classmates.

**Questions about writing?**

## **ASSIGNMENT GUIDELINES –Learn More about Hospice/Palliative Care**

This short paper will be worth 5% of your grade. The purpose of this assignment is to ask you to apply readings to help a family make a decision on end-of-life care. BR appears to be close to the end of her life. Where is the best place for her to spend what's left ... at home? In the hospital? To answer this question, place yourself as an advisor to the family in the Case Study – do **NOT** think from the perspective of your own family. Your paper should include the following:

- *As an academic exercise, you must make a decision about which option to recommend for terminal care is best for **this** patient and family and support your decision with a thoughtful, thorough reflection/explication of the issues involved, i.e., context, related factors, etc., including costs/benefits/family impact of the decision. (Decision and Thorough discussion, 30 points; some discussion, 15 points; little discussion, 3 points)*
- An explanation of how your readings relate to this problem/question Cite your sources!  
(Thorough explanation with at least 6 references, 30 points; some explanation with at least 5 references, 20 points; little explanation with two references, 5 points)
- An explanation of what you learned through the examination of this problem/question/interview (10points)  
(Thorough explanation, 5 points; some explanation, 3 points; little explanation, 1 points)
- A list of references in APA style (10 points) (No errors, 10 points; 1-3 errors, 6 points; 4-6 errors, 3 points; more than 6 errors, 0 points).
- Spelling, grammar, punctuation (10 points): ½ point will be deducted for each error.

**You may use web sites as well as other resources as references ... It will be important that you consider what you've learned about this family AND what you have learned about end of life care.**

**The paper should be formatted in APA style. Writing concisely and organizing your thoughts coherently is important. We expect this paper to be 3-4 pages + a cover page and reference page.**

**This paper is worth 6% of your course grade. . There are 90 possible points. Your points / 90 total points = the grade that will be posted.**

**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING**

**TITLE:** NUR 886-001 - Synthesis of Clinical Knowledge for Nursing Practice

**CREDIT HOURS:** 6 hours (5 clinical practicum; 1 seminar)

**PLACEMENT:** Second semester senior standing in College of Nursing. The seminar portion of the course will be offered in the first seven weeks to facilitate planning for clinical practicum which will be concentrated in the second 7 weeks of the term.

**PREREQUISITES:** BCLS certification  
Required immunizations  
TB testing

**COREQUISITES:** NUR 884, NUR 885, all nursing courses must be successfully completed before Synthesis clinical rotations begin.

**COURSE DESCRIPTION:**

This course was designed to provide the opportunity to develop independence and competence in applying principles of care management and leadership to nursing practice in a variety of clinical settings.

**LEARNING OUTCOMES:**

1. Collaborate with members of the health care system to manage nursing care of clients (individuals, families, or communities).
2. Analyze factors that contribute to health and wellness of clients.
3. Use critical thinking to develop, implement, and evaluate interventions that promote wellness of clients.
4. Apply principles of communication, leadership, and management in the delivery of care and evaluation of outcomes to clients.
5. Apply principles of pharmacological monitoring, evaluation, and education to nursing care in a selected setting.

**TEACHING LEARNING METHODS:**

1. Individualized learning contract
2. Clinical with preceptor (observation & direct patient care)
3. Clinical assignments
4. Clinical seminar
5. Computer Technology & Informatics



**EVALUATION METHODS:**

1. Preceptor evaluation of clinical performance
2. Satisfactory completion of all requirements outlined in course syllabus

**CLASS SCHEDULE:**

The classroom and assignment schedule is described on pages 9-11 of this syllabus.

**TEXTS:**

There are no textbooks specific to this course. A bibliography with recent/classic articles & studies and internet sites may be provided for seminar topics/conceptual themes.

**FACULTY:**

**Darlene Welsh, PhD, RN**

**(Course Coordinator)**

[jdwels00@uky.edu](mailto:jdwels00@uky.edu)

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859-323-2225

CON 414

Office hours: By appointment

**College of Nursing Fax: 859-323-1057**

**GRADING:**

NUR 886 – Synthesis is a pass/fail course. Students must earn a “satisfactory” rating on all of the required components to pass the course. The receipt of three “unsatisfactory” ratings as described In the Grading Rubric (pages 12-13) will result in failure of the course.

This course provides partial credit for the written component of the GCCR for the BSN program in conjunction with NUR 200 and NUR 310 section 001 or 002.

This course provides full credit for the formal oral assignment of the GCCR for traditional BSN students.

In the interest of patient safety, the Undergraduate Faculty has adopted a medication math mastery policy that was implemented January, 2012. All Undergraduate students in every clinical course (except RN-BSN students) must achieve 100% on med math by the stated deadline in the syllabus which for this course is **Sept 2**. Students will be given a maximum of 3 attempts to pass the exam at 100%. Students who fail to achieve 100% in 3 attempts will fail the course. If failure occurs prior to the withdrawal deadline, students may opt to withdraw from the course and will have to repeat the course the next semester.

**REQUIRED COMPONENTS**

<b>COMPONENTS</b>	<b>CRITERIA THAT MUST BE MET IN ORDER TO RECEIVE A SATISFACTORY RATING</b>
1. Receive a satisfactory preceptor mid-rotation and final clinical evaluation.	<ol style="list-style-type: none"> <li>1. Students must receive a “2” rating at minimum on all components of the preceptor mid rotation evaluation.</li> <li>2. A score of "0" at mid rotation will mean immediate removal from the clinical/patient care setting with remediation in the lab and a structured evaluation of skills before returning to the clinical setting. The time spent within the lab will not count toward the hours required for Synthesis completion.</li> <li>3. Students scoring less than “2” on any component of the mid rotation evaluation will be required to meet with the clinical faculty, course coordinator, and nurse preceptor to develop specific learning objectives and a success plan for the second half of the clinical experience.</li> <li>4. Outcome number 4 regarding patient safety must be “met” on both mid rotation and final evaluations to pass the course.</li> <li>5. A “3” rating should be received on all components of the preceptor final evaluation. Students scoring a “2” or less on any component of the final evaluation will fail the course. Students scoring a “3” or less on</li> </ol>

	any component of the final evaluation will be evaluated by a Synthesis faculty panel to determine clinical success or failure in the course.
2. Obtain a satisfactory rating on adherence to safety standards.	2. Students must adhere to CON and institutional safety standards to receive a satisfactory rating.
3. Obtain a satisfactory rating on adherence to CON and institutional dress code regulation, CPR training, immunization, and TB testing policies.	3. Students must adhere to the CON and institutional dress codes and requirements for CPR training, immunization, and TB testing to receive a satisfactory rating.
4. Complete the Learning Outcomes Paper (LOP) & Peer Critique assignment with a passing grade.	4. Students must receive a minimum of 76 points on the assignment to receive a passing grade of "C." See grading rubric on pages 15-17.  Students must also write a brief description of how they met their specific outcomes as part of the clinical evaluation. This portion of the paper is not graded; however, credit is given for completing this mandatory assignment.
5. Complete the Evidence-based Practice Presentation & Peer Critique assignment.	5. Refer to the EBP Presentation Guidelines for instructions (pages 18-19) on developing the Evidence-based Practice presentation. Final presentation on Dec 17.
6. Obtain a satisfactory rating on attendance in clinical, seminars and clinical specialty meetings.	6. In order to obtain a satisfactory rating in the attendance component of the course. Seminar attendance will be governed by the following University Senate Rule (September, 2009, page 124): <i>If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87]</i> <ul style="list-style-type: none"> <li>• All excused absences must be made up.</li> </ul>
7. Adhere to the desired behaviors outlined in the <i>Grading Rubric</i> .	7. The consequences for non-adherence to the desired behaviors outlined in the <i>Grading Rubric</i> are described on pages 12-13 of this syllabus. Seminar participation is required including attentiveness to all speakers, no cell phone use in class, and no guests who are not members of the class.

<p>8. Visit the Course evaluation web site.</p>	<p><b>8. Teacher/Course Evaluations</b></p> <p>The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet the requirement, the College of Nursing uses a web-based course evaluation. All students enrolled in this course are required to visit the Course Evaluation website to fill out evaluations or to decline the opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members; program directors, associate dean, and dean only after final grades are submitted. Each evaluation survey must be accessed to meet this requirement (Course, lecture, clinical).</p>
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#### **COURSE ABSENCE NOTIFICATION POLICIES:**

##### Faculty and Clinical Site Notification Procedure for an Excused Absence

- a) Students must notify clinical agencies before the student's scheduled shift begins if the student must be absent due to illness or an acceptable emergency.
- b) Students must notify their clinical faculty of make up plans within 72 hours of the absence.
- c) Students must notify their clinical faculty facilitator if they must be absent from a seminar or clinical specialty meeting prior to the scheduled start of the class.
- d) Students must adhere to the notification policies described in this syllabus.

##### UNDERGRADUATE STUDENT CLINICAL DRESS CODE

The purpose of this undergraduate program-wide dress code is to: (1) Communicate a professional demeanor and competence to patients, the institution and the public, and (2) Maintain a safe, hygienic environment for patients. This dress code is to be adhered to any time the student is in a clinical agency. In addition, students are to adhere to individual agency dress code standards.

**Infection Control and Safety:** Infection control and client/student safety are of the utmost importance and are reflected throughout this dress code. Specific requirements protect both the client and the student from transmission of bacteria.

**Name badge:** The official UK Chandler Medical Center ID badge must be worn in clinical settings at all times. This ID badge identifies students as UK College of Nursing students and is to be worn on the front upper torso; it is to be worn only in the student nurse role and not worn outside of college, clinical, or classroom settings. Badges may not be defaced with stickers, tape or pins.

**Scrubs:** Only royal blue scrub top and pants may be worn; any garment worn under the scrub top should be tucked in to the pants and must be short-sleeved and solid white, gray, black or UK blue in color. Scrubs should fully cover back and abdomen, even with full range of motion. All clothes should be unwrinkled; pants length should stop at top of shoe at instep. Scrubs are not to be worn in any setting other than clinical agencies.

**Shoes:** Shoes must be clean and made of leather; no canvas shoes or no crocs with holes are permitted. All shoes must have enclosed heels and toes and be solid white, brown or black in color. Only white or skin-colored hosiery or white or black socks are permitted.

**Nails:** Nails must be clean; nail polish and artificial nails are not permitted. Nails may not be longer than one quarter inch beyond tip of finger.

**Hair:** Hair must be simply arranged, neat, clean, off the collar, away from the face and well-controlled. Plain barrettes, bobby pins or elastic bands may be used but no hair extensions, hair ornaments, decorative caps or scarves are permitted. Head coverings worn for religious beliefs must allow the student to use a stethoscope and other medical instruments and must not interfere with asepsis, patient exams or therapeutic communication. Any hair color that cannot be grown naturally is not permitted.

**Beards/Mustaches:** Men must have beard/mustache neat and trimmed to maintain adequate asepsis and professional appearance (no longer than ½" in length).

**Tattoos and Piercings:** Tattoos and piercings may not be visible.

**Jewelry:** Jewelry may include one pair of small post pierced earrings worn in lower ear lobes (not pinna), a plain wedding band and wrist watch. No other jewelry is permitted.

**Make-up/Perfume:** Must not be excessive, should conform to general body tones and avoid extreme colors. No perfume or cologne or smell of smoking is permitted during clinical time. Students may be asked to leave the clinical setting if patients or staff believe that the smell of smoke or cologne is offensive.

**No gum chewing is permitted.**

**Cell phones are not permitted in the clinical setting.**

### **COURSE, CON & UNIVERSITY BEHAVIORAL AND ACADEMIC EXPECTATIONS:**

Behaviors and responsibilities: Students will also be held responsible for meeting the behavioral expectations and academic responsibilities described in the *Undergraduate Student Handbook* for the year they were admitted into the College of Nursing. Undergraduate student handbooks can be found on the College of Nursing web site:

[College of Nursing Handbook](#)

Failure to meet these expectations may result in dismissal from the program or failure of the course.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later

than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy. For Synthesis, this equates to an absence for two or more Friday Seminars. A writing assignment that centers on professionalism and accountability among nurses will be required for each unexcused absence.

Students are responsible for indicating their own attendance at all course seminars. This may include placing a signature or initials on a sign-in sheet, using clickers, or some other mechanism to indicate attendance. Signing in or indicating attendance for another student who is not in attendance is considered cheating and may result in course failure.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

### **Clinical Schedule Changes:**

Students are expected to work their preceptor’s schedule which is typically 36 hours per week. Unscheduled overtime to finish the day’s work is permitted up to 40 hours in one week. Up to three shift changes can be made at the student’s discretion. However, students are responsible for assuring that they can meet the 216 hour clinical hour requirement for the course in the designated time frame. Schedule changes should be approved by the clinical instructor and nurse preceptor in advance, keep the student at the 36 hour per week limit, and not pose a significant burden on the unit staff. Students are responsible for all aspects of making a schedule change.

### **Academic Integrity :**

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

### **Clinical Placement**

If a student earns a "2" or less mid rotation clinical rating in High Acuity Nursing, the student may be moved to a Medical-Surgical clinical site to review medical-surgical concepts and to support clinical success if the student was originally assigned to a specialty site (OB, Pediatrics, ICU, ED, others). Faculty reserve the right to change the Synthesis clinical placement of any student who has low test scores and or weak clinical performance in High Acuity Nursing.

**Synthesis Assignments & Classroom Activities**  
**Fall 2014**

<b>Activity</b>	<b>Date &amp; Time</b>	<b>Location</b>	<b>Comments</b>
Med Math Testing <i>(Friday Seminar)</i>	Aug 29 9-10:50 AM  Retakes Sept 2 4-5PM	CON 115  TBA	Prepare as instructed on page 14
Orientation Instructions for GCCR Assignments <i>(Friday Seminar)</i>	Sept 5 9-10:50AM	CON 115	Course syllabus on Blackboard
EBP Presentation Skills <i>(Friday Seminar)</i>	Sept 12 9-10:50AM	CON 115	
Submit Learning Outcomes Paper (LOP) to peer <i>(Assignment)</i>	Sept 15		Send to peer via e-mail attachment by midnight on this day; LOP assignment instructions on pages 15-17 of syllabus
Grief/Loss <i>(Friday Seminar)</i>	Sept 19 9-10:50AM	Adults- CON 115 Peds – CON 511 OB – CON 214	Students will work in specialty groups
Send and receive LOP critique – peer <i>(Assignment)</i>	Sept 22		Send to peer via e-mail attachment by midnight on this day
Crisis Intervention Simulations <i>(Friday Seminar)</i>	Sept 26 12-1:50PM	CON 4 <sup>th</sup> floor lab Adults - CON 407 Peds – CON 405E OB – CON 405G	Students will work in specialty groups For adult groups – last name letters A-L will meet from 12:15 – 1P; M-Z will meet from 1 – 1:50PM
Meet with preceptor this week <i>(Assignment in place of Seminar)</i>	Week of Sept 29		No classroom activities on Oct 3 Obtain signed contract and work schedule from preceptor this week



Submit first draft LOP and peer critique to clinical faculty <i>(Assignment)</i>	Sept 29		Post on Blackboard by midnight on this day
First draft of LOP returned to student by clinical faculty <i>(Assignment Returned)</i>	Oct 6		
Submit clinical schedule and contracts to clinical faculty <i>(Assignment in place of Seminar)</i>	Oct 10		No classroom activities on Oct 10, submit schedule and contracts to faculty office by 4PM this day
Submit final draft of LOP to clinical faculty <i>(Assignment)</i>	Oct 13		Post final draft on Blackboard by midnight on this day
Receive final LOP grade from clinical faculty	Oct 22		
Agency Orientation <i>(Friday Seminar)</i>	Oct 17 9-10:50AM	UKHC – MDS 220 BHL – CON 511 SJHs- CON 504	Orientation to your clinical agencies will take place on campus; proof of flu vaccination should be submitted to Hall (BHL) & Lowry (SJH) on this day
Clinicals may begin, follow preceptor's schedule	Oct 23	In your clinical setting	Follow your preceptor's schedule
Submit completed clinical survey to clinical faculty <b>AND</b> nurse preceptor	Oct 31		Due by midnight via e-mail attachment to clinical faculty <b>AND</b> nurse preceptor
Deliver mid-rotation preceptor evaluation of student to Course Coordinator office <b>on or before</b> this day	Nov 10		Deliver to CON 427, Welsh office, if you are at UKHC; BHL & SJHs students may fax to D. Welsh at the CON FAX number: 323-1057

Submit EBP Presentation first draft to peer	Nov 12		Send to peer via e-mail attachment by midnight on this day
Receive and send EBP presentation critique - peer	Nov 19		Send to peer via e-mail attachment by midnight on this day
Submit EBP presentation first draft and peer comments to clinical faculty	Dec 3		Post to Blackboard by midnight on this day
IPE Activity this week, date and time TBA	Week of XXX		
Receive presentation critique from clinical faculty	Dec 10		
Deliver final preceptor evaluation of student to Course Coordinator office <b>on or before</b> this day - Submit this evaluation within <b>48 hours</b> of last clinical day if before Dec 12; <b>student self-evaluation due to clinical faculty</b>	Dec 15		Deliver to CON 427, Welsh office, if you are at UKHC; BHL & SJHs students may fax to D. Welsh at the CON FAX number: 323-1057 Post student self-evaluation to Blackboard by midnight on this day
Last day of clinicals	Dec 16		
EBP Presentations	Dec 17, 9A-4P Specific presentation times will be assigned	CON 102 - Lowry, CON 401 – Hensley CON 403 – Hall, CON 403 - Lovitz CON 407 – Halcomb CON 413 – Welsh, CON 413 – Fugate	Specific presentation times and locations will be assigned; presentation assignment instructions on pages 18-19 of syllabus

### Grading Rubric for NUR 886 – Synthesis of Clinical Knowledge for Nursing Practice

Synthesis is a pass/fail course with the majority of student responsibility lying in the clinical sector. The professional behaviors described below are course requirements for Synthesis students and non-adherence will result in unsatisfactory ratings, an incomplete, or failure of the course. Students will earn an “incomplete” for the semester if course assignments that are described below are not submitted as instructed.

**A student who accumulates three unsatisfactory ratings for any cause will fail the course.**

Desired Behavior	Unsatisfactory Behavior	Grade	Course Failure
Punctuality, professionalism, accountability	Tardiness, failure to follow the notification policies of the course	Unsatisfactory rating with each episode	
Notification of absence per agency policy or course policy – two hour advance notification by telephone to clinical site charge nurse, e-mail to clinical instructor within 24 hours.	Failure to notify agency and clinical instructor of absence according to agency/course policy.	Unsatisfactory with each episode	Failure after two episodes
Adherence to policies described in the <i>Student Clinical Contract</i> .	Failure to follow policies outlined in the <i>Student Clinical Contract</i>	Unsatisfactory with each episode	
Accuracy on time log, actual hours worked documented, no errors.	Falsification of time log	Unsatisfactory with each episode	Failure after one episode
Adherence to safe and accurate medication delivery processes. Includes, but is not limited to, determining the correct patient, drug, dose, route, and time with each medication administered and using proper delivery techniques.	Failure to follow agency/CON medication delivery protocols	Each case is reviewed by Synthesis faculty to determine if an unsatisfactory rating is warranted; may result in failure of course.	

Submission of all paperwork and other assignments on due date to peer reviewer or clinical instructor. Illness and other university sanctioned reasons for delays should be discussed with faculty in advance of due date if an excused delay is requested by the student.	Late submission of paperwork and other assignments without instructor approval.	Unsatisfactory with each episode	
Respond to any e-mail inquiries posed by a clinical instructor or course coordinator within 48 hours.	Failure to respond to e-mail inquiry by clinical instructor or course coordinator within 48 hours.	Unsatisfactory with each episode	
Submit mid-rotation and final evaluations and time log on due dates in course syllabus.	Failure to submit evaluations and time log on due dates.	Unsatisfactory with each episode	
Participate in mandatory course Seminars and presentation activities unless excused absence obtained for sanctioned reasons (see syllabus) from Course Coordinator.	Failure to attend the mandatory Seminars and engage in presentation activities unless excused absence. An unexcused absence (absence for reason not sanctioned by the university) will result in an unsatisfactory rating for unprofessional behavior.	Unsatisfactory for each episode of unexcused absence.	Students may not start clinical work until all assignments due before the clinical start date have been completed. Failure of the course if assignments are not completed.

### Med Math Preparation & Testing Schedule

Second semester seniors will do pencil and paper testing for Med Math. The College of Nursing mandates that all students must pass a med math test with 100% accuracy by three attempts to pass a clinical course. Students should bring blank paper for working problems, a calculator, and several pencils to the test. You must show all of your work to pass the test. You may repeat the test twice on Aug 29 to obtain the required 100% pass rate. If you miss any of the ten items on test one, you will need to answer all ten items on test two. The same is true for test three. Some remediation will be available on August 29 during the testing time. If you do not pass after two attempts, you will need to make your third attempt on the date listed below. If you do not achieve a 100% pass rate by the third attempt, you will fail both NUR 885 – High Acuity Nursing and NUR 886 – Synthesis. You will have the option to withdraw from these courses if you prefer that route.

#### Testing Schedule

Aug 29, 9-10:50AM	CON 115	All students – may make two attempts
Sept 2, 4-5PM	TBA	Third and last attempt

#### Study Suggestions:

**Book – Drug Calculations: Process and Problems for Clinical Practice by Brown and Mulholland, 8<sup>th</sup> edition.**

- Review chapter 4 pages 86-97 as needed to refresh your memory of content previously learned. Practice questions on pages 98-110 (up to measuring and reading amounts in syringe). The goal is the ability to successfully complete questions similar to questions 1-7 on pages 126-128 in the book when taking the med math test.
- Review chapters 6 & 7. Practice the questions on Worksheet 6A (page 172), Worksheet 6B (page 173), Worksheet 7C (pp. 200-201), Worksheet 7D (201-202), and Worksheet 7F (page 204). The goal is to be able to successfully complete questions similar to the ones on these worksheets.
- Review chapter 11 pages 294-298. The goal is the ability to successfully complete questions similar to the questions on page 298 when taking the med math test. Students will be asked to determine safe dose ranges based on body weight for pediatric patients. The information will be applied as described on page 298.

## Learning Outcomes Paper

The creation of personalized learning outcomes - goals & objectives can direct student learning activities during the clinical rotation, ensure engagement in a writing enhancement process, and assist with progress evaluation. Writing activities for this paper were designed to partially meet the university mandates for communication skill development in all undergraduate students – the GCCR initiative.

1. A minimum grade of “C” must be earned on all final assignment submissions.
2. Multiple drafts of each assignment will be submitted and may be evaluated by peers and faculty.
3. APA 6<sup>th</sup> edition style will be used for writing and referencing ideas.
4. A clear grading rubric will be provided for each assignment.

### Assignment Instructions

The writing activities for this assignment include the submission of drafts to an assigned peer and your clinical faculty person, revisions based on draft feedback, and a final product that is awarded the grade of “C” (76%) or higher. The total word count for the final assignment is a minimum of 600 words. The final assignment should be typed and double-spaced using the front side of paper only. APA guidelines must be followed for this assignment.

### Framework for Paper

The five learning outcomes, see page 1 in course syllabus, will serve as the foundation for the personal learning outcomes discussion. Individual learning outcomes should be based on the student’s expectations of nursing responsibilities in the clinical area, knowledge from CON course work, or conversations with a nurse preceptor and or clinical faculty person. If literature sources are cited, APA format must be used in the body of the paper and in the reference section.

### Due Dates

Please see course calendar and syllabus pages 9-11 for draft and final paper due dates for peer and faculty critique.

### Non-graded Self-Evaluation

Students will address how they met each learning outcome in a final paper submission to clinical faculty on Dec 15. This part of the assignment will not be graded; however, credit will be given to each student for completing this mandatory part of the assignment.

## **Learning Outcomes Paper Grading Rubric**

**A minimum of 76 points must be earned to obtain a "C" and pass the writing assignment.**

### **ORGANIZATION (30 points)**

Paper's purpose is clear, author stays "on-topic."

Paper is interesting & easy to follow.

Topic sentences & transitions guide readers logically from idea to idea. Paragraphs & sections are well-developed.

Author clearly expresses & develops each major point, providing relevant background information when needed.

### **GRAMMAR, STYLE, AND MECHANICS (30 points)**

Sentence structure is clear, concise, & complete. Spelling, capitalization & punctuation are mostly correct. Subjects & verbs agree. Verb tense is appropriate. Word choice is appropriate to the topic.

**Each error will reduce the paper grade by 0.5 points**

### **FORMATTING AND CITATIONS (30 points)**

Author cites sources, when applicable, with care and thoroughness, avoids reader confusion.

Formatting contributes positively to the paper's organization, "flow" and readability.

**Each APA error will reduce the paper grade by 1.0 point.**

### **CRITIQUE (10 points)**

Author has described how peer critique was incorporated into the paper

**Failure to cite and/or failure to use quotations marks when appropriate is plagiarism. The minimum penalty for plagiarism is a 0 on the assignment.**

Author name:

Critique by:

**Peer Critique Instructions – Learning Outcomes Paper (LOP)**

Examine your colleague's paper and give specific feedback in the following areas. A minimum of 10 evaluation comments should be included in your critique. Address each area below. Use back of form or additional paper for lengthy comments.

Area	Improvement Suggestions (include page and paragraph number)
<p><b>ORGANIZATION</b>            Paper's purpose is clear, author stays "on-topic."            Paper is interesting &amp; easy to follow.            Topic sentences &amp; transitions guide readers logically from idea to idea.            Paragraphs &amp; sections are well-developed.            Author clearly expresses &amp; develops each major point, providing relevant background information when needed.</p>	
<p><b>GRAMMAR, STYLE, AND MECHANICS</b>            Paper is essentially grammatically correct, with only 1-2 small errors.            Sentence structure is clear, concise, &amp; complete. Spelling, capitalization &amp; punctuation are mostly correct.            Subjects &amp; verbs agree.            Verb tense is appropriate.            Word choice is appropriate to the topic.</p>	
<p><b>FORMATTING AND CITATIONS</b>            Despite 1-2 small errors, paper consistently follows APA 6<sup>th</sup> Edition format.            Author cites sources with care and thoroughness, avoids reader confusion.            Formatting contributes positively to the paper's organization, "flow" and readability.</p>	



## **Evidence-Based Practice Presentation Guidelines**

Effective oral communication skills are essential to high quality clinical practice. The oral presentation required for this course is designed to provide students with an opportunity to practice public speaking skills while sharing important evidence-based practice information with their peers and faculty. The presentation should be 10 minutes in length and PowerPoint should be used. Students will make an audio recording of their PowerPoint presentation and the first draft will be circulated to an assigned peer and faculty for critique. Students must earn a minimum score of 76% to successfully complete the assignment and pass the course (see breakout below).

The oral presentations will be completed the last week of the semester. Students will create a PowerPoint presentation of a clinical topic of their choice to present to their peers and clinical faculty. Any clinical topic of interest can be selected and a minimum of three nursing literature sources should be cited in the body of the PowerPoint and in the last reference slide. Topics could include a description of a disease process or a treatment protocol from your clinical area, an ethical issue you encountered, a communication style you observed, a unique or interesting treatment option you participated in; any clinical topic that you find interesting in your clinical area.

### **Requirements:**

- A brief description of your clinical setting is provided (5 points)
- The presentation of a topic of interest to the student is presented (15 points)
- Three nursing literature sources should be cited in APA style on the slide of the idea and on a reference slide at the end (15 points)
- Submitted drafts of PowerPoint as described in calendar/class (5 points)
- Participated in the critique of another student's work (5 points)
- Presented ideas for 10 minutes, with 1-2 minutes maximum over time limit (25 points)
- Audiovisuals/Handouts (10 points)  
Clear, concise, colorful, professional
- Well-organized (10 points)  
Logical progression of ideas
- Interesting (5 points)  
Did you engage the audience?
- Speaking presence (5 points)  
Did not read your presentation  
Looked at the audience – did not read notes/slides  
Smooth transition between slides  
Few distracting mannerisms or repetitive words such as "like" or "ugh"

**Presenter name:** \_\_\_\_\_ **Critique by:** \_\_\_\_\_

**Peer Critique Instructions – EBP Presentation**

**View your colleague’s PowerPoint video and give specific feedback in the following areas. A minimum of 10 evaluation comments should be included in your critique. Address each area below. Use back of form or additional paper for lengthy comments.**

<b>Presentation Components</b>	<b>Evaluation Comments</b>
Brief description of clinical setting provided	
Topic well presented	
Length 10 minutes	
Audiovisuals/Handouts Clear, concise, colorful, professional	
Well-organized	
Interesting	
Speaking presence Did not read presentation Looked at the audience – did not read notes/slides Smooth transition between slides Few distracting mannerisms or repetitive words such as “like” or “ugh”	

UNIVERSITY OF KENTUCKY: COLLEGE OF NURSING  
NUR 886 – Synthesis of Clinical Knowledge for Nursing Practice

**Preceptor Clinical Contract**

**Students - submit a copy of this completed and signed contract to your clinical faculty person by the syllabus due date. Give a copy of the completed signed contract to your preceptor.**

**Nurse preceptor - with my signature below, I agree to meet the following preceptor expectations:**

1. I will work 216 hours with the student assigned to me.
2. I will notify the clinical faculty ASAP if the student is not meeting performance expectations. CON faculty will create a development plan to ensure satisfactory student clinical performance. The plan may include stopping clinical work until skill levels improve with laboratory instruction. If laboratory remediation is required, the hours will not count as earned clinical hours for the course.
3. I will inform the clinical faculty ASAP if the student fails to progress or improve performance as expected.
4. I will co-sign all electronic medical record entries if I am working with a student in UKHC clinical settings.
5. I will complete all evaluation forms required for the rotation.

Student Name:

Preceptor Signature:

Date:

Preceptor E-mail address:

Preceptor Preferred Phone Number:

**UNIVERSITY OF KENTUCKY: COLLEGE OF NURSING**  
**NUR 886 – Synthesis of Clinical Knowledge for Nursing Practice**

**Student Clinical Contract**

**Students - submit a copy of this completed and signed contract to your clinical faculty person by the syllabus due date. Give a copy of the completed signed contract to your preceptor.**

**Student - with my signature below, I agree to meet the following course expectations:**

1. I will follow the course syllabus guidelines for professional conduct and clinical performance.
2. I will adhere to all evaluation procedures.
3. It is my responsibility to be a proactive learner. I will inform my nurse preceptor and clinical faculty person of performance issues that need immediate attention during the rotation.
4. I am aware that I may be removed from the clinical setting to remediate necessary skills in the CON lab if there is concern about my performance abilities. I understand that the clinical hour clock may stop if remediation is required.
5. I understand that my performance is expected to improve over time. Students must demonstrate competence with basic nursing skills, meet the course and clinical objectives, and show improvement over time in professional nursing abilities.
6. I will submit schedule updates to my clinical faculty person throughout the rotation.
7. I will respond to course e-mail messages within 48 hours of receipt. I will provide an up-to-date phone number to my clinical faculty person.

Student Signature:

Date:

Student E-mail address:

Student Preferred Phone Number:

**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING  
NUR 886 002  
CAPSTONE COURSE:  
SYNTHESIS OF CLINICAL KNOWLEDGE FOR NURSING PRACTICE  
RN SECTION  
FALL 2014**

**CREDIT HOURS:** 6 hours (5 clinical practicum, 1 seminar)

**PLACEMENT:** Second semester senior standing in College of Nursing.

**CLASS DATES:** TBA

**PREREQUISITES:** All other courses in the RN-BSN curriculum or permission of the instructor; current certification in Basic Life Support for Healthcare Providers (CPR and AED) for infant, child and adult, current TB screening and required immunizations.

**COURSE DESCRIPTION:** This course was designed to provide the opportunity to develop independence and competence in applying principles of care management and leadership to nursing practice in a variety of clinical settings.

**LEARNING OUTCOMES:** After completing this course, the student will be able to

1. Collaborate with members of the health care system to manage nursing care of clients (individuals, families, or communities).
2. Analyze factors that contribute to health and wellness of clients.
3. Use critical thinking to develop, implement, and evaluate interventions that promote wellness of clients.
4. Apply principles of communication, leadership, and management in the delivery of care and evaluation of outcomes to clients.
5. Apply principles of pharmacological monitoring, evaluation, and education to nursing care in a selected setting.

**This course provides full credit for the formal oral assignment of the Graduation Composition and Communication Requirement (GCCR).**

**GCCR OUTCOMES:** After completing this course, the student will be able to

1. Create a presentation that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the professional nurse.
2. Demonstrate information literacy by discovering, evaluating, and clearly presenting evidence in support of an argument in the subject area utilizing documentation that conforms to APA style.
3. Be aware that composing a successful presentation frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.

**FACULTY:**

Gina Lowry, PhD, RN  
441A CON Bldg.  
Cell: 859-221-9290  
e-mail: ginalowry@uky.edu  
Office Hours: By appointment

**TEACHING LEARNING METHODS:**

1. Individualized learning contract
2. Clinical with preceptor
3. Clinical project
4. Clinical seminars (3)
5. Use of Computer Technology

**EVALUATION METHODS:**

1. Communication via clinical logs
2. Clinical self-evaluation
3. Seminar participation
4. Oral presentation of clinical project

**REQUIRED MATERIALS:** There is no textbook specific to this course. Each student will obtain the necessary materials and references to provide rationale for the clinical project and to complete the logs from current sources including books, journals, and the Internet.

**GRADING:** This course is Pass/Fail. **To pass this course, students must complete the required clinical hours, submit 4 acceptable clinical logs and the clinical self-evaluation form, and earn a minimum of 76% on the presentation.** Midterm grades will be posted on Bb.

**DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS:**

This course is a self-directed clinical practicum experience where students develop learning objectives specific to their clinical site and based on program outcome objectives. Seminar work will enable students to develop individual learning contracts and to showcase their outcomes at the end of the semester using individual written work and oral case presentations.

**COURSE ASSIGNMENTS:**

**LEARNING CONTRACT:** An individual learning contract will be agreed on between each student and course faculty. This contract will define your specific learning goal and at least three (3) behavioral objectives for this clinical rotation and state how you plan to meet these specific

objectives. **Bring this contract to the first class.** Your preceptor should receive a copy of the learning contract.

**PRECEPTORS:** Students will, whenever possible, identify clinical preceptors with whom they wish to work. The choice of preceptor must be approved by course faculty prior to beginning your clinical experience. Preceptors not approved prior to the beginning of the course should be identified and approved during the second week in the course to insure completion of the required clinical hours. **Contact information for preceptors should be submitted through Blackboard. Please print the Clinical Preceptor letter and the two (2) Performance Evaluation Documents later in this syllabus and give these to your preceptor.**

**CLINICAL PROJECT:** The clinical project will be decided jointly between the preceptor and the student and is subject to approval by the faculty. It is expected that this project will involve activities befitting the role of the professional RN with practice experience. Therefore, these activities should not be limited to, but may include, bedside clinical care of individual patients. Suggested activities may involve: analysis/revision/preparation of patient teaching materials, documentation materials, etc.; involvement in nursing education programs for staff development; assessing/revising management functions; etc.

**CLINICAL LOGS:** Clinical logs should be both informative and reflective -- i.e. what you are doing, what you are reading in the literature, how what you are doing corresponds to what you are reading, and what you are feeling/learning. **An acceptable clinical log will:** (1) Describe what you've been doing at the clinical site; (2) Report on literature that pertains to your clinical rotation and/or your project (**a minimum of 5 journal articles should be referenced in each log**); (3) Include appropriate reference citations in APA style; (4) Include a reference page in APA style; (5) Include an element of reflection; (6) Be relatively free of grammatical errors; and (7) Be written in a style appropriate to the standard of the professional nurse. It is anticipated that each log will be 5-6 typed, double-spaced pages plus a cover page and a reference page. **To pass the course, students must submit a minimum of 4 acceptable logs on or before the due date (below). Logs should be submitted through Blackboard.**

Logs should be submitted throughout the duration of your experience. The purpose of the logs is to provide you with an opportunity to reflect on your learning, to allow faculty to follow your clinical progress and to, perhaps, make suggestions that could enhance your experience. Due dates for logs are as follows:

- 1st log is due on or before
- 2nd log is due on or before
- 3rd log is due on or before
- 4th log is due after clinical hours are completed

**FINAL PRESENTATION:** The culmination of the course will be a presentation (see guidelines attached) relating specifics of the clinical experience. This assignment completes the GCCR requirement for RN-BSN Students. Presentation drafts (with narration) will be submitted to peers for critique, amended, and sent to faculty for critique before being presented in class. **To pass the course, students must earn 76% on the presentation. Submit the final presentation no later than the date arranged with your instructor; please submit through Bb.**

**CLINICAL SELF-EVALUATION:** The student is expected to submit an end-of-course self-evaluation, provided in this syllabus that will address the student's fulfillment of the broad course objectives. **The self-evaluation should be submitted through Blackboard once clinical hours are complete.. Failure to submit the complete self-evaluation will result in failure of the course. The self-**

*evaluation should be submitted through Bb.*

**SUBMISSION OF ASSIGNMENTS:** All assignments should be submitted through the links in the Assignments Tab of Blackboard.

**COURSE EVALUATION:** The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**

#### **COURSE POLICIES AND PROFESSIONAL STANDARDS:**

**ATTENDANCE:** Attendance in clinical settings is required. Students will be required to complete 222 hours of clinical work for this course. This clinical work will include 120 hours of on-site clinical with, or working under the direction of, the preceptor. The remaining 102 hours will be spent doing clinical research and clinical writing. *Students must submit the Certification of Clinical Hours form (which appears in this syllabus) with both preceptor and student signatures. This form should be turned in the last day of class.* **Failure to meet the required clinical hours will result in failure in the course. Students may be given an incomplete for subsequent completion of clinical hours to avoid failure in the course; please discuss this with your faculty member.**

Students must notify their clinical agencies and course faculty of their absence due to illness or other acceptable emergencies. Excused absences include those that are necessary for student illness or serious illness or death in the immediate family. The conditions described previously (e.g., notification of clinical preceptor before the scheduled shift, notification of faculty facilitator of absence and make-up plan within 24 hours of the absence, and acceptable reason for absence) must be met for an absence to be considered excused. **Excused clinical absences must be made up by the end of the course (XXX).**

#### **DRESS CODE:**

Students working with preceptors in advanced practice roles should wear professional or business attire. The UK student ID must be worn at all times in the clinical setting.

Students working with preceptors in direct patient care roles should follow the UK CON dress code below. The only exception to this wording is that students may wear their own professional scrubs.



### UNDERGRADUATE STUDENT CLINICAL DRESS CODE

The purpose of this undergraduate program-wide dress code is to: (1) Communicate a professional demeanor and competence to patients, the institution and the public, and (2) Maintain a safe, hygienic environment for patients. This dress code is to be adhered to any time the student is in a clinical agency. In addition, students are to adhere to individual agency dress code standards.

**Infection Control and Safety:** Infection control and client/student safety are of the utmost importance and are reflected throughout this dress code. Specific requirements protect both the client and the student from transmission of bacteria.

**Name badge:** The official UK Chandler Medical Center ID badge must be worn in clinical settings at all times. This ID badge identifies students as UK College of Nursing students and is to be worn on the front upper torso; it is to be worn only in the student nurse role and not worn outside of college, clinical, or classroom settings. Badges may not be defaced with stickers, tape or pins.

**Scrubs:** Only royal blue scrub top and pants may be worn; any garment worn under the scrub top should be tucked in to the pants and must be short-sleeved and solid white, gray, black or UK blue in color. Scrubs should fully cover back and abdomen, even with full range of motion. All clothes should be unwrinkled; pants length should stop at top of shoe at instep. Scrubs are not to be worn in any setting other than clinical agencies.

**Shoes:** Shoes must be clean and made of leather; no canvas shoes or no crocs with holes are permitted. All shoes must have enclosed heels and toes and be solid white, brown or black in color. Only white or skin-colored hosiery or white or black socks are permitted.

**Nails:** Nails must be clean; nail polish and artificial nails are not permitted. Nails may not be longer than one quarter inch beyond tip of finger.

**Hair:** Hair must be simply arranged, neat, clean, off the collar, away from the face and well-controlled. Plain barrettes, bobby pins or elastic bands may be used but no hair extensions, hair ornaments, decorative caps or scarves are permitted. Head coverings worn for religious beliefs must allow the student to use a stethoscope and other medical instruments and must not interfere with asepsis, patient exams or therapeutic communication. Any hair color that cannot be grown naturally is not permitted.

**Beards/Mustaches:** Men must have beard/mustache neat and trimmed to maintain adequate asepsis and professional appearance (no longer than ½" in length).

**Tattoos and Piercings:** Tattoos and piercings may not be visible.

**Jewelry:** Jewelry may include one pair of small post pierced earrings worn in lower ear lobes (not pinna), a plain wedding band and wrist watch. No other jewelry is permitted.

**Make-up/Perfume:** Must not be excessive, should conform to general body tones and avoid extreme colors. No perfume or cologne or smell of smoking is permitted during clinical time.

**No gum chewing is permitted.**

**Cell phones are not permitted in the clinical setting.**

[Note.](#) Any exceptions to this Undergraduate Student Clinical Dress Code will be on a course by course basis. These exceptions will be noted in the course syllabus after first being approved by the Undergraduate Program Committee (UPC). The exceptions in this Syllabus have been approved by UPC. KB 4/8/09

**BEHAVIORAL STANDARDS:**

Nursing students are expected to adhere to the Behavioral Standards in Patient Care, available at [http://www.mc.uky.edu/LearningCenter/Manuals/Behavioral-Standards-In-Patient-Care\\_2.pdf](http://www.mc.uky.edu/LearningCenter/Manuals/Behavioral-Standards-In-Patient-Care_2.pdf). Failure to do so may result in dismissal from the program. (See disciplinary action and appeals procedure in the publication.)

**ACADEMIC INTEGRITY:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**ACCOMODATIONS DUE TO DISABILITY:**

If you have a documented disability that requires academic accommodations, please see

me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**COURSE OUTLINE:**

- WEEK 1 -- TBA: Seminar: Review of syllabus, Finalize learning contract  
Meet with preceptor, Begin clinical experience  
Give preceptor the Preceptor Letter and the Performance Evaluation Forms.
- WEEKS 2 --16 Clinical experiences with preceptor  
Research/Writing of project logs  
Discussion board assignment
- WEEK 16 TBA: Seminar: Individual Final Presentations & Pinning Luncheon

**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING  
NUR 886  
CAPSTONE COURSE  
SYNTHESIS OF CLINICAL KNOWLEDGE FOR NURSING PRACTICE  
RN SECTION**

**GUIDELINES – GCCR FINAL PRESENTATION**

**NUR 886, RN SECTION**

The final presentation will be a **maximum of 15 minutes – and a minimum of 10 minutes**. This should include time for questions. The presentation will be made the last day of class as arranged with your clinical instructor. Your presentation will summarize your clinical experience and your clinical project. It should include the following information. This presentation completes the GCCR requirement for RN-BSN Students.

A brief description of your clinical setting and your learning goal (1 point)

Your specific learning objectives and how they were accomplished (4 points)

Compare what you saw/were doing during the clinical experience to what you were reading in the literature (25 points)

A reflection on the personal effect of clinical (10 points)

Audiovisuals are clear, concise, colorful, professional (10 points)

Well-organized and planned (10 points)

Logical progression of ideas

No more than 15 minutes, no less than 10 minutes

Interesting. Did you engage the audience? (5 points)

Speaking presence (5 points)

- Do not read your presentation
- Look at the audience – DO NOT read your notes/slides
- Smooth transition between slides
- Few “uh’s” or other distracting mannerisms

**NOTE:** Please email PowerPoint presentations (with narration) to your assigned peer for critique by \_\_\_\_\_. When you have made corrections, email the presentation to your clinical instructor by \_\_\_\_\_ for review. When you have made the suggested changes/corrections, please submit the assignment to Blackboard by \_\_\_\_\_. Presentations will be presented in class on \_\_\_\_\_.

The grade for the presentation will be a percentage calculated by dividing the total points earned by the total points possible (70). **To pass the course, students must earn 76% on the presentation.**

**UNIVERSITY OF KENTUCKY COLLEGE OF NURSING  
NUR 886 CAPSTONE COURSE RN SECTION  
SYNTHESIS OF CLINICAL KNOWLEDGE FOR NURSING PRACTICE  
CLINICAL SELF-EVALUATION  
Due after your last clinical day**

**Please briefly discuss (one paragraph per objective) how you have addressed each of the following broad course objectives.**

1. Collaborate with members of the health care system to manage nursing care of clients.
2. Analyze factors that contribute to health and wellness of clients.
3. Use critical thinking to develop, implement, and evaluate interventions that promote wellness of clients.
4. Apply principles of communication, leadership, and management in the delivery of care and evaluation of outcomes to clients.
5. Apply principles of pharmacological monitoring, evaluation, and education to nursing care.

**Please submit this document through the Assignments section of Blackboard after clinical hours are completed.**



**UNIVERSITY OF KENTUCKY COLLEGE OF NURSING  
NUR 886 CAPSTONE COURSE RN SECTION  
SYNTHESIS OF CLINICAL KNOWLEDGE FOR NURSING PRACTICE**

**PRECEPTOR LETTER**

Dear Nurse Preceptor:

Thank you in advance for your work with one of our senior Synthesis students. We are delighted that you will be sharing your expertise with one of our students. Can you recall a special person whom you may have regarded as a role model/mentor during your nursing training? In the same sense, your role will be just as meaningful for your student.

The student will work with you for 120 hours to meet the clinical requirements of the course. This student is a registered nurse – but some of our students are relatively new to the profession. Slow, guided immersion into your role is suggested.

The clinical performance form should be completed by you and faxed to me at midterm (about 3 weeks into the experience) and at the end of the student's rotation. The student will give you a copy of the form.

Students are responsible for maintaining time logs. You will be asked to sign for confirm the hours spent working with you or at the clinical site under your supervision.

Students are responsible for completing a project. This project is at your discretion and should be something that will benefit you, your unit, or the patient population of your area.

Please contact me (Gina Lowry, [ginalowry@uky.edu](mailto:ginalowry@uky.edu), 859-221-9290) if you have any questions or encounter problems.

Sincerely,

Gina

Gina Lowry, RN, PhD  
Senior Lecturer, Coordinator of the RN-BSN Option  
Course Coordinator, NUR 886, RN Section

**Please FAX TO: Gina Lowry, 859-323-1057**

**UNIVERSITY OF KENTUCKY COLLEGE OF NURSING  
NUR 886 CAPSTONE COURSE RN SECTION  
SYNTHESIS OF CLINICAL KNOWLEDGE FOR NURSING PRACTICE**

**PRECEPTOR PERFORMANCE EVALUATION (Midterm)**

**Student Name:** \_\_\_\_\_

**Preceptor Name:** \_\_\_\_\_

**Preceptor Signature:** \_\_\_\_\_

Complete by July 6th. Please indicate the degree to which each competency has been demonstrated using the following 5-point scale. If you determine any competency as "3" or less, please provide specific examples in the comments section.

1	2	3	4	5
rarely	sometimes	usually	often	most of the time

1. \_\_\_\_\_ Acts in a mature and confident manner.
2. \_\_\_\_\_ Communicates well with others
3. \_\_\_\_\_ Is willing to collaborate with others to achieve a desired goal.
4. \_\_\_\_\_ Is able to critically think (analyze and consider context) through problems.
5. \_\_\_\_\_ Is self-directed in the clinical site and carries out all assignments.
6. \_\_\_\_\_ Adheres to standards of ethical and professional conduct.
7. \_\_\_\_\_ Manifests insight into his/her own capabilities and learning needs.
8. \_\_\_\_\_ Is able to accept constructive criticism and makes attempts to improve as indicated.

**Comments:**



**Please FAX TO: Gina Lowry, 859-323-1057**

**UNIVERSITY OF KENTUCKY COLLEGE OF NURSING  
NUR 886 CAPSTONE COURSE RN SECTION  
SYNTHESIS OF CLINICAL KNOWLEDGE FOR NURSING PRACTICE**

**PRECEPTOR PERFORMANCE EVALUATION (Final)**

**Student Name:** \_\_\_\_\_

**Preceptor Name:** \_\_\_\_\_

**Preceptor Signature:** \_\_\_\_\_

Complete at the **end of your last week** of clinical. Please indicate the degree to which each competency has been demonstrated using the following 5-point scale. If you determine any competency as "3" or less, please provide specific examples in the comments section.

1	2	3	4	5
rarely	sometimes	usually	often	most of the time

1. \_\_\_\_\_ Acts in a mature and confident manner.
2. \_\_\_\_\_ Communicates well with others
3. \_\_\_\_\_ Is willing to collaborate with others to achieve a desired goal.
4. \_\_\_\_\_ Is able to critically think (analyze and consider context) through problems.
5. \_\_\_\_\_ Is self-directed in the clinical site and carries out all assignments.
6. \_\_\_\_\_ Adheres to standards of ethical and professional conduct.
7. \_\_\_\_\_ Manifests insight into his/her own capabilities and learning needs.
8. \_\_\_\_\_ Is able to accept constructive criticism and makes attempts to improve as indicated.

**Comments:**