

**Webster University Nursing Program
NURS 3010 Concepts of Professional Nursing
Spring I, 2010**

Instructor: Jackie Kampmann, MN, RN
Class: Monday, 5:30 to 9:30 pm

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Course Description:

This course integrates the student into baccalaureate education. Aspects of professional practice provide the framework for this course. Critical thinking, and written and oral communication skills are strengthened. Prerequisite: NURS 3030.

Credit Hours: 3

Learning Outcomes:

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

1. Recognize nursing theory, research, and evidence based practice as frameworks for professional nursing.
2. Describe the basic elements of holism and systems theory.
3. Discuss principles of health promotion across the lifespan.
4. Discuss the relationship between culture and health.
5. Discuss the impact of health/illness beliefs, values, and attitudes of patients, families, and healthcare professionals on health care.
6. Recognize the need for personal health and self renewal in order to provide quality care.
7. Discuss roles and education of the professional nurse.
8. Identify principles of ethics as a basis for decision-making.
9. Describe issues in health care influencing professional nursing practice.
10. Explore the need for safety in all patient interactions.

Required textbooks:

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

Blais, K. K., Hayes, J. S., Kozier, B., & Erb, G. (2006). *Professional nursing practice: Concepts and perspectives* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Essential Course Content:

Holism	Health Promotion
Systems theory	Nursing Research/Evidence Based Practice
Complementary therapies	Nursing Theory
Lifelong Learning	Culture
Spirituality	Communication
Self Care	Intra/interprofessional
Ethics	Written
Approaches	Oral
Frameworks	Nursing roles and education
Principles	Current issues in nursing & healthcare
Ethics Committees	Standards and regulations
Ethical Nursing Practice	

BSN Program Outcomes evaluated in this course: Oral and Written

University Policies:Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Special Services

If you are registered as a student with a documented disability and are entitled to classroom or testing accommodations, it is your responsibility to **inform the instructor at the beginning of the course of the accommodations you will require** in this class so that these can be provided. If you have a disability that may have some impact on your work in this class and for which you may require accommodations please contact the Academic Resource Center.

Disturbances

Every student is entitled to full participation in class without interruption, all students are expected participate in all in class and online course activities. Disruption of the learning process or inconsiderate behavior, online or in class, is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially, in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Learning Activities: Readings, case studies, discussions, papers, and presentations.

Assignments:

Readings: All students are expected to read the required readings and be prepared to discuss them.

Case Studies: Case studies will be presented for some of the material. Students are expected to participate in the discussion of case studies based on the readings.

Discussions: There will be numerous discussions in the class throughout the term.

Papers:

There are three papers required for this class.

1. Narrative: Specific guidelines are delineated on a separate handout.
2. Holistic Health Assessment: Specific guidelines are delineated on a separate handout.
3. Formal Paper

Guidelines for Formal Paper

The Formal Paper will address a current professional issue. The topic must be approved by the instructor by the end of the second class.

The paper is essentially a report of selected scholarly current literature on the topic. Literature should be current (not more than five years old) and should include at least three of types of scholarly references (journals, books, newspapers, government or private association reports, (etc.)). At least 5 literature sources must be utilized.

The paper must address both sides of controversial issues and must give evidence that literature from both sides of the issue was utilized. APA format **MUST** be utilized. Assistance with the use of the format is available from the instructor. The paper must include a correctly formatted title page, an abstract and a reference list. The "body" of the paper should be at least four double-spaced typed pages and should not exceed six pages. The paper should flow with ease for the reader and contain clear introductory and concluding paragraphs.

Evaluation will be as follows:

Formal Paper	<u>30 points</u>
References	7 points
APA Format	7 points
Grammar/spelling/style	8 points
Content	8 points

Presentations:

There are 2 presentations required for this class.

1. Informal presentation of paper topic.
Students will discuss key information from their papers for 10-15 minutes with the class on the date designated on the course calendar. If the student has picked a topic that has two sides, information from both sides will be presented. Students will respond to questions about their topic from classmates and instructor.
2. Formal presentation of complementary therapy

Guidelines for Formal Presentation

Each student is expected to give a presentation (or be part of a team presentation) to the class on a complementary therapy. The topic for the presentation must be approved by the instructor not later than the end of the second class period.

Student presenters are encouraged to incorporate audio-visual presentations (audio-visual equipment must be requested at least one week in advance of the presentation), role-playing and/or other creative methods of presentation. Providing for active involvement of the class in learning about the topic is important. Presenters should not read their notes to the class. Presenters should prepare an APA format reference list on the topic and distribute it to the class and the instructor at the beginning of the presentation. References should not be more than five years old, unless they have been cleared for inclusion by the instructor in advance. At least five items should be included on the bibliography.

The presentation should be 20-30 minutes in length.

Evaluation will be as follows:

Student Presentation	<u>20 points</u>
References	5 points
Content	8 points
Presentation Skills	4 points
Involvement of class	3 points

Course Evaluation:

<u>Attendance and participation</u>	<u>10 points</u>
<u>Narrative</u>	<u>10 points</u>
<u>Holistic Health Assessment Assignment</u>	<u>20 points</u>
<u>Formal Paper</u>	<u>30 points</u>
<u>Paper Topic Presentation</u>	<u>10 points</u>
<u>Complementary Therapy Presentation</u>	<u>20 points</u>

Total Points 100

Grading Scale:

A	95-100
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	77-82
D	70-76
F	69 and below