

HSci303 Professional Nursing

Fall 2009

JD2523

0900-1150 Thursday (#17611R)

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HSci303 page: <http://www.csun.edu/~meh20426/303.htm>

Founding Donors to RN to BSN:

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Mary Parker, RN, MS
Nurses at Kaiser Permanente, Panorama City

**CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
HSCI 303 PROFESSIONAL NURSING**

PREREQUISITES:

Admission to nursing program; completion of lower division writing requirement.

COURSE DESCRIPTION:

This course introduces the professional nursing role and facilitates students' professional socialization. Content areas are directed toward improving critical thinking, communication, & therapeutic intervention within the context of promoting patient self-care and dependent care.

Exploration and discussions include:

- a) Orem as the organizing framework of the nursing program,
- b) academic and information management skills,
- c) concepts of patient self-care and patient advocacy,
- d) communication theory and skills,
- e) nursing theories & models, including concepts related to psychosocial, cultural, & spiritual assessment, and
- f) professional role-related skills.

COURSE OBJECTIVES:

Upon completion of this course, the student will:

1. Relate the **CSUN nursing program framework** to nursing practice.
2. Define characteristics of the **professional nurse role**.
3. Analyze how the professional nurse role supports self-care & dependent care.
4. Describe how **life-long learning** promotes personal and professional growth.
5. Identify the impact of **self-concept and role change** on self and client.
6. Discuss how **patient advocacy** facilitates self-care & dependent-care.
7. Assess the influence of **cultural and spiritual** values, beliefs, attitudes, and practices on self-care and dependent-care.
8. Analyze various **communication** theories and techniques in establishing, maintaining, evaluating, and terminating a therapeutic relationship with individuals and groups.
9. Examine how selected **nursing theories and models** apply to nursing practice.

COURSE OUTLINE:**I: Professional Nursing Practice**

- A. Orientation to the CSUN RN-to-BSN Program
 1. Mission, Philosophy and Objectives of the RN-to-BSN Program
 2. Organizing Framework of the RN-to-BSN Program
- B. Characteristics of the Professional Nursing Role
 1. Historical Perspectives: Issues and Trends
 2. Influencing Factors on professional role implementation
 3. Critical Thinking
- C. Role Theory
 1. Role change
 2. Life-long learning
- D. ANA Social Policy Statement

II: Development of a Scientific Knowledge Base

- A. Concepts, theories and frameworks
- B. Theories as a basis for practice
- C. Nursing theories and the clinical decision-making process
- D. Nursing diagnosis and the nursing process
- E. Developing evidenced-based nursing practice

III: Nursing Science and Nursing Practice

- A. The individual as client.

- B. The family as client
- C. The community as client
- D. Application of Orem's Nursing Model as a framework for nursing practice
 - 1. Health care situations and nursing
 - 2. Theoretically practical elements of nursing science
 - Self-care
 - Self-care deficit
 - Nursing systems
 - Therapeutic self-care demand
 - Self-care requisites
 - Self-care agency
 - Dependent care agency
 - Nursing agency
- E Nursing Process
 - Orem's elements of a nursing history
 - A holistic approach to assessment with emphasis on psychosocial, cultural, spiritual data assessment
 - Nursing Systems

IV: Communication Theories and Techniques

- A. Therapeutic model
- B. Verbal and non-verbal expression
- C. Interviewing techniques
- D. Written communication
- E. Information systems

V: Role Self-concept, Values and Culture

- A. Self concept
- B. Culture: Customs and health practices
- C. Values: Theory and clarification

VI: Spiritual Concepts and Nursing Practice

- A. Self
- B. Client

METHODOLOGY:

- Lecture, discussion, audio-visuals, required readings supplement class instruction; use of library databases and electronic resources; written and oral assignments. Access Writing Center prn.
- *You start the class with 0 points and earn points as you go with each assignment. Total points possible=100.*
- This is a survey course and therefore covers a wealth of topics. We may not deal with every topic in lecture. Students are accountable for all information whether or not covered in lecture or in other resources. Your colleagues and instructors facilitate your learning; you are responsible for your learning.

TurnItIn Software:

You are required to submit various papers via TurnItIn software. Set up your profile right away. It's easy!!

1. Go to <http://turnitin.com> and click on "New Users" in upper left hand corner. **Write down your user name and password.**
2. On the paper due dates use the following to turn in your electronic copy of your paper: **Class ID number =1605189 and password = highfield303.** If you are late submitting a paper you may request a "Late Assignment" link, and points will be deducted.

Disability accommodation: Disability accommodation: Students with disabilities may register with the Center on Disabilities (<http://www.csun.edu/cod/index.htm>) OR the National Center on Deafness (<http://ncod.csun.edu/>) and complete a services agreement each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and approve accommodations. Students who are approved for testing taking accommodation must provide a proctor form to their faculty member signed by a counselor in the Center on Disabilities prior to making testing arrangements. The Center on Disabilities (COD) is located in Bayramian Hall, room 110. Staff can be reached at 818-677-2684. The National Center on Deafness (NCOD) is located on Bertrand St. and may be reached at 818-677-2611.

Academic dishonesty, plagiarism, & unethical conduct: See *BSN student handbook* and *CSUN catalog* for definitions, descriptions, penalties, and appeal/grievance processes. Professional and ethical behavior is expected at all times in this course and violations will result in grade penalties. Cheating will result in “F” in the course or assignment. In cases of “F” in the course students are prohibited from attending further classes of this course. Student will be referred to the Associate Vice President for Academic Affairs if the student violates codes of conduct specified in *CSUN catalog*. Students are reminded that cheating and unethical behavior shows disrespect for others and self. As RNs you are expected to conform to the *ANA Code of Ethics*, as well as any other ethical and legal requirements.

Permission to copy student work: Faculty may wish to copy your work to use as examples for other students in the future or for accreditation reviews. Your name may be removed before showing your paper to any other student. If you do not want your paper(s) in this course to be copied for accreditation or a sample for future students, please notify the instructor in writing by the last week of classes. If you do not notify faculty by this time, permission to copy will be assumed. However, you may at any time during the semester or in the future notify faculty in writing that you deny permission to use your work and any copies will be destroyed. Please keep copies of any such request and faculty acknowledgement of receipt of your request for your own records.

TEXTBOOKS & READINGS

- Readings marked with * are in the Oviatt library reserve. The course **password for electronic Oviatt reserves for HSCI 303 is [see instructor]**

REQUIRED READINGS:

ANA Foundations of Nursing Package (3 items to purchase as package):

1. American Nurses' Association. (2001). *Code of ethics with interpretive statements*. Washington, DC: American Nurses' Publishing.
2. American Nurses' Association. (2003). *Nursing's Social Policy Statement (2nd ed.)*. Washington, DC: American Nurses' Publishing.
3. American Nurses' Association. (2004). *Nursing: Scope & standards of practice*. Washington, DC: American Nurses' Publishing.

American Nurses Association. (2007). About nursing. Retrieved August 13, 2007 from <http://www.nursingworld.org/MainMenuCategories/CertificationandAccreditation/AboutNursing.aspx>

American Nurses Association. (2007). ANA position statements. Retrieved August 18, 2008 from <http://www.nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/ANAPositionStatements.aspx>

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

* Benner, P. (1984). *From novice to expert: Excellence & power in clinical nursing practice*. Menlo Park, CA: Addison-Wesley Publishing. Chapter 2-3

Board of Registered Nursing. (2007). California Nurse Practice Act. Retrieved August 18, 2008 from <http://www.rn.ca.gov>

- California State University, Northridge. *2006-2008 Catalog*. Northridge, CA: Author. Retrieved August 18, 2008 from <http://www.csun.edu/catalog/>
- Emmons, N. (2007, August 13). Lobby Jobs. *Nurseweek*, 20(17), pp. 14-15.
- * Fawcett, J. (1995). *Analysis and evaluation of conceptual models of nursing*. Philadelphia, PA: F.A. Davis.
- Highfield, M.E. (1996). PLAN: A spiritual care model for every nurse in *Quality of Life: A Nursing Challenge*. Bala Cynwyd, PA: Meniscus Health Care Communications. (Reserve in Oviatt.)
- Johanson, M. (2005). "Journals: Scholarly or popular." Retrieved August 18, 2008 from the World Wide Web <http://library.humboldt.edu/infoservices/scholorpop.htm>
- Humboldt State University Library. (n.d.). "Research Roadmap." Retrieved August 24, 2009 from the World Wide Web <http://library.humboldt.edu/researchroadmap/index.html>
- Learning Assessment Styles and Strategies Inventory (LASSI) H&H Publishing Company.
- * Marriner-Tomey, A., & Alligood, M.R. (2005). [chapter on Orem] *Nursing theorists & their work* (6th ed.). Elsevier. (Reserve in Oviatt Library).
- Nursing Program Faculty. (2009). *RN to BSN Program Student Handbook*. California State University, Northridge: Author. (See HSci303 Notes & Handouts page)
- Ramsey, C.A. (2000). Storytelling can be a valuable teaching aid. *AORN*. Retrieved August 18, 2008 from <http://www.howtotellagreatstory.com/articles/article51.html>.
- * Secrest, J. (2008). The role of tool development in an Orem based curriculum. *Self-care, Dependent-Care & Nursing*, 16, 25-33. [FOCUS ON TABLE 2]
- United States Department of Health & Human Services, Office of Minority Health. (2007). *Culturally Competent Nursing Care: A Cornerstone of Caring (CCNM)*. Retrieved August 18, 2008 from <https://ccnm.thinkculturalhealth.org/>
- University of Newcastle. (n.d.). Evaluating information: InfoSkills Information literacy and academic integrity tutorial. Retrieved August 18, 2008 from <http://www.newcastle.edu.au/service/library/tutorials/infoskills/evaluating/index.html>
- University of Newcastle. (n.d.). Using information ethically: InfoSkills Information literacy and academic integrity tutorial. Retrieved August 18, 2008 from <http://www.newcastle.edu.au/service/library/tutorials/infoskills/using/index.html>
- Zerwekh, J., & Claborn, J.C. (2006). *Nursing today: Transition & trends* (5th ed.). St. Louis, MO: Saunders Elsevier.

REQUIRED SUBSCRIPTIONS: (FREE! You are REQUIRED to subscribe.)

- California Healthcare Foundation. (2005). *California Healthline*. Retrieved August 24, 2009 from <https://profile.chcf.org/chcf/registration/signup%20step%201.aspx>
- Online Netiquette.com. (2007). Retrieved August 10, 2007 from <http://www.onlinenetiquette.com/email-etiquette-tips.html>

RECOMMENDED

- Brians, P. (2004). Common errors in English." Retrieved August 18, 2008 from the World Wide Web at <http://www.wsu.edu:8080/~brians/errors/index.html>.
- *Cardillo, D. (2001, November). How to get back to school. *Nursing Spectrum*. p. 26.
- Davies, B. & Logan, J. (2008). *Reading research: A User-friendly guide for nurses and other health professionals* (4th ed.). Canada: Elsevier Canada, Ltd.
- *Gallanti, G. (2004). *Caring for patients from different cultures*. Philadelphia: University of Philadelphia Press.
- Georgetown University Center for Child & Human Development. (2007). National Center for Cultural Competence. Retrieved August 18, 2008 from <http://www11.georgetown.edu/research/gucchd/nccc/>
- Highfield, M.F. (1997). Spiritual assessment across the cancer trajectory: Methods & reflections. *Seminars in Oncology Nursing*, 13(4), 237-241.

Highfield Utube Playlists

- [APA referencing](#)
- [Information Competence](#)
- [Just Do It! Quote & paraphrase](#)
- [Plagiarism: What is it?](#)

* **Leininger, M.M. & McFarland, M.R. (2006). *Culture care diversity and universality: A worldwide nursing theory*. Sudbury, MA : Jones and Bartlett.**

* Lipson, J.G. & Steiger, N.J. (1996). *Self-care nursing in a multicultural context*. Thousand Oaks, Ca: Sage Publications

O’Conner, P.T. (2003). *Woe is I: The grammarphobe’s guide to better English in plain English*. New York: Riverhead Books.

O’Conner, P.T. & Kellerman, S. (2002). *You send me: Getting it right when you write online*. Orlando: Harcourt.

Oncology Nursing Society Multicultural Tool Kit Project Team. (1999). *Multicultural tool kit*. Retrieved August 17, 2004 from the World Wide Web at <http://www.ons.org/clinical/special/multicultural.shtml>

Orem, D. (2001). *Nursing: Concepts of practice* (6th ed.). St. Louis: Mosby.

* Specter, Rachel E. (1996). *Cultural Diversity in Health and Illness*. Stamford, CT: Appleton & Lange.

Spector, Rachel. (2000). *Guides to Heritage Assessment and Health Traditions*. Upper Saddle River, NJ: Prentice Hall.

Sullivan, E.J. (2004). *Becoming Influential: A guide for nurses*. Upper Saddle River, NJ: Pearson/Prentice Hall.

United States Department of Health & Human Services, Office of Minority Health. (2007). *What is Cultural Competency?* Retrieved August 10, 2007 from <http://www.omhrc.gov/templates/browse.aspx?lvl=2&lvlID=11>

NEED LASSI SKILLS-BUILDING HELP?

Helpful academic resources: <http://www.csun.edu/~meh20426/helpful.htm>

Study and strategy guides: <http://www.csun.edu/~meh20426/helpfulsuccess.htm>

Harris, R.A. (2005). *Using sources effectively: Strengthening your writing and avoiding plagiarism*. (2nd ed.). Los Angeles, CA: Pycszak Publishing,

* Highfield, M.E., & Wong, J. (1992, October). How to take multiple-choice tests. *Nursing*, 22 (10), pp. 117, 121-2, 125-6.

* Yee, J.W., & Highfield, M.E. (1995, March). Professional growth: Tackling tests confidently, *Nursing*, 25 (3), pp. 86-7.

EVALUATION:

GRADING: *A grade of C- or lower will require that you repeat the course.*

A	= 94-100%
A-	= 90-93%
B+	= 86-89%
B	= 83-85%
B-	= 80-82%
C+	= 76-79%
C	= 73-75%
C-	= 70-72%
D	= 60-69%
F	= <60%

ASSIGNMENTS **MAX POINTS**

1. Completion of entering student survey (end of semester)	Pass/fail
2. LASSI	10
3. Class participation (multiple assignments)	15
4. Paper: Personal Self-Assessment of Culture and Nursing Role	30
5. Copy of one peer-reviewed article used in paper (criteria below)	5
6. Group Presentation: Overall grade	20
7. Portfolio (criteria below)	<u>20</u>
TOTAL	100

DUE DATES:

1. Assignments are **due at the beginning of the class** on the date due. Points deducted for late submission; 5 points if by end of class; 10 points per day otherwise.
2. TURNITIN copies are due ***BEFORE 2359 on the due date***. Points deducted for late submissions. (SEE INSTRUCTIONS ABOVE TO SET UP Your ACCOUNT.)

➤ Entering Student Survey (Pass/Fail)

- *At semester end complete the online survey on how we can better help you and improve the program! You can make a difference.*
- *Faculty will provide a link at semester end.*
- *You will use the first 3 letters of your first name and the first 3 letters of your last name, lowercase, together without spaces, as the required respondent code.*
- *The entering survey completion is required and 5 points will be deducted from final course grade if you do not participate. Only group data will be analyzed.*

LASSI (0-10 points)

Online completion of self-assessment of study strategies. The right answers are the honest ones!

Class participation (0-15 points)

1. Be present in mind and spirit....not just body! If you study for another class during this class or do other unrelated work, you are absent.
2. Subscribe to online *California Healthline* and come prepared to discuss one item each class day beginning with class #3. Relate the item to your reading and/or clinical practice. (See required texts for where to subscribe to this FREE e-newsletter.)
3. Readings must be completed BEFORE class. Students must bring a list of at least 5 things learned from the reading and be ready to discuss them beginning with class #3.
4. Written assignments not specified as separate grade are included in participation (e.g., treasure hunt).
5. Short quizzes may be given at the beginning of class over the assigned readings for the week. No make up of quizzes. May be given any week without prior announcement. Come prepared!
6. In fairness to all students, you must submit written documentation if you are requesting that an absence be excused. Asking to be excused does not automatically grant the excuse.
7. Absenteeism, tardiness, lack of preparation for class, working on unrelated material during class, being present in body only, and lateness in completion of assignments will negatively affect your ability to master the course objectives and will be reflected in deduction of points from final participation grade and course grade. After **one (1) unexcused absence and/or late** assignment, each further incident will result in a 5-point deduction from the final course grade in addition to points deducted from participation grade. **More than 3 tardies** will also result in deduction from participation and 5-points from final course grade.

*****NO PERSONAL COMPUTING DEVICES ALLOWED DURING CLASS*****

This includes but is not limited to phones, laptops, & any handheld device that may be connected to the Internet. You will be counted absent if you use such devices during class. Use during exams is considered cheating. See Disability Accommodation section of syllabus to arrange for necessary exceptions.

➤ Peer-reviewed article copy (0-5 points)

Submit hard copy of article on the different culture that you plan to use in your paper.

➤ Paper: Cultural Self Assessment (0-30points)

The focus of this paper is the application of **evidence-based knowledge** supporting cultural competency/sensitivity as a component of professional nursing. This formal paper will be typed, double-spaced, ~10-15 pages of text, APA format. These criteria may be converted to rubric format. (cont next page.)

Self-Assessment of Culture and Nursing Role (30 points)**Electronic copy submitted via TurnItIn software BEFORE CLASS****Impact of Culture on Health Care**

Title: Clear & concise so that reader can tell EXACT topic

Specific Paper Sections

1. **Why are cultural considerations important in giving nursing care?**
 - Use current **evidence** in nursing research & literature to examine why cultural competence or sensitivity is important to professional nursing practice.
2. **Describe your culture & beliefs system** and the influence of your family. This is a biographical section on how you learned your culture & beliefs from family/community.
3. **Definition of health**
 - What is your definition of health
 - What is your culture's usual definition of health **according to LITERATURE**
 - Compare & contrast the your definition and the definition in the literature
4. **"Home remedies" or cultural practices for health/illness** (e.g. "cupping", health practitioners, herbs, "curandero")
 - What remedies/practices are/were used by you & your family
 - **What does LITERATURE say** about your culture's health practices/home remedies
 - Compare & contrast your use with the literature.
5. **Access & use of western health care**
 - Do/did you and your family access western healthcare?
 - What is that cultural group's access to & use of western health care **according to literature?**
 - Compare & contrast the use and literature
6. **Perception of nurses/nursing**
 - What is the perception of you, your family of nurses/nursing?
 - What does that culture think about nurses/nursing according to the literature?
 - Compare & contrast your/your family's perception & literature
7. **Contrast a DIFFERENT culture with YOUR definition, remedies, western care access, perception of nursing**
 - Use at least ONE (1) article or book about the other culture
 - Partner with & interview a classmate from that culture
 - CONTRAST & COMPARE your & their culture re healthcare (what is alike & what is different)
8. **Analyze** how **your culture & beliefs** influence your role as a nurse.
 - How do your values/beliefs affect your practice?
 - What does current literature say about how values & beliefs of your cultural group may affect practice?
 - Compare these two.
9. **Specific implications from that culture for nursing practice**
10. **Conclusion** (see <http://leo.stcloudstate.edu/acadwrite/conclude.html>)

Overall paper should demonstrate these*

- **CRITICAL THINKING:** The use of reflective reasoning to form goal-directed decisions; a purposeful & systematic process which involves analyses and interpretation, inductive and deductive reasoning, drawing logical inferences and evaluating & justifying those inferences.
- **CURRENT nursing evidence** (research & literature from last 5 years)
- **COMMUNICATION:** Format & style
 - Well-organized with logical flow
 - Follows APA Correct grammar, sentence, & paragraph structure.
 - Clear expression of ideas.
 - Neatness

*These are NOT separate sections of the paper, but are reflected throughout the paper.

COMMENTS:

➤ **Group Presentation (0-20 points)**

1. This is a JOINT presentation. With your peer whom you interviewed, present at least from #7 criteria for paper (above).
2. You will be evaluated by peers using the “Peer Rating of Presentation” (p. 16 of syllabus)
3. Faculty will assign grade from both faculty rating using that scale and peer-ratings.

➤ **PROFESSIONAL PORTFOLIO (0-10 points) ***

1. USE COPIES, NOT ORIGINAL MATERIALS. Preserve your originals in a safe file.
2. Business-like & professional. This is Not a scrapbook. NOT Cute-sy.
3. Unbound in 3-hole punch notebook
4. 8 1/2 X 11 paper (standard letter size). Use good white or off-white, at least 20# paper.
5. Typed. No cute-sy fonts, colors, papers, binders
6. Use reverse chronological order (i.e., most recent first) for jobs, education & other
7. Use labeled dividers for each section that match table of contents
8. For each section use a summary page listing contents of that section
9. Place multi-page or irregularly sized documents in plastic sleeves
10. In any lengthy documents, like supervisor evaluations, highlight any sentences to be emphasized. For school papers include an abstract.

SPELL CHECK EVERYTHING before you print it.

The portfolio has three (3) sections:

1. *Introduction*

- a. Identification page with name, address, telephone, email, RN license #
- b. Table of contents
- c. Practice exemplar/Example of my practice (1/2-1 page story of an incident that captures what nursing is all about and where you made a difference in patient outcome. Can be an ordinary or unusually demanding incident that went well) (See <http://www.howtotellagreatstory.com/articles/article51.html>)

2. *Professional record*

- a. Resume. Put useful facts. No “fluff.” Include RN license & expiration here also.
- b. Career timeline with short-term, mid-term, & long-term goals
- c. License copy, awards & certifications
- d. Transcripts
- e. Continuing education certificates
- f. Clinically related documents: malpractice coverage, immunizations
- g. Any additional information of interest to prospective employers, faculty, preceptors or others.

3. *Learning achieved in the BSN program*

- a. Computer competencies
- b. Achievement of career timeline goals
- c. Achievement of program outcomes & terminal objectives
- d. Samples of work from each level of BSN courses (e.g., HSci303 culture paper)
- e. Other documents reflecting your learning in the BSN program

The professional portfolio will be used throughout the RN-to-BSN program with additional information/accomplishments as you pursue your goals. The final addition to your portfolio will be the completion of your senior project. You will then have a professional portfolio upon graduation and the pursuit of graduate school and/or professional job positions. The portfolio is a representation of you when applying for a job. Keep the potential reader(s) in mind.

Key Reference for Portfolio

Alexander, J.G., Craft, S.W., Baldwin, M.S., Beers, G.W., & McDaniel, G.S. (2002). The nursing portfolio: A reflection of a professional. *The Journal of Continuing Education in Nursing*, 33(2), 55-59.

Professional Portfolio: Grading Criteria

NAME _____ **Date:** _____

CRITERIA	Possible points	Earned/Comments
Professionalism <ul style="list-style-type: none"> ○ Title page ○ Neatness, appearance, & organization ○ Table of contents, dividers, summaries 	2	
Introduction <ul style="list-style-type: none"> ○ Identification page ○ Table of contents ○ Practice exemplar/ Critical incident* 	2	
Professional Record <ul style="list-style-type: none"> ○ Resume ○ Timeline & goals ○ License, certificates, awards ○ Transcripts ○ Clinical documents (malpractice, immunizations, etc.) ○ Continuing education certificates ○ Other 	8	
Learning Outcomes <ul style="list-style-type: none"> ○ Computer competencies ○ Achievement of career time-line ○ Achievement of program outcomes ○ Achievement of terminal objectives ○ Samples of work from each level of BSN courses ○ Learning journal(s) ○ Other documents reflecting your learning in the BSN program 	8	

TOTAL

*Practice exemplar/Example of my practice (1/2-1 page story of an incident that captures what nursing is all about and where you made a difference in patient outcome. Can be an ordinary or unusually demanding incident that went well) See Ramsey in Required Readings.

COMMENTS:

Communication “Musts”!

Electronic communications

1. You have an @csun.edu email address!!! And it is imperative that you use it. Class notes, announcements, etc. come to you through email. FORWARD that email to your regular email if you don't want to check @csun.edu. **AVOID aol.com; it sometimes blocks messages. AND empty your email junk & trash folders. YOU are responsible for receiving program emails.** Helpdesk@csun.edu or 818-677- 1400 is useful, and an ITR office to help you set up your own computer is in the Oviatt Library basement. (<http://www.csun.edu/it/students.html>) has training guides to help you master on-line procedures.)
2. You must subscribe to Program mail group rtobsn-l@csun.edu . Information about assignments, advising, registration, and nursing news is distributed through these groups. See directions at <http://www.csun.edu/it/training/guides/majordomouse.html#subscribe>

Articles

Articles used in written assignments must

1. Have been published within the last five (5) years OR be a “classic.”
2. Be from refereed or peer-reviewed journals only. *AJN, RN, Nursing04 (etc), Nursing Times, Nursing Mirror* are examples of publications which are **NOT** refereed for purposes of this assignment. See <http://library.csun.edu/mhenry/nurspeer.html> for how to identify if an article is in a peer-reviewed journal.
3. Information in the journal is more current than in the text. The required course text(s) is a starting point for further work. All assignments should include references beyond required reading assigned by faculty. Assignments that use only resources required by the instructor will receive as a maximum a grade of C or less.
4. Definitions
 - **Peer review:** an appraisal by professional coworkers of equal status of the way an individual nurse or other health professional conducts practice, education, or research. The appraisal uses accepted standards as measures against which performance is weighed. (pg. 892)
 - **Refereed journal:** a professional or literary journal in which articles or papers are selected for publication by a panel of referees who are experts in the field. They read and evaluate each of the articles submitted for publication and then make recommendations to the journal editor regarding acceptance; revisions; or rejection of the article. The important national professional journals in medicine and nursing are refereed. (p. 1013)

Glanze, W.D. (Ed.) (1990). *Mosby's Medical, Nursing, and Allied Health Dictionary*. 3rd ed.). St. Louis: C.V.Mosby.

Student conduct:

1. The Appendices in the University catalog contain valuable information to guide you in your role as a university student. Review the Student Conduct Code. If you are unsure about any information, please contact your faculty advisor for guidance. In particular, become familiar with the policy on **Academic Dishonesty**.
2. **All work submitted or presented is expected to be the student's own work or work cited appropriately using (APA) format and style.** You should pay particular attention to definitions and penalties related to cheating, fabrication, facilitating academic dishonesty & plagiarism. You may fail the course or a paper if you fail to cite properly.
3. **Plagiarism** is intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise” (*CSUN catalog*). Plagiarism includes, but may not be limited to, presenting or submitting as your own work material that you have bought from any source, that is a copy of someone else's paper or part of a paper, that you have copied from the internet or an online article, or that is a paper that anyone else has written for you. You will be reported for ethics violations if you plagiarize material.

Class schedule may change because of mandated furlough days. I will make every effort to give adequate notice should this occur.

Fall 2009: Thursday: section is 0900 – 1150

DATE & Week #	TOPICS	DUE AT BEGINNING OF CLASS	READINGS & RESOURCES
8/27 #1	<p><u>Orientation to BSN Program</u></p> <ul style="list-style-type: none"> • Mission & philosophy & Terminal Objectives • Organizing framework and Curriculum • Academic advisors & Faculty introduction • Student organizations: BSNA & Alum Association • Campus resources • APA style manual <p><u>Orientation to course</u></p> <ol style="list-style-type: none"> 1. Syllabus review & “Study buddies” 		<ol style="list-style-type: none"> 1. START A CALENDAR 2. HSci303 syllabus 3. CSUN catalog & RN to BSN Handbook (online) 4. CA Nurse Practice Act (online) 5. Stay involved: Bring \$50 check for one time only, tax deductible dues made to AS-BSNSA (optional); you'll get that & more back! 6. Self assessment: Computing competencies (last page in this syllabus; complete & submit in class) 7. Register for California Healthline https://profile.chcf.org/chl/Registration/Signup%20Step%201.aspx 8. Subscribe to TurnItIn software at http://www.turnitin.com/static/index.html 9. You may prn begin CE on Communications & culturally competent nursing: https://ccnm.thinkculturalhealth.org/ (9 CE units). It is due in week #9; that will be here before you know it! 10. Activate your student ID # at the Oviatt Library
9/3, #2 <u>Location : LAB “B” Oviatt Library</u>	<p><u>CLASS WILL MEET IN LIBRARY</u></p> <p>Step-by-Step Using the Library (information competence) by Marcia Henry, Health Sciences Librarian CSU, Northridge (Highfield not available; furlough)</p>	<ol style="list-style-type: none"> 1. Review <u>3 websites on right</u> → 2. Bring to class the name/description of your own ethnic group and a different ethnic group 	<ol style="list-style-type: none"> 1. Marcia Henry’s webpage http://library.csun.edu/mhenry/nursing.html 2. Evaluating Information Sources http://www.newcastle.edu.au/service/library/tutorials/infoskills/evaluating/index.html 3. "Journals: Scholarly or popular." http://library.humboldt.edu/infoservices/scholarpop.htm

<p>9/10 #3</p>	<p><u>Nuts & bolts academic skills to achieve program outcomes:</u> 1. What are my career goals? Do I have or need a mentor? 2. Academic skills: Communication <ul style="list-style-type: none"> • Communicating about self: Resume & Portfolio • Netiquette? What's that? • What is an effective speech? 3. Overview APA (more later!)</p>	<p><u>DUE today:</u></p> <ul style="list-style-type: none"> ▪ Bring LASSI ticket/proof of purchase to class ▪ Bring a printed news item from <i>CA Healthline</i> <p><u>Submit through turnitin.com</u></p> <ol style="list-style-type: none"> 1. ½-1 page stating 1-3 career goals & how BSN fits into those goals 2. Professional self-assessment 	<ul style="list-style-type: none"> ▪ Zerwekh & Claborn chapters 3 & 4 ▪ Netiquette: http://www.onlinenetiquette.com/email-etiquette-tips.html ▪ Ramsey, C.A. (2000). Storytelling can be a valuable teaching aid. <i>AORN</i>. Retrieved August 27, 2005 from http://www.howtotellagreatstory.com/articles/article51.html. ▪ SUBSCRIBE Netiquette.com ▪ APA Chapter 2 Pages to be assigned from 6th ed.
<p>9/17 #4</p>	<p><u>Nuts & bolts academic skills to achieve program outcomes:</u> 1. Reality shock & Self-care 2. Basic Academic Skills: LASSI</p>	<p><u>DUE today:</u></p> <ol style="list-style-type: none"> 1. LASSI online completed 2. (optional) Treasure Hunt of Handbook 	<ul style="list-style-type: none"> ▪ Zerwekh & Claborn chapters 1 & 2 ▪ SEE RECOMMENDED READING LIST IF YOU WANT HELP DEVELOPING LASSI SKILLS!
<p>9/24 #5 ONLINE</p>	<p><u>Characteristics of Professional Nursing Cultural competence</u> 1. View: <i>"I'm Normal; You're Weird"</i> video#12311 reserve in Oviatt 2. Complete the 9 CE units under readings & print certificate due 10/29</p>		<ul style="list-style-type: none"> ▪ Communications & culturally competent nursing: https://ccnm.thinkculturalhealth.org/ (9 CE units) – include in portfolio ▪ [note: Consider the implications of cross-cultural communication for interviewing related to your paper, as well as for nursing care]
<p>10/1 #6</p>	<p><u>Characteristics of Professional (cont.)</u> 1. Values & ethics 2. Professional Accountability 3. Evidenced-based practice (EBP) 4. Critical Thinking <ul style="list-style-type: none"> • Media: Truth or fiction (12312) </p>	<p><u>DUE today</u></p> <ol style="list-style-type: none"> 1. ½-1 page paper applying 1 element of ethics code to one of your own clinical situations.— Submit thru turnitin.com 	<ul style="list-style-type: none"> ▪ Zerwekh & Claborn chapters 19, 20 & 24 ▪ ANA Position Statements at: http://www.nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/ANAPositionStatements.aspx ▪ American Nurses' Association. (2001). <i>Code of ethics with interpretive statements</i>. Washington, DC: American Nurses' Publishing & http://www.nursingworld.org/ethics/ecode.htm

<p>10/8 #7</p>	<p><u>Characteristics of Professional</u> (cont.) 1. Nursing image & organizations 2. ANA Nursing Scope & Practice 3. Nursing’s Social Policy Statement</p>	<p><u>Due today</u> 2. Media image assessment 3. ½-1 page paper applying a segment of ANA documents to practice-- Submit thru turnitin.com</p>	<ul style="list-style-type: none"> ▪ Zerwekh & Claborn chapter 9 & Appendix B ▪ ANA. (2003). <i>Nursing’s Social Policy Statement</i> (2nd ed.) ▪ ANA. (2004). <i>Nursing: Scope & standards of practice</i>. ▪ Professional organizations: http://www.nursezone.com/Advancing-My-Career/professional-organizations.aspx
<p>10/15 #8</p>	<p><u>Characteristics of Professional</u> (cont.) Guest lecturer Dr. Bonnie Faherty (Professor Emeritus of Nursing, CSUN) 1. Patient advocate in politics & government 2. Meeting legal standards</p>	<p>Complete readings</p>	<ul style="list-style-type: none"> ▪ Zerwekh & Claborn chapters 17-18 & 20
<p>10/22 #9</p>	<p><u>Characteristics of Professional</u> (cont.)</p> <ul style="list-style-type: none"> • Nursing history: Who’s Who • Nursing education: Do I ever get to finish or is it life long? • Nursing roles • Novice->Expert: Critical thinking 	<p><u>DUE today:</u> 4. Report to class on Who’s Who: 3-10 interesting facts & turnitin.com</p>	<ul style="list-style-type: none"> ▪ Zerwekh & Claborn chapters 6 & 7 ▪ ANA About Nursing http://www.nursingworld.org/MainMenuCategories/CertificationandAccreditation/AboutNursing.aspx ▪ Benner chapter 2-3 (Oviatt) ▪ CA Nurse Practice Act (reference only)
<p>10/29 #10</p>	<p><u>Characteristics of Professional</u> (cont.) 1. Using models & theories in practice:</p> <ul style="list-style-type: none"> • Dorothea Orem (Self-care & dependent care) • Madeline Leininger (Transcultural Care) • Highfield (Spiritual care) 	<p><u>DUE today:</u></p> <ul style="list-style-type: none"> ▪ Cultural competence CE certificate ▪ Professional portfolio <p><u>Please note that portfolio due date has changed!!!!</u></p>	<ul style="list-style-type: none"> ▪ Fawcett (Oviatt) ▪ Highfield (1996). PLAN: A spiritual care model for every nurse Zerwekh & Claborn chapters 8 (theory) & 21 (cultural & spiritual awareness) ▪ Leininger, M. Sunrise model ▪ Secret, J (Oviatt). Table 2 in article.
<p>11/5 #11</p>	<p><u>Nuts & bolts</u> (cont.): 1. Academic skills: Communic (cont)</p> <ul style="list-style-type: none"> • What is APA and Why? • Sign up for presentations <p>2. Catch-up week</p>	<p><u>DUE today:</u></p> <ul style="list-style-type: none"> ○ APA Term paper familiarization test (see handout online) 	<ul style="list-style-type: none"> ▪ APA: Chapters 2-3, & pp. 6-16, 215-221, 284-293 Pages to be assigned from 6th ed. ▪ Utube playlists (handouts page): <ul style="list-style-type: none"> ○ APA referencing ○ Just do it!: Quoting & paraphrasing

<p>11/12 #12</p>	<p><u>Health Care Environment: Issues/trends</u></p> <ul style="list-style-type: none"> • Health care organizations • Economics of healthcare delivery • Quality care • Nursing informatics 	<p><u>DUE today:</u> Paper on Culture & Nursing Role <u>Please note that paper due date has changed!!!!</u></p>	<ul style="list-style-type: none"> ▪ Zerwekh & Claborn chapters 15-16, 22-23
<p>11/19 #13 Library & group work</p>	<ul style="list-style-type: none"> • Team work on presentations using cross-cultural assessment content & websites indicated. No live class meeting. 	<ul style="list-style-type: none"> • Review & actively discuss how you will apply content from these websites to you presentation. • Review peer-rating sheet • Remember an effective presentation is MORE than content!! 	<p>Class presentations: http://www.studygs.net/orgstr3.htm Public speaking: http://www.studygs.net/speaking.htm Tips & Techniques from Toastmasters http://www.toastmasters.org/MainMenuCategories/FreeResources/NeedHelpGivingaSpeech/TipsTechniques.aspx</p>
<p>11/26#14</p>	<p align="center">THANKSGIVING RECESS</p>		
<p>12/3 #15</p>	<p>Student pair presentations (10-12 min max per pair)</p>		<p>Time your presentation BEFORE you give it in class!! (10-12 min max per pair)</p>
<p>12/10 #16</p>	<p>0800-1000 class meeting time today Student pair presentations</p>	<p><u>DUE today:</u> Entry student survey online</p>	<p>[faculty will give link to entering student survey]</p>

PEER-RATING OF PRESENTATIONS (ONE FORM PER PAIR)

PRESENTERS _____ Date: _____

YOUR NAME: _____

	16-20 points 4 Excellent	11-15 points 3 Good	6-10 points 2 Fair	0-5 points 1 Poor
Content	Shows <u>excellent</u> knowledge of topic and talks at a level appropriate to the audience. Presentation includes clear, relevant examples to clarify main points. Terms well-defined.	Shows <u>good</u> knowledge of topic with few omissions or errors. Some examples. Defines terms.	Knowledge of topic is <u>satisfactory</u> with few errors or omissions. May or may not define terms. May or may not use good examples.	<u>Little</u> evidence of any real knowledge of subject area. Few or no examples. Does not define or poorly defines terms.
Delivery	Clearly well rehearsed and fits into time limit. Voice pitch, pace, tone & volume good. Facial, body, hand gestures fit well & confident. Excellent audience engagement.	Generally well delivered within time limit. Voice pitch, pace, tone or volume may need improvement. Facial, body, hand gestures not distracting. Engaged well with audience.	Satisfactory. Apologizes or makes limited eye contact. Minimally engages with class. Voice pitch, pace, tone or volume may need improvement. Facial, body, hand gestures distract.	Reads from notes and level not appropriate to audience. Boring. Voice pitch, pace, tone or volume poor. Facial, body, hand gestures distract. Disengaged from audience
Organization of the material	Well-organized & attention-getting. Easy to follow step-by-step: Purpose in introduction. Body of talk reflects purpose, & conclusion more than summary. Key concepts emphasized/clear.	Overall the impression is good. There are some imaginative aspects and sequence is logical. Conclusion is based on the purpose, and presentation reflects purpose. Notes key concepts.	Some thought given to overall presentation. May be difficult to follow at times. Purpose may not be specified in intro. Some of talk may be unrelated to purpose. Conclusion limited to a summary.	<u>Haphazard</u> presentation which appears to be little more than a collection of ideas and words in an almost random order.
Audiovisuals/ Handouts	Added to presentation. Professional appearing, accurate, clear, adequate size, not too wordy	Easy to follow & clear. Neat and accurate. Helpful	Organized, but unappealing visually. Did not detract from presentation.	<u>Detracted</u> from presentation. Sloppy, inaccurate, or too wordy, & not helpful.
Professional appearance & action	Excellent. Business casual. Introduces self & topic well.	Good. Business casual. Introduces self & topic	Satisfactory. Neat & clean. Wears jeans or casual attire. Self-introduction poor or forgotten.	Distracting, sloppy, poor. Does not introduce self or topic. Apologizes or make other negative comments about self.
Q& A Responses	Shows high understanding and where appropriate expands on the answer.	Shows good understanding with few mistakes.	Generally able to answer questions adequately. Short or partial answers.	Shows little knowledge of area. Unable to respond or responds poorly to most questions.

Adapted & quoted largely from: Taylor, A. (n.d.). Poster Presentation Grading Criteria, Teaching Resource Exchange, Hospitality, Leisure, Sport and Tourism Network. Retrieved August 15, 2008 from http://www.heacademy.ac.uk/assets/hlst/documents/heinfexchange/poster_grading.doc

California State University, Northridge
Communication Outcomes: Core Computing Skills*

HSci303 Portfolio: Rate your skill level for each of the following computer tools upon entering the Nursing Program by placing an X in the appropriate column. Detach the rated form and place in Learning Outcomes section of portfolio with sample work.

Semester of Entry: **Fall 2009** (complete **ONLY THIS SECTION in 303**)

	Beginning skills: Unable to use program at all OR Require significant assistance & instruction to use.	Proficient skills: Able to use program to complete required course assignments, but no skills beyond this	Advanced skills: Able to use the program for activities beyond those specifically required for course work &.to instruct others in basics
• Word processing			
• Email			
• Spreadsheets (e.g., EXCEL)			
• Databases			
• Bibliographic retrieval (e.g., library references)			
• Internet & Web use			
• Presentation software (e.g., PowerPoint)			

HSci495 Portfolio: **Wait &** complete this section **during your last semester for graduating portfolio** of the Nursing Program by placing an X in the appropriate column.

Semester of Graduation: **Spring 20**

	Beginning Skills	Proficient Skills	Advanced Skills
• Word processing			
• Email			
• Spreadsheets (e.g., EXCEL)			
• Databases			
• Bibliographic retrieval (e.g., library references)			
• Internet & Web use			
• Presentation software (e.g., Powerpoint)			

*Core computing skills recommended by the National Advisory Council on Nurse Education & Practice (NACNEP).