COURSE OUTLINE

CREDIT HOURS: 4

TIME ALLOTMENT: Didactic M-W 11:30 – 2:30 and F 11:30 – 4:00

LOCATION: Mondays and Wednesdays LH07
Fridays LH 07

PLACEMENT IN CURRICULUM: First Semester BAT program

CONCURRENT COURSES: N321, N351

FACULTY: Margaret Decker MS, RN, Course Coordinator
Clinical Assistant Professor
Office: DSON AB 312
Telephone: 607-221-1683 – Mobile ~ call or text
mdecker@binghamton.edu
mcontro@binghamton.edu

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IN ACCORDANCE WITH THE AMERICANS WITH DISABILITIES ACT, REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITY RELATED NEEDS WILL BE DETERMINED ON AN INDIVIDUAL BASIS. PLEASE CONTACT THE COURSE COORDINATOR IF YOU HAVE SPECIAL NEEDS. IT IS THE STUDENT’S RESPONSIBILITY TO INFORM THE INSTRUCTOR OF NEEDS/ACCOMODATIONS TWO WEEKS BEFORE THE ASSIGNMENT OR GRADE IS DUE. THIS WILL ENSURE THAT PROPER ARRANGEMENTS ARE MADE.

COURSE DESCRIPTION:
This course builds on the liberal arts and supporting courses from the lower division portion of the curriculum and is the first of three socialization courses which prepare the learner to assume the role of professional nurse. The theoretical, philosophical, psychosocial, cultural, and spiritual aspects of professional nursing practice are introduced. Major concepts and processes inherent in the role and supporting professional practice are examined as learners begin their socialization into the role of professional nurse. Content addressed includes: communication theory, group theory; interpersonal and nurse client relationships; interviewing, counseling theory, transcultural concepts, critical thinking, and nursing process. An overview of nursing theory and nursing research will be examined in relation to theory directed practice. Learners will begin to explore legal and ethical issues and cultural implications for practice. Learners will begin to examine the evolution of and scope of professional nursing today.
NURSING 320 COURSE COMPETENCIES & PROGRAM LEVEL OBJECTIVES:

Numbers in parenthesis refer to Program Level Objectives met by this course and numbers in brackets refer to the Decker School of Nursing End of Program Objectives [refer to Student Handbook].

Given the opportunity to study essential characteristics of professional nursing, the learner will:

1. Examine the history, process, and profession of nursing.
   (2.20, 4.20, 5.20, 6.20, 7.20, 8.20, 9.20) [2, 4, 5, 6, 7, 8, 9]
2. Use communication theory effectively in actual and simulated interviews and discussions.
   (4.20, 8.20, 10.20) [4, 8, 10]
3. Demonstrate caring, compassion, trust and respect in collegial relationships.
   (3.20, 4.20, 5.20, 8.20) [3, 4, 5, 8]
4. Apply critical thinking to problem solving in professional nursing.
   (1.20, 2.20, 3.20, 4.20, 5.20, 6.20) [1, 2, 3, 4, 5, 6]
5. Apply principles of group theory in group classroom and or simulation activities and written analysis.
   (4.20, 5.20) [4, 5]
6. Demonstrate responsibility and accountability as a student of professional nursing.
   (4.20, 5.20, 8.20, 10.20) [4, 5, 8, 10]
7. Explore ethical issues related to nursing practice.
   (2.20, 4.20, 8.20) [2, 4, 8]
8. Relate transcultural theory to professional nursing practice.
   (1.20, 2.20, 4.20, 7.20, 8.20) [1, 2, 4, 7, 8]
9. Relate the nursing roles of counselor, leader, advocate, educator, and researcher to professional nursing practice.
   (1.20, 2.20, 3.20, 4.20, 5.20, 6.20, 7.20, 8.20, 10.20) [1, 2, 3, 4, 5, 6, 7, 8, 10]
10. Demonstrate behaviors associated with therapeutic presence, including both self-awareness and attunement to others.
    (2.20, 4.20, 8.20, 10.20) [2, 4, 8, 10]
11. Participate in guided simulation in the Decker School of Nursing Innovative Practice Center.
    (1.20, 5.20, 10.20) [1, 5, 10]
N320 Behavioral Objectives

On completion of the N.320 the learner will have demonstrated satisfactory attainment of each of the competencies and behaviors listed below:

A. Communication Theory

   The learner will use communication theory effectively in professional nursing practice to:
   1. Identify major patterns in his/her style of communication, including verbal and nonverbal strengths and areas for improvement.
   2. Demonstrate ability to assess and describe verbal and non-verbal communication observed from others.
   3. Infer meaning from verbal and non-verbal behaviors as evidenced in group interactions and written work.
   4. Use appropriate listening behaviors as evidenced by maintaining eye contact, congruent body language, communication of empathy and others.
   5. Differentiate own feelings, beliefs, and opinions from those of others.
   6. Explore the impact of socioeconomic class, gender, culture, and ethnicity on his/her communication.
   7. Give and receive constructive peer feedback in selected group experiences.
   8. Communicate in written form in a coherent, comprehensive and succinct manner, and in accordance with APA style.
   9. Differentiate refereed professional literature from other sources.

B. Group Dynamics Theory

   The learner will apply group theory in professional nursing practice to:
   1. Demonstrate growth in the ability to relate sensitively and perceptively to group members.
   2. Analyze group process in relation to norms, group functions and roles, non-verbal behaviors, leadership, conflict management, achievements and obstacles, cohesiveness and stages of development.
   3. Participate actively in all phases of group development including termination, through timely and consistent attendance.

C. Nursing Concepts

   The learner will examine the history, process and concepts fundamental to practice and the profession of nursing to:
   1. Conduct a goal-oriented interview and nursing history.
   2. Apply nursing process, using NANDA, to selected case studies formulating a plan of care.
   3. Adhere to principles of ethics and confidentiality in performance of all course assignments and activities.
   4. Evaluate one’s own personal and professional growth.
   5. Display responsibility and accountability as a professional nursing student.
   6. Relate cultural sensitivity to professional nursing practice.
   7. Demonstrate caring, compassion, trust, and respect in peer and in nurse client relationships.
   8. Demonstrate willingness to explore opposing beliefs and values that characterize ethical dilemmas.
The program level objectives reflect the standards for baccalaureate education in nursing and form the basis for the student’s academic, professional, and personal growth across the curriculum. The behavioral objectives of NURS 320 Socialization into the Professional Role I introduce the student to the end of program objectives. The following documents and publications describe the values and behaviors expected of a registered professional nurse that form the basis of both course and program objectives:


**TEACHING STRATEGIES:**

Attendance is required according to the Binghamton University policy found at: [http://www2.binghamton.edu/academics/provost/faculty-staff-handbook/handbook-vii.html#B](http://www2.binghamton.edu/academics/provost/faculty-staff-handbook/handbook-vii.html#B)

Facilitated discussion will take place within each class to support learning and meaning of course objectives. As with all lab and clinical courses, we ask that you respect each other’s confidentiality, thoughts and feelings. Lecture, seminars, discussions, films, role-play, gaming and simulation, videotaping/interactive video, wikis, discussion boards and other on-campus and off-campus experiences are methods that may be used in this course.

**DECKER SCHOOL OF NURSING POLICIES:** [Refer to DSON Undergraduate Student Handbook]

Students in the Decker School have certain responsibilities to patients and personnel when they visit community agencies and hospitals and in on campus labs. For this reason, the Decker School has adopted policies on laboratory attendance (absences), the cancellation of class, on campus and off campus laboratories, simulation, and evaluation of laboratory performance, summer clinical nursing programs, and policy for student clinical practice and use of the DSON Innovative Practice Center.

Academic honesty policies for Binghamton University can be found at: [http://www2.binghamton.edu:8080/exist6/rest/lists2010-11/2_academic_policies_and_procedures_all_students/academicPoliciesAndProcedureAllStudents.xml?_xsl=/dxb/xsl/compose.xsl](http://www2.binghamton.edu:8080/exist6/rest/lists2010-11/2_academic_policies_and_procedures_all_students/academicPoliciesAndProcedureAllStudents.xml?_xsl=/dxb/xsl/compose.xsl)

Social Media Use: please use professionalism and see the Binghamton University Recommendations for social media use; [http://www2.binghamton.edu/social-media/recommendations.html](http://www2.binghamton.edu/social-media/recommendations.html)
TOPICAL OUTLINE

I. SOCIALIZATION INTO THE PROFESSIONAL ROLE I

A. Decker School of Nursing
   1. Philosophy and Mission of the Decker School of Nursing
   2. Structure of the Curriculum of the Decker School of Nursing
   3. Binghamton University Science Library and APA writing style

B. Nature of the Profession
   1. Definition of Nursing and Scope of Practice
   2. Structure and Ideology of American Nursing
   3. History and Social Context of Nursing
   4. Historical Development - Emergence of Professional Nursing
   5. Legal Parameters of Practice

C. Development of Professional Behaviors
   2. Learner’s Role and Responsibilities as a Student of Professional Nursing
   3. Cultural Competence and Sensitivity in Nursing

D. Group Theory
   1. Group Process and Group Dynamics
   2. Small Group Interaction

E. Communication in Professional Nursing
   1. Nursing Process – Critical/Clinical Pathways – Care Maps – North American Nursing Diagnosis Association (NANDA) – Nursing Interventions Classification (NIC) – Nursing Outcomes Classification (NOC)
   2. Communication Theory
   3. Interpersonal Communication
   4. Interpersonal Relationships
   5. Essence of Nursing: The Nurse-Client Relationship
   6. Interviewing
   7. Documentation and Effective Communication in Nursing
   8. Information Technology Related to Nursing - Nursing Indexes and Databases

F. Nursing Theory and Research
   1. Scientific Method, Critical Thinking, Practical Reasoning and Clinical Judgment
   2. Overview of Research Process in Nursing - Human Subjects Research
   3. Conceptual and philosophical Bases for Nurses
   4. Overview of Nursing Theories
# NURS 320 Course Outline – Summer 2014

## Course Outline:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICAL OUTLINE AND ASSIGNED READINGS</th>
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</table>
| 5/28/14 Wed | Introduction and Welcome to N320 Socialization into the Professional Role I  
  - Introduction to Simulation – Patricia Reuther  
  - Learner’s Role and Responsibilities as a Student of Professional Nursing  
  - Philosophy and Mission of the Decker School of Nursing  
  - Structure of the Curriculum of the Decker School of Nursing  
  - Nursing Education  
  - History, Professional and Social Context of Nursing  
  **REQUIRED READINGS**  
  Arnold & Boggs: Ch 7  
  Finkelman: Ch 1, 4  
  DSON Shared Graduate and Undergraduate Handbook |
| 5/30/14 Fri |  
  - Definition of Nursing and Scope of Practice  
  - Structure and Ideology of American Nursing  
  - Conceptual and philosophical bases for nurses  
  - Quality and Safety Education for Nurses  
  **REQUIRED READINGS**  
  Finkelman: Ch 2, 3  
  Arnold and Boggs: Ch 1  
  ANA’s Nursing Scope and Standards of Practice  
  ANA’s Social Policy Statement  
| 6/2/14 Mon |  
  - Binghamton University Science Library  
  - Bring a laptop to class if you have one to follow along  
  - APA writing style, Academic Honesty, Turnitin  
  **FLIPPED CLASS GROUP WORK**  
  - Essence of Nursing: The Nurse-Client Relationship  
  - Therapeutic Use of Self  
  - Communication Theory  
  **REQUIRED READINGS**  
  Arnold & Boggs: Ch 4, 5, 6, 9, 10  
  APA Manual Chapter 1  
  [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) |
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPICAL OUTLINE AND ASSIGNED READINGS</th>
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<tbody>
<tr>
<td>6/4/14</td>
<td><strong>STUDENT CENTERED LEARNING GROUP PRESENTATIONS IN CLASS</strong></td>
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<tr>
<td></td>
<td>- Legal Issues in Nursing</td>
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<td></td>
<td>- Nursing, Value System, Professional Standards and Code of Ethics</td>
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<td></td>
<td>- Legal and/or Ethical discussion presentations</td>
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<td>REQUIRED READINGS:</td>
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<tr>
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<td>ANA’s Code of Ethics for Nurses</td>
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<td>Finkelman: Ch 6</td>
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<td>Arnold and Boggs: Ch 3, 8</td>
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<tr>
<td>6/6/14</td>
<td>SIMULATION INTRODUCTION</td>
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<tr>
<td></td>
<td>SCAVENGER HUNT AND GETTING TO KNOW THE SIMULATORS</td>
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<td>WEAR YOUR SCRUBS ~ UNIFORM INSPECTIONS</td>
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<tr>
<td>6/9/14</td>
<td><strong>STUDENT CENTERED LEARNING GROUP PRESENTATIONS IN CLASS</strong></td>
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<td></td>
<td>- Cultural Competence and Sensitivity in Nursing</td>
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<td>- Cultural Competence discussion presentations</td>
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<td>REQUIRED READINGS</td>
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<tr>
<td></td>
<td>Transcultural Concepts in Nursing Care</td>
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<td></td>
<td>Arnold &amp; Boggs: Ch. 7, 11</td>
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<td></td>
<td>Finkelman Ch. 9</td>
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<tr>
<td>6/11/14</td>
<td>- MIDTERM EXAM 11:30 am – 1:00 pm</td>
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<td></td>
<td>FLIPPED CLASS GROUP WORK</td>
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<tr>
<td></td>
<td>- Group Process and Group Dynamics</td>
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<td>- Teamwork</td>
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<td>- Inter-professional Collaboration and Communication</td>
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<td>REQUIRED READINGS</td>
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<tr>
<td></td>
<td>Arnold &amp; Boggs: Ch. 12, 13, 14, 22, 23, 24</td>
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<td></td>
<td>Finkelman Ch: 10</td>
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<tr>
<td>6/13/14</td>
<td>Service Learning Community Engagement</td>
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<tr>
<td>6/16/14</td>
<td>- Nursing Process – Critical/Clinical Pathways – North American Nursing Diagnosis Association (NANDA) – Nursing Interventions Classification (NIC) – Nursing Outcomes Classification (NOC) – Guest lecturer Tina Abbate</td>
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<td>REQUIRED READINGS</td>
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<tr>
<td></td>
<td>Arnold &amp; Boggs: Ch 2 p. 30-43, 49-61</td>
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<tr>
<td></td>
<td>Finkelman pp. Ch 9</td>
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<td>Taylor: Ch 11-16</td>
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## TOPICAL OUTLINE AND ASSIGNED READINGS

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<tr>
<th>DATE</th>
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<tr>
<td>6/18/14 Wed</td>
<td>• Nursing Process – Critical/Clinical Pathways – North American Nursing Diagnosis Association (NANDA) – Nursing Interventions Classification (NIC) – Nursing Outcomes Classification (NOC) – Guest lecturer Tina Abbate</td>
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<td></td>
<td>• FLIPPED CLASS GROUP WORK</td>
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<td></td>
<td>• Critical Thinking, Reasoning and Clinical Judgment 1:30-2:30</td>
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<td></td>
<td>REQUIRED READINGS</td>
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<tr>
<td></td>
<td>Arnold &amp; Boggs: Ch 3, 15, 16</td>
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<td></td>
<td>Finkelman Ch 9</td>
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<td>Taylor: Ch 4</td>
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<tr>
<td>6/20/14 Fri</td>
<td>Service Learning Community Engagement</td>
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<td></td>
<td>REQUIRED READINGS</td>
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<tr>
<td></td>
<td>Finkelman Ch 13</td>
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<tr>
<td></td>
<td>Arnold &amp; Boggs Ch 25, 26</td>
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<tr>
<td></td>
<td>• Overview of Nursing Theories</td>
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<tr>
<td></td>
<td>REQUIRED READINGS</td>
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<tr>
<td></td>
<td>Finkelman Ch 11</td>
</tr>
<tr>
<td>6/25/14 Wed</td>
<td>• Final Exam 1:30-2:30</td>
</tr>
<tr>
<td>6/27/14 Fri</td>
<td>• 11:30 – 4:00 Presentations of Service Learning Projects</td>
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</table>

## COURSE REQUIREMENTS AND EVALUATION METHODS:

### GRADE DISTRIBUTION:

The following grading scale applies to this course:

<table>
<thead>
<tr>
<th>SCORE (%)</th>
<th>LTR GRADE</th>
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<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
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<tr>
<td>90 - 92</td>
<td>A-</td>
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ASSIGNMENTS:

<table>
<thead>
<tr>
<th>REQUIREMENT / ASSIGNMENT</th>
<th>DUE</th>
<th>WEIGHT</th>
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</thead>
<tbody>
<tr>
<td>APA paper – Patient Confidentiality</td>
<td>June 13, 2014 by 11:30am to Turnitin</td>
<td>15%</td>
</tr>
<tr>
<td>Service Learning Community Engagement Project</td>
<td>Group Contract Due June 13, 2014</td>
<td>20%</td>
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<td></td>
<td>June 27, 2014 in class</td>
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<tr>
<td>Cultural Competence, Ethical and Legal Nursing Presentation</td>
<td>As assigned by groups either 6/4/14 or 6/9/14</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>June 11, 2014 11:30 am – 12:30 pm</td>
<td>20%</td>
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<tr>
<td>Final Examination</td>
<td>Wednesday June 25, 2014 11:30 am</td>
<td>25%</td>
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<td>TOTAL</td>
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<td>95%</td>
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The following assignments are required for the course; failure to complete these assignments will result in no grade for the course.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>DUE</th>
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<tbody>
<tr>
<td>Binghamton Library Tutorials</td>
<td>6/20/14</td>
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<tr>
<td>Mandatory Education</td>
<td>6/20/14</td>
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<thead>
<tr>
<th>Flipped Class Pre Reading Assessments</th>
<th>Due</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>History of Professional Nursing</td>
<td>5/28/14</td>
<td>1%</td>
</tr>
<tr>
<td>Communication, Relationships, Therapeutic use of Self</td>
<td>6/2/14</td>
<td>1%</td>
</tr>
<tr>
<td>Group Process and Group Dynamics</td>
<td>6/11/14</td>
<td>1%</td>
</tr>
<tr>
<td>Critical Thinking and Reasoning</td>
<td>6/18/14</td>
<td>1%</td>
</tr>
<tr>
<td>Nursing Theories</td>
<td>6/23/14</td>
<td>1%</td>
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<tr>
<td>Total</td>
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<td>5%</td>
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**Patient Confidentiality APA style paper: 15% of Grade**

The primary purpose of this assignment is to examine patient confidentiality and evaluate your knowledge of APA style. You will learn how to format an APA style paper through lecture and through use of the APA Style Manual. You must use three references; one book, one journal and one internet source. References must be cited according to APA style and used in the paper. The journal must be obtained through the BU library online sources. The paper should be brief, three pages in length and answer each of the discussion points below. Papers should be completed and uploaded to Blackboard via Turnitin. No abstract is needed. Papers should
include an introduction, body and conclusion. An APA style reference page with appropriate citations must be included. The paper must answer the following questions:

- What is the Health Insurance Portability and Affordability Act (HIPAA) and why is it important to patients?
- Give one example of a health care worker who was found guilty of a HIPAA violation using one internet source.
- How does maintaining confidentiality relate to the student nurse’s professional accountability and responsibility to practice?
- What would you do if you were to witness a violation of patient confidentiality? (This can be answered as a personal statement and responses may be written in the first person)

**Service Learning Community Engagement Project: 20% of Grade**
Groups of students will participate in an activity which will meet multiple experiential learning objectives. You will be assigned a local community organization to serve in the community in an assigned group. You will conduct an interview of the individuals; focusing on therapeutic communication.

**Cultural Competence, Ethics or Legal Discussion: 15% of final grade**
Students will be divided up into groups of four to five students and will be assigned different discussion topics on transcultural nursing concepts legal or ethical topics for in-class presentations and a shared learning experience. Each presentation should only be 5 minutes in length. Role playing is encouraged but there has to be an explanation of the concept to the class. Presentations must be professional; attire is expected to be professional.

**Flipped Class Pre Reading Assessments: 5% of final grade (5 assessments each worth 1%)**
Students will be assigned an assessment to complete with the assigned reading prior to the class. Successful completion prior to class will be necessary to then participate in the flipped class. We will actively engage with each other in class.

**Binghamton University Libraries Tutorials and Quizzes (with quizzes ~ take @ 3 hours)**
Students are required to complete the online Binghamton University Library Tutorials and quizzes. The instructions for accessing the tutorials are available through the Notifications Page link on Blackboard for Nurs320. You must score 40 out of 50 points on each quiz after viewing the tutorial. A certificate of completion will print at the end and you will be required to turn the completed certificate into Professor Decker. All certificates are to be stapled together and turned into Professor Decker by the date listed in the course outline. Certificates will be filed in the student’s DSON files. Students must complete each of the following tutorials:
- Tutorial 1: Avoiding issues of Academic Dishonesty (45 minutes)
- Tutorial 2: Defining an Comparing Different Publication Types (15 minutes)
- Tutorial 3: How to Find Books for Research (30 minutes)
- Tutorial 4: How to Find Articles for Research (15 minutes)
- Tutorial 5: Evaluating Research Resources (15 minutes)
- Tutorial 6: Citing Your Sources (15 minutes)
- Tutorial 7: Monitoring Information and Keeping Current (15 minutes)
- Tutorial 8: Online Privacy and Social Media (10 minutes)

**Mandatory In-Service and Education: P/F**
Prior to beginning clinical courses, all students must receive annual in-service and education on HIPAA privacy policies, Infection Control/Healthcare Associated Infections, OSHA/HAZCOM, Elder Abuse and the UHS Age Related Competencies. During the semester, students will also complete required computer training and
confidentiality statements for affiliating agencies for the upcoming semesters. More information on completion will be shared in class.

**COURSE POLICY REGARDING LATE ASSIGNMENTS:**

Students who have a legitimate reason for handing in a late assignment should contact their instructor to request an extension. This action should be taken prior to the due date for the written assignment.

If no extension is given:
- **5 points** will be deducted from the final grade of the assignment on the first day after the due date and time of the assignment.
- **2 points** will be deducted from the final grade of the assignment on the second day, and on each succeeding day, after the due date of the assignment (unless the student has made some prior arrangement with the instructor).

**“SECOND READ” COURSE POLICY:**

Students may request a “second read” for a paper within 10 working days of the return of the paper, if they feel the grade is inappropriate. This follows the Student Grievance Procedures guidelines for the completion of the informal process and is delineated in the DSON Student Handbook. Students must first discuss the grade and paper with the assigned faculty. If a second read is requested, course coordinator(s) or the Director of the Undergraduate Program will assign a faculty member to read a clean copy of the paper that is provided by the students. The grade may be higher, the same, or lower than the first reader. After consultation with the first reader, a negotiated grade will be reached by the two faculty members.

**CREDIT HOURS AND COURSE EXPECTATIONS**

This course is a 4-credit course, which means that in addition to the scheduled meeting times, students are expected to do at least 25 hours of course-related work each week of the 5-week Summer session. This includes work done completing assigned readings, participating in lab sessions, studying for tests and examinations, preparing written assignments, and other course-related tasks.

**REQUIRED TEXTBOOKS FOR DECKER SCHOOL OF NURSING:**

An i>clicker is required for course participation. Available for purchase in the bookstore, you will utilize your i>clicker throughout your course work at the Decker School of Nursing.

Once you have your i>clicker, you must register the clicker at [http://www.iclicker.com/dnn/](http://www.iclicker.com/dnn/)

**REQUIRED TEXTS FOR NURS 320:**


ANA Required References:


RECOMMENDED TEXTBOOKS:


A care planning book is also needed during the nursing program. Many are available for purchase; many times they are titled *Nursing Diagnosis*....


Additional Sources:


Tuckman, Bruce W. (1965) 'Developmental sequence in small groups', Psychological Bulletin, 63, 384-399. The article was reprinted in Group Facilitation: A Research and Applications Journal - Number 3, Spring 2001
