

**Nursing 455 Concepts in Nursing Practice  
Fall 2016**

NOTE: Syllabus subject to change per instructor discretion

**Instructor:** Heidi Wincentzen, RN, MSN, ONC  
**Office:** CPS 334  
**Office Hours:** Tuesday 12-2 and Wednesday 12-2  
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**Course Meeting Time/Location:** TBD

**Face to Face Classes:** TBD **Attendance is mandatory.**

**Course Description:**

Experiential learning in community settings applying theory, research, critical thinking and reasoning using tools of reflection, writing, and discussion. (3 credits)

**Prerequisites:**

Major in Nursing, NURS 454, RN licensure

**Course materials:**

Public health nursing: Scope and standards of practice (2006). American Nurses Association: author  
ISBN-13: 978-1558102460

Nies, M. A., & McEwen, M. (2011). *Community/public health nursing: Promoting the health of populations* (5<sup>th</sup> ed.). St. Louis: Saunders/Elsevier. ISBN 978-1-4377-0860-8

\*NOTE: This is the same text used in NURS 454 Community Health Nursing

**Course Learning Outcomes:**

Following completion of NURS 455, students will be able to:

1. identify issues and factors that impact individual and population health based on knowledge and information.
2. apply clinical reasoning skills and optimize use of resources to develop and implement interventions that improve health or prevent debility.
3. evaluate their role within the interprofessional health team in service learning.
4. practice communication skills, professionalism, and leadership behaviors.
5. recognize the impact of diversity, values and ethics, and socioeconomic and political dimensions in the delivery of care to communities and populations.
6. describe personal areas of self-learning, resources and skills development needed to make a successful transition as a baccalaureate prepared nurse.
7. Complete a capstone project that integrates knowledge, skills, and experience related to student learning outcomes related to nursing.

**Course Format:**

This is a practicum course, meaning most of the requirements of the course are based on planned experiences and project work in the field. The class will meet at times as determined by the instructor using a variety of formats and technology including face-to-face and online meetings and communications. Students will work with identified preceptors in health settings and members of the interprofessional health care team in the accomplishment of projects.

All course-related materials are located on Desire 2 Learn (D2L). Students must have computer and internet access. Only campus email addresses will be used.

**Course Calendar:** Please refer to separate Course Calendar for the schedule of meetings, activities, and assignment deadlines.

**Course Grade:**

Assignment/Activity	Percentage
Systematic capstone paper	25%
Seminar	20%
Professional reflections	15%
Final Presentation of project	15%
Capstone evaluation	25%
<b>Total</b>	<b>100%</b>

**Grading Scale:**

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	<64

**Assignment Descriptions**

**Papers submitted may be used as anonymous examples with instructor discretion.**

**Seminar:** Instructors will schedule class meetings at certain points in the course for which activities will be assigned and specific topics will be addressed. Grade will be based on preparedness and participation. Attendance is required. See Course Calendar for dates and assignments.

**Professional reflections:** Students will keep an electronic journal outlining understanding of community nursing practice and progress toward course and project objectives. See separate guideline, “Professional reflections”.

**Capstone project paper:** Students will create a comprehensive paper based on their project assignment. The paper will be completed in phases from the proposal to conclusions and recommendations. See separate rubric, “Capstone Project Guideline and Paper Rubric”.

**Capstone project presentation:** Students will create an engaging and encompassing Prezi or powerpoint presentation to discuss and present to peers. See “Oral Presentation Rubric”