Syllabus for HNC 482 (Fall 2014)

Directed Studies

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Additional Faculty for this course:
- Faculty Name: Faculty, Frances
- Faculty Name: Sullivan, Rosemary

Section: 95  Credits: 02
Diadactic hrs: 30  Clinical hrs: 00
Pre-requisites: Both undergraduate and graduate students who have been admitted and are matriculated in the School of Nursing may take directed study credits.
Co-requisites: Permission of faculty

Discussion Board: No

Required Text(s): None
Recommended Text(s): American Psychological Association Publication Manual, sixth edition

Purpose:
The purpose of this course is to assist the student in incorporating critical thinking and investigative skills in preparation for the diversity of roles in clinical practice in accordance with Nursing: Scope and Standard of Practice (ANA, 2004), and the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008).

Course Description:
An independent guided reading program with a selected member of the faculty. A directed study is a student-initiated experience planned to permit students to pursue an area of interest in nursing with the guidance of a faculty mentor. Directed study courses do not replace required or core courses for the major. Both undergraduate and graduate students who have been admitted and are matriculated in the School of Nursing may take directed study credits.

Student Evaluation:
- Comprehensive scholarly paper discussing the area of study 50%
- Written review of Literature. 25%
- Scholarly organization, presentation of information, and writing 25%

Curriculum Objectives for Undergraduate Students
Upon completion of this program the student will be

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

1. Utilize the scientific method to provide health promotion, maintenance, and restoration of diverse populations of patients.

2. Use theory to conceptualize health responses of diverse populations.

3. Apply research findings to guide nursing practice.

4. Apply principles of leadership and management in nursing and healthcare delivery.

5. Use information and patient care technologies to provide safe, quality care.

6. Participate in interprofessional collaboration to improve healthcare and health outcomes through advocacy, activism, and change.

7. Demonstrate professional standards of ethical conduct and social responsibility.

8. Apply knowledge of cultural factors that affect nursing and healthcare across multiple contexts.

9. Articulate the value of pursuing practice excellence, lifelong learning and professional engagement to foster professional growth and development.

1.1 Explore the relationship of the area of study to nursing practice in meeting the health care of individuals, families and communities throughout the life cycle.

2.1 Utilize nursing theory and related theories to explicate the area under investigation.

3.1 Investigate research findings applicable to the area of study.

4.1 Apply principles of leadership and management in nursing and health care delivery within the area of study.

5.1 Provide comprehensive nursing care to individuals, families and communities through the implementation of evidenced based health care.

5.2 Explore total quality management relevant to the area of study.

6.1 Identify advocacy strategies for the improvement of health care as related to the area of study.

7.1 Relate the area of study to promotion of equity in health care delivery.

8.1 Discuss means by which the nurse may advocate for optimal health care for cultural and linguistically diverse populations.

9.1 Identify strategies for continued development within the area of study.

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AMERICANS WITH DISABILITIES ACT STATEMENT

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following web site: http://www.ehs.sunysb.edu and search Fire Safety and Evacuation and Disabilities.

ACADEMIC INTEGRITY

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

CRITICAL INCIDENT MANAGEMENT

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.