



School of Nursing  
Nursing 150-Caring Faithfully  
An Introduction to Nursing  
Number of Units: 2 units

Fall 2015

<b>Meeting days:</b> Thursday	<b>Instructor name, rank, credentials:</b> Linda Hensley, Assistant Professor, DNP RN CNS
<b>Meeting times:</b> 0900-1200	<b>Phone:</b> 619-849-2568
<b>Meeting location:</b> LSCC 205B	<b>E-mail:</b> lindahensley@pointloma.edu
<b>Placement:</b> Pre-Nursing/Nursing	<b>Office location and hours:</b> *Office hours by appointment
<b>Final Exam:</b> TBD	<b>Additional info:</b> Email me for questions and concerns

**PLNU Mission**  
**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**SON Vision Statement**

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

*Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV*

**SON Mission Statement**

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

*So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV*

*Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV*

**Faculty reserves the right to make necessary schedule changes to  
this syllabus as the semester progresses.**

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

**COURSE DESCRIPTION**

PRE-REQUISITES: Minimum grade of “C” in BIO 130 and CHE 103 & 103L

CO-REQUISITES: BIO 140, NSG 250 (for transfer students)

Note: A minimum grade of “C” must be achieved in all nursing pre-requisite and co-requisite courses in order to progress in the program.

CATALOG DESCRIPTION: Caring Faithfully: An Introduction to Nursing (2 units). The role of the nurse is introduced within the context of Christian service and caring. Major nursing concepts include: therapeutic communication, clinical practice (i.e. California Nurse Practice Act), nursing as a vocational calling and service to others.

**PLEASE NOTE: A MINIMUM GRADE OF “B” IS REQUIRED FOR NSG 150 TO THE NURSING MAJOR**

Note: A minimum grade of “C” must be achieved in all co-requisite courses in order to progress in the program.

**PROGRAM VALUES & COURSE LEARNING OUTCOMES**

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LEARNING OUTCOMES AND VALUES:

PLNU INSTITUTIONAL LEARNING OUTCOMES (ILO’S):

- Learning, Informed by our Faith in Christ
- Growing, in a Christ-Centered Faith Community
- Serving, in a Context of Christian Faith

SCHOOL OF NURSING VALUES – Program Learning Outcomes (PLO’s)

- **INQUIRING FAITHFULLY**  
Knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- **FOLLOWING FAITHFULLY**  
Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student integrates the *ordinary work* by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

- **COMMUNICATING FAITHFULLY**

A dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. Effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

- **LEADING FAITHFULLY**

The foundational relationship with Christ and others as we embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). Role-modeling the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. Characteristics of a servant leader include: humility, courage, forgiveness, discernment.

- **CARING FAITHFULLY**

A calling to the ministry of compassionate care for all people in response to God’s grace, which aims to foster optimal health and bring comfort in suffering and death.

**COURSE LEARNING OUTCOMES (CLO’S):** Upon completion of *NSG 150: Caring Faithfully: An Introduction to Nursing*, the student will meet the following course competencies as listed under each program value:

**INQUIRING FAITHFULLY**

1. Explore the concept of holistic nursing (e.g. physical, psychosocial, spiritual, and environmental).
2. Demonstrate a basic awareness of nursing interventions as applicable to client care.
3. Demonstrate inquisitiveness about the role of the nurse through use of appropriate resources.

**FOLLOWING FAITHFULLY**

1. Explore the concept of nursing as a “divine imposed duty of ordinary work” (Florence Nightingale).
2. Verbalize broad understanding of the California Nursing Practice Act.

**COMMUNICATING FAITHFULLY**

1. Explore the concept of advocating for others and/or self.
2. Demonstrate basic therapeutic communication skills during nursing interactions.

**LEADING FAITHFULLY**

1. Explore the concept of servant leader.
2. Accept responsibility for personal and professional growth.

**CARING FAITHFULLY**

1. Explore the concept of compassionate, Christ-like care.
2. Identify personal understanding and definition of calling to the nursing profession.

**COURSE CREDIT HOUR INFORMATION**

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 7 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

## COURSE CONTENT OUTLINE (TOPIC OUTLINE)

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Week 1	Introduction to the course including ATI, Canvas and LiveText Nursing roles and Therapeutic Communication in Nursing and HIPAA
Week 2	Therapeutic Communication & Patient Environment and Nursing History and the role of the Professional Christian Nurse ***SAI Due
Week 3	Advocacy and Servanthood Movie ***Interview Assignment due
Week 4	Professionalism in Nursing ***Scope of Nursing Practice due
Week 5	Community Experience: Elder Interviews: Mount Miguel Residents
Week 6	Public Health, Healthy People 2020 ***Tell the Story Assignment due
Week 7	***Creative Project due and Presentations ATI TEAS

## LEARNING STRATEGIES

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Lecture, small group discussion, community experience, student presentations

## ATTENDANCE AND PARTICIPATION

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog.

## INCOMPLETE AND LATE ASSIGNMENTS

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All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas*.

## ACADEMIC DISHONESTY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## ACADEMIC ACCOMMODATIONS

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While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

## FERPA POLICY

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In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

## EXAMINATION POLICY

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Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control". Extenuating circumstances will be determined by the faculty of record.

Successful completion of this class requires taking the **FINAL** examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

## USE OF TECHNOLOGY

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Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

## SCHOOL OF NURSING

### PROFESSIONAL STANDARDS

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Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

#### Additional guidelines

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class as a pre-nursing or nursing major will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook and may include assignment/class failure and possible dismissal from the program.

### GRADING POLICIES

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- **Grading Scale** to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 - 89%	=	B+
<b>84 - 86%</b>	=	<b>B Must receive a "B" grade in this course to progress in NSG Program</b>
81 - 83%	=	B-
78 - 80%	=	C+
75 - 77%	=	C
73 - 74%	=	C-
71 - 72%	=	D+
68 - 70%	=	D
Below 68%	=	F

- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations
- All assigned course work must be completed to receive a final course grade
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of  $\geq$  C. **NSG 150 is the exception to this criteria: a grade of "B" is required.**
- A grade of at least a "C" in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of "Credit" in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

## **COURSE-SPECIFIC POLICIES**

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### Course Specific Policies

- It is the student's responsibility to **maintain his/her class schedule**. Should the need arise to drop this course (personal emergencies, poor performance, etc.), the student has the responsibility to follow through (provided the drop date meets the stated calendar deadline established by the university), not the instructor. Simply ceasing to attend this course or failing to follow through to arrange for a change of registration (drop/add) may easily result in a grade of F on the official transcript.
- "There are **no allowed or excused absences** except when absences are necessitated by certain University-sponsored activities and are approved, in writing, by the Provost"
- When **accumulated absences** exceed 20 % of class time for any reason, the faculty member will report to the Provost which may result in de-enrollment from the course.
- **Late assignments** - 10% per day, including weekends, will be deducted for each day that assignments are turned in late. Papers are due at the start of the class on the date due, unless otherwise negotiated with the instructor beforehand. Assignments turned in after class has begun will be considered late.
- **Late assignments**-if an assignment is more than 5 days late (including weekends/holidays), the student will receive a grade of 0 for that assignment.
- Make up for community experience and/or skills lab hours is at the discretion of the faculty. All hours must be made up. It is the responsibility of the student to initiate communication regarding arrangements for make-up. Failure to make-up hours will result in being **ineligible** for continuation in the nursing major for Spring 2016
- **A grade below B (below 84%) due to either missed class time or academic performance makes the student ineligible for continuation in the nursing major. The Dean will determine the next steps.**

## METHODS OF ASSESSMENT & EVALUATION, REQUIRED LEARNING ACTIVITIES

### METHODS OF EVALUATION:

#### Assignments

- e-Portfolio in LiveText .....credit/no credit
  - ATI – Skills Assessment Inventory\* (SAI)(**Due September 10<sup>th</sup>**) ..... 5 points
  - Interview assignment. (**Due Sept 17<sup>th</sup>**) ..... 20 points
  - Scope of Nursing assignment (**Due Sept 24<sup>th</sup>**) ..... credit/no credit
  - Discussion boards 1,2,3,4 (2.5 points each).....10 points
  - TEAS payment receipt due (**Due Sept 30th 3:30 pm**).....5 points
  - Tell the Story (**Due Oct 8<sup>th</sup>**). ..... 25 points
  - Creative Presentation (**Due Oct 15<sup>th</sup>**) .....48 points
  - ATI – Test of Essential Academic Skills\* (TEAS): Reading & Math (**due Oct 15th**) 5 pts.
    - Reading  $\geq 88\%$  ..... 2.5 points
    - Reading 85-87.9% ..... 2 points
    - Reading  $< 85\%$  ..... 1.5 points
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- Math  $\geq 72.1\%$  ..... 2.5 points
  - Math 65.9-72% ..... 2 points
  - Math  $< 65.9$  ..... 1.5 points

\*The results of these computer-based tests are **NOT** considered by PLNU as requirements for admission to the School of Nursing.

### REQUIRED TESTING FEES:

All students are responsible for paying the **testing fee of \$56** for the ATI –TEAS test. Payment must be made by credit card or debit card by **September 30th at 3:30 pm** to receive points. The test is scheduled for **Thursday October 15th (Final Exam)**. It is imperative that you are proactive with communicating any concerns or issues related to the payment of the fee.

**REMINDER: Make sure you keep/remember User Name and Password for ATI, as you will use this throughout the nursing program.**

### REQUIRED TEXTBOOKS:

Black, B. P. (2014). *Professional nursing: Concepts & challenges* (7<sup>th</sup> Ed).

Missouri: Saunders Elsevier.

Shelly, J.A. & Miller, A.B. (2006). *Called to care* (2<sup>nd</sup> Ed). Illinois; IVP Academic.

### RECOMMENDED TEXTBOOKS:

Patterson, K., Grenny, J., McMillan, R. & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high* (2<sup>nd</sup> Ed). New York: McGraw-Hill.

## **PORTFOLIO REQUIREMENT**

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At the conclusion of each course, students are expected to complete/update a LiveText® portfolio including self-evaluation of outcomes using the BSN Growth Portfolio template. The portfolio provides evidence supporting professional development and attainment of PLNU SON BSN graduate outcomes. For this course, the following assignment(s) are **required** to be submitted in LiveText®.

### Required Postings

- Tell the Story Assignment
- Interview Assignment
- Creative Presentation

### Recommended Postings

- Relevant assignments from other courses
- Personal experiences (e.g. SNAPL, pictures from mission trips, service/volunteer, university clubs/activities )

Students are strongly encouraged to submit additional coursework into LiveText to demonstrate personal and professional growth.

## **LEADERSHIP REQUIREMENT**

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Attendance of at least one SON meeting is required on an annual basis for each student. You will complete this as part of your NSG 251 course this year.

**REQUIRED LEARNING ACTIVITIES**

**Grading Rubric: Interview Assignment/Reflective Journal  
(Total Points Possible = 20)**

**Task Description:** This is a 2 part assignment:  
**Part 1:** Write a 1-2 page paper that describes a student-initiated interview that you conducted with a non-School of Nursing staff or faculty on campus. The interview should be no longer than 15 minutes and should be directed at the concepts of leadership, servant-hood and servant leadership: (20 points possible)  
 1. What is leadership?  
 2. What is servant-hood?  
 3. What is servant leadership?  
**Part 2:** Include a 1 page written reflective journal in which you describe your perceptions, feelings, and thoughts about the interview process. Include a reflection about why you chose the person you did for the interview; and how what you learned from this interview experience will make you a better nurse.(5 Points possible)  
**Print the assignment and the journal and bring to class due date: September 17, 2015**

<b>Student Learning OUTCOMES:</b> Upon completion of this assignment, the student will be able to:	Initial = 3 points	Emerging= 4 points	Developed = 5 points
1.Summarize responses to questions  <small>PLNU=1,3                      SON = Inquiring, Communicating , Caring                      Course=Inq1,3; Com1,2; Car2                      Essential=I:1,3,5; VI:3,</small>	Summary responses lack organization and clarity. May or may not summarize the 3 questions.	Summarizes responses and provides limited examples of effective communication to the 3 questions. Response to questions not well-developed.	Summarizes responses to and gives examples of effective communication to the 3 questions.. Provides a thorough response to the 3 questions
2.Discuss differences between servant-hood and servant leadership  <small>PLNU=3                      SON=Leading, caring                      Course=Lead 1,2; Car 1,2                      Essential=VIII:1,3,9,13,</small>	Compares and contrasts servanthood to servant leadership, lacking biblical source	Compares and contrasts servanthood to servant leadership using one biblical source	Compares and contrasts servanthood to servant leadership using at least 2 biblical sources

<b>Student Learning OUTCOMES:</b> <b>Upon completion of this assignment, the student will be able to:</b>	<b>Initial = 3 points</b>	<b>Emerging= 4 points</b>	<b>Developed = 5 points</b>
3. Identify leadership characteristics  <small>PLNU=1,2 SON=Following, leading Course=Follow 1, Lead 1,2 Essential=VIII:1,3,9,13</small>	Provides detailed description of one or more leadership qualities-lacks integration to the responses received in the 3 questions	Provides detailed description of at least 2 leadership qualities that are reflective of the responses received in the 3 questions	Provides a detailed description of at least 3 leadership qualities that are reflective of the responses received in the 3 questions
4.Relate own values and realistic aspirations regarding the interview process  <small>PLNU=1,2,3 SON=Inquiring, communicating Course= Com1,Inq 1,3 Essential=VIII:6</small>			Submits a typewritten one-two page reflective journal that includes: <ul style="list-style-type: none"> <li>• students' perceptions, feelings and thoughts about the interview process</li> <li>• students' reflection on the process of choosing the interviewee and what was learned and how this knowledge will make the student a better nurse</li> </ul>
<b>TOTAL POINTS EARNED:</b>			

Grading Rubric: Tell the Story

(Total Points Possible = 25)

**Task Description: Part I-Interviews a resident for 20-30 minutes using the skills of observation and questioning to draw out the resident’s story. Prepares a 2 page paper that “tells the story” about the resident, including information gathered from verbal and nonverbal cues. Part 2- Completes a journal of the interview experience.**

**Print the assignment and bring to class due date: October 8, 2015**

<b>Student Learning OUTCOMES: Upon completion of this assignment the student will be able to:</b>	<b>Initial = 2 points</b>	<b>Emerging= 3 points</b>	<b>Developed= 4 points</b>
<p>1.Gathers and presents information about the resident’s living environment – as described by the resident PLNU – Learning, Growing SON- Course- Inquiring: 3 Communicating: 1,2 Essentials- I:1,2,3,4; III:7; VIII:6,7,9,10; IX:1,4,21</p>	<p>Provides an incomplete description of the resident environment. The information may not be incorporated into an introductory paragraph</p>	<p>Provides an incomplete description of the person’s living situation. Information may not be incorporated into an introductory paragraph.</p>	<p>Provides a complete description of the person’s living situation in a one introductory paragraph.</p>
<p>2 Presents information regarding safety and accessibility issues as described by the person PLNU – Learning, Growing SON- Course- Inquiring: 3 Communicating: 1,2 Essentials- I:1,2,3,4; III:7; VIII:6,7,9,10; IX:1,4,21</p>	<p>Includes no information about any safety or accessibility issues, rooms in the home</p>	<p>Includes limited information about any safety or accessibility issues, rooms in the home</p>	<p>Includes information about any safety or accessibility issues, rooms in the home</p>
<p>3. Uses verbal</p>	<p>Develops a resident</p>	<p>Develops a thorough</p>	<p>Develops a thorough</p>

<p>and nonverbal information to construct the resident history</p> <p>PLNU –Learning, Growing SON- Course- Inquiring:3, Communicating:1,2 Essentials- I:1,2,3,4; III:7 VI:2 IX:1,4,21</p>	<p>history with less detailed description including use of 1-2 nonverbal cues: personal items, clothing, grooming, facial expressions, mannerisms</p>	<p>resident history with less detailed description including use of 3-4 nonverbal cues: personal items, clothing, grooming, facial expressions, mannerisms</p>	<p>resident history with detailed description including use of nonverbal cues: personal items, clothing, grooming, facial expressions, mannerisms</p>
<p>4. Summarizes the interview in a paper</p> <p>PLNU –Learning, Growing SON- Course- Caring Essentials- Essentials III:7</p>	<p>Types a paper using double spacing greater than or less than required pages. Uses correct grammar and spelling with less than 5 errors.</p>	<p>Types a paper using double spacing greater than or less than required pages. Uses correct grammar and spelling with less than 3-4 errors</p>	<p>Types a 2-3 page double - spaced paper. Consistently uses correct grammar and spelling with 2 or less errors</p>
<p>5. Maintains resident confidentiality</p>			<p>Uses initials to identify resident in the written work</p>
<p>6. Completes a reflective journal of the “tell the story” interview</p> <p>PLNU – Learning, Growing SON- Course- Communicating, Caring Essentials- I:1,2,3,4 III:7;</p>			<p>Submits a typewritten one –two page double-spaced reflective journal that includes students’ perceptions, feelings and thoughts about the interview process. Reflect on the values of courage and humility in this journal</p>
<p>TOTAL POINTS EARNED:</p>			

Grading Rubric: Creative Project

(Total Points Possible = 48)

<p><b>Task Description:</b>                  Prepare a creative “product” that exemplifies the student’s NSG 150 experiences (e.g. on and off campus) as you prepare to enter the BSN program. A brief presentation, in which the student articulates the personal meaning of the “product”, will be made to peers in the course/section.</p> <p><b>LiveText: Post evidence of the “product” (e.g. picture, attachment) to Live Text by due date: October 15, 2015</b></p>			
<p><b>Student Learning OUTCOMES:</b>                  Upon completion of this assignment, the student will be able to</p>	<p><b>Initial = 6 points</b></p>	<p><b>Emerging = 9 points</b></p>	<p><b>Developed = 12 points</b></p>
<p><b>1.</b> Create a finished “product” that is a personal reflection of the student’s experience in NSG 150</p> <p><small>PLNU - Learning SON- Communicating Course- Com 2 Essentials-V12; VIII6</small></p>	<p>Student unclear when articulating relationship between finished “product” and/or personal NSG 150 experience included less than 3 of the following:                  - Advocacy                  - Servanthood                  - Communication                  - Role of the Christian Nurse</p>	<p>Student clearly articulates relationship between finished “product” and personal NSG 150 experience included 3 of the following                  - Advocacy                  - Servanthood                  - Communication                  - Role of the Christian Nurse</p>	<p>Student clearly articulates relationship between finished “product” and personal NSG 150 experience included                  - Advocacy                  - Servanthood                  - Communication                  - Role of the Christian Nurse</p>
<p><b>2.</b> Presents in a professional manner using verbal and non-verbal communication</p> <p><small>PLNU - Growing SON- Communicating Course-Com2 Essentials-I3,4;VIII4,6,7,13</small></p>	<p>Presentation style was unclear or included less than 3 of the following:                  - Eye contact was engaging.                  - Rate and volume was appropriate to audience.                  - Language was professional, without slang or profanity, and concise.                  - Questions answered/handled in an engaging manner.</p>	<p>Presentation style included 3 of the following:                  - Eye contact was engaging.                  - Rate and volume was appropriate to audience.                  - Language was professional, without slang or profanity, and concise.                  - Questions answered/handled in an engaging manner.</p>	<p>Presentation style included the following:                  - Eye contact was engaging.                  - Rate and volume was appropriate to audience.                  - Language was professional, without slang or profanity, and concise.                  - Questions answered/handled in an engaging manner.</p>

<b>Student Learning OUTCOMES:</b> <b>Upon completion of this assignment, the student will be able to</b>	<b>Initial = 6 points</b>	<b>Emerging = 9 points</b>	<b>Developed = 12 points</b>
<b>3. Dresses in a professional manner</b>  PLNU - Growing SON- Communicating Course-Com2 Essentials- I3,4;VIII4,6,7,13	Attire was not professional and/or included less than 5 of the following: -Clean, wrinkle-free and loose-fitting clothing - Closed-toe shoes and socks/hose, no flip-flops or sandals - Shirts do not expose cleavage, chest or midriff - Undergarments are not visible - Conservative jewelry is worn - Hair is unadventurous, styled and neat	Professional attire was worn and included 5 of the following: -Clean, wrinkle-free and loose-fitting clothing - Closed-toe shoes and socks/hose, no flip-flops or sandals - Shirts do not expose cleavage, chest or midriff - Undergarments are not visible - Conservative jewelry is worn - Hair is unadventurous, styled and neat	Professional attire was worn and included: -Clean, wrinkle-free and loose-fitting clothing - Closed-toe shoes and socks/hose, no flip-flops or sandals - Shirts do not expose cleavage, chest or midriff - Skirt length is no more than 2 inches above the knee -Slacks/pants are non-denim - Undergarments are not visible - Conservative jewelry is worn. Only one pair of stud earrings to the ear lobe - Hair is unadventurous, styled and neat - No visible tattoos
<b>4. Participates in peer evaluation</b>  PLNU - Serving SON- Communicating Course- Com1 Essentials-14	Provides minimal to no written feedback to assigned peer presenters without including an area of strength or area for growth.	Provides constructive written feedback to two (2) assigned peer presenters including at least <ul style="list-style-type: none"> <li>• Area of strength</li> <li>• Area for growth</li> </ul>	Provides well-thought out, constructive written feedback to two (2) assigned peer presenters including <ul style="list-style-type: none"> <li>• 3 areas of strength</li> <li>• 3 areas for growth</li> </ul>
<b>TOTAL POINTS EARNED:</b>			<div style="border: 2px solid black; width: 100%; height: 100%;"></div>

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing  
TITLE OF COURSE – THEORY  
NSG 150 FALL 2015

**WEEK 1**

TOPIC: Introduction to NSG150, Canvas, ATI (Assessment Technologies Institute), and LiveText, Nursing Roles and Therapeutic Communication in Nursing

CLASS DATE(S): September 3, 2015

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Access and navigate e-class for NSG150 including rubrics.
2. Describe how ATI will be used to assess students in NSG150 and in future nursing classes
3. Access LiveText for educational portfolio
4. Identify and get to know their nursing professors
5. Describe at least 5 newly discovered nursing roles
6. Discuss nursing roles across the continuum of healthcare
7. Explore the role of self-awareness in communication
8. Describe the factors in effective and in-effective communication
9. Discuss the role of diversity (age, gender, culture) in healthy communication
10. Access UCSD HIPAA module for healthcare professionals

RELATED STUDENT ACTIVITIES:

1. Students must bring their calendar/planner, class syllabus and laptop (if you have one) to class!!
2. Take ATI Skills Assessment Inventory (SAI) – (due January 19)
3. Chitty & Black: Chapter 1: Pages 5 - 24
4. Shelley & Miller Chapter 8
5. A nurses guide to the importance of appropriate professional boundaries  
[ncsbn.org/resources/complimentary\\_nocost\\_ncsbn.asp](http://ncsbn.org/resources/complimentary_nocost_ncsbn.asp)

\*\*\* Discussion board: All students will post by 2200 and respond to all other students posts by the following Monday and to those responding to their post by the next class.

## WEEK 2

TOPIC: Therapeutic Communication & Patient Environment, Nursing History and the Role of the Professional Christian Nurse

CLASS DATE: September 10, 2015

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

1. Explain Maslow's Hierarchy of Needs and the relationship to patient wellness
2. Practice social skills to relate to, engage with and learn about an elderly person.
3. Demonstrate awareness of the environment as it relates to holistic care.
4. Compares the perceived role of the student nurse with the experienced realities of current student nurses through a panel discussion.
5. Describe attributes of a Christian, professional nurse.
6. Describe how the history of nursing effects nursing practice today.
7. Identify parameters for professional dress and professional presentation.

RELATED STUDENT ACTIVITIES:

1. Chitty and Black:
  - Chapter 12; begin on page 274 "Person" and end on page 284 at "Health"
  - Chapter 3

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### WEEK 3

TOPIC: Advocacy and Servant hood

CLASS DATE: September 17, 2015

#### STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of the class session and discussion, the student will be able to:

1. Investigate the effect of media (TV, literature) on the image of nursing.
2. Compare and contrast the concept of servant hood and advocacy.
3. Differentiate between self-advocacy and selfishness.
4. Share learned concepts from "Interview" assignment experience.
5. Identify personal qualities of patient advocacy.

#### RELATED STUDENT ACTIVITIES: (i.e. readings or videos, etc.)

1. Chitty & Black: Chapter 2
2. Shelley & Miller: Chapter 1, 4 and 13 (pages 245-249)
3. Bring media images of nursing to class: May include photographs, advertisements or TV/Movie examples.

\*\*\*Discussion board: All students will post by 2200 and respond to all other students posts by the following Monday and to those responding to their post by the next class.

\*\*\*\*\*We will be viewing a Movie during this class

Interview Assignment is Due

## WEEK 4

TOPIC: Professionalism in Nursing

CLASS DATE: September 24, 2015

### STUDENT LEARNING OUTCOMES:

Upon completion of the class session and discussion, the student will be able to:

1. Determine the characteristics of the professional nurse role.
2. Discover professional activities that provide opportunities to facilitate life-long learning for the nurse.
3. Define nursing practice
4. Describe scope of nursing practice
5. Relate the SON Mission Statement and the Blessing of the Hands to the Scope of Nursing Practice

\*\*\*Discussion board: All students will post by 2200 and respond to all other students posts by the following Monday and to those responding to their post by the next class.

### RELATED STUDENT ACTIVITIES: (i.e. readings or videos, etc.)

1. Chitty & Black:

Chapter 3: Pages 60-71

Chapter 15: Pages 363-366

Scope of Nursing assignment Due To complete this assignment see items 1 & 2 below and submit as a word document in canvas

1. Review the School of Nursing Mission Statement.
2. Write a reflective journal that describes how you relate the SON Mission Statement and Blessing of the Hands to the California Nursing Practice Act. Journal entries should be 1-2 pages in length.

## WEEK 5

TOPIC: COMMUNITY EXPERIENCE –Elder Interviews: Mount Miguel Residents

CLASS DATE: October 1, 2015

STUDENT LEARNING OUTCOMES:

1. Gathers and presents information from the elder interview environment
2. Uses verbal and nonverbal information to construct the person's history
3. Reflects on the community experiences and articulates the learning outcomes

RELATED STUDENT ACTIVITIES:

1. See "Tell the Story" rubric.

Preparation for "Tell the Story"

Objective 1:

Observation of the person

1. What does the person look like?
2. How does the person interact with you, and others and what does this interaction tell you about the person?
3. What are some beliefs that this person has about themselves, life, other people, faith, etc?
4. What impressions do you conclude based on what the person says about their day to day life? Some things to consider: likes/dislikes, hobbies, friends, family, work, other activities?

Practice communication and social skills to relate to, engage with, and learn about a person in a residential living facility.

***The following are suggested conversation starter questions that may be useful in your conversation with the person. You may choose to use none or some of them. They are not required to be used.***

1. When/where were you born? What do you remember about the place (house, city, school) you grew up in? Who did you grow up with? (family, friends)
2. What was your childhood like?
3. What was your schooling experience like? How did that affect your adult life?
4. When you were young, what did you want to "grow up" to be?
5. What was your work experience? What was one job you liked the most? What was one you hated? Why? What did it teach you about life?
6. When you look back, was there a moment or experience that really changed your life?
7. Who are your friends? Where are your family members?

## WEEK 6

TOPIC: Public Health, Healthy People 2020

CLASS DATE: October 8, 2015

STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of the class session and discussion, the student will be able to:

1. Recognize how *Healthy People 2020*, the nation's new 10-year goals and objectives for health promotion and disease prevention, apply to person in a residential living facility.
2. Able to relate current events to the practice of nursing.

RELATED STUDENT ACTIVITIES: (i.e. readings or videos, etc.)

1. *Healthy People 2020* Brochure

[http://www.healthypeople.gov/2020/TopicsObjectives2020/pdfs/HP2020\\_brochure.pdf](http://www.healthypeople.gov/2020/TopicsObjectives2020/pdfs/HP2020_brochure.pdf)

\*\*\*Discussion board: All students will post by 2200 and respond to all other students posts by the following Monday and to those responding to their post by the next class.

Tell the Story assignment Due

## **WEEK 7**

TOPIC: Creative Presentations and **TEAS test**

CLASS DATE: October 15, 2015

STUDENT LEARNING OUTCOMES:

1. See Creative Project rubric

