



School of Nursing
NSG 470: Leading Faithfully: A Synthesis & Transition To
Professional Nursing Practice (3 units)

Fall 2018

Meeting days: Mondays & Wednesdays (Varies)	Instructor Contact Info: Angelica L.C. Almonte, PhD, RN Full-Time Faculty, Associate Professor aalmonte@pointloma.edu Cell: 619-957-8735 (Preferred) Office: 619-849-2767
Meeting times: Mondays (1055-1250) & Wednesdays (1055-1150, Varies with NSG 480)	
Meeting location: Liberty Station Conference Center (LSCC), Room 205B	
Placement: Traditional BSN, Senior Year, Fall 2018 Semester	Office location and hours: Liberty Station Conference Center, Room 111- across from student lounge. *Office hours by appointment please. Please contact me by text, call or email to schedule an appointment to meet. Provide me with at least 2 possible dates/times. Will respond with confirmation of a specific appointment date/time.
Final Exam: Week 16, Monday, 12/10/18, 1030am, Location: LSCC, Room 205B	

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

NSG 470: Leading Faithfully: A Synthesis & Transition to Professional Nursing Practice (3 units)

Nursing theory as it is related to trends and issues in healthcare management including analysis and synthesis of the professional nurse role. Focus is on leadership theories and styles within multiple healthcare environments. Content includes nursing theory as it relates to leadership/management principles, career development, communication, leading change, problem solving/decision making, coordinating client care, conflict management, interdisciplinary team approaches,

cultural diversity, managing personal and organizational resources, legal, ethical and political influences on transition to the professional nurse role.

Prerequisite(s): Senior standing in Nursing program.

Corequisite(s): NSG 480 and NSG 481

PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)

Upon completion of this program, students will be able to achieve:

- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR) Note: PHCCR only referenced for Traditional BSN or RN to BSN courses.
- Use the following example for Traditional BSN or RN to BSN courses:

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>I. INQUIRING Faithfully: Student will demonstrate 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.</p> <p>A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX</p> <p>C. Promote positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, IX</p> <p>D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials I, III, IV, VI, VII, VIII, IX</p> <p>E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX</p>	
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<p>2. Demonstrates use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX</p>	
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<p>4. Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials I, III, IV, VI, VII, VIII, IX</p>	
<p>5. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX</p>	

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>II. CARING Faithfully: The student will embrace 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.</p> <p>A. Demonstrate compassionate care to all people while mirroring Christ's love for all BSN Essentials IV, VI, VII, IX</p> <p>B. Partner with the community to establish a trusting relationship BSN Essentials II.VI, VII, IX</p> <p>C. Demonstrate ethics and values consistent with the practice of professional nursing BSN Essentials V, VI, VII, VIII, IX</p>	
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<p>2. Partners with the community to establish a trusting relationship BSN Essentials II.VI, VII, IX</p>	
<p>3. Demonstrates ethics and values consistent with the practice of professional nursing BSN Essentials V, VI, VII, VIII, IX</p>	

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.</p> <p>A. Engage in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX</p> <p>B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX</p> <p>C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials II, III, IV, VI, VII, IX</p> <p>D. Advocate for patients/families and self BSN Essentials V, VI, VII</p> <p>E. Implements patient care while revering the diversity of patients, families and Communities BSN Essentials II, III, V, VI, VII, IX</p>	
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3. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials II, III, IV, VI, VII, IX
4. Advocates for patients/families and self BSN Essentials V, VI, VII
5. Implements patient care while revering the diversity of patients, families and communities BSN Essentials II, III, V, VI, VII, IX

School of Nursing Program Values & PLOs	NSG 470: Nursing Faithfully CLOs
<p>IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate 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.</p> <p>A. Engage in a professional practice environment that promotes nursing excellence BSN Essentials I, III, IV, V, VI, VII, VIII, IX</p> <p>B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse BSN Essentials II, VI, VI, VII, VIII, IX</p> <p>C. Avail self of learning opportunities to initiate the life-long learning process BSN Essentials III, IV, V, VI, VII, VIII, IX</p>	
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School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model 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. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.</p> <p>A. Provide graceful service through compassionate response to others’ needs BSN Essentials II, IV, VI, VII, VIII, IX</p> <p>B. Demonstrate the principles of a servant leader as a reflection of Christ’s love</p>	

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<p style="text-align: center;">BSN Essentials II, IV, V, VI, VII, VIII, IX C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. BSN Essentials II, IV, V, VI, VII, VIII, IX</p>
<p>1. Provides graceful service through compassionate response to others' needs BSN Essentials II, IV, VI, VII, VIII, IX</p>
<p>2. Demonstrates the principles of a servant leader as a reflection of Christ's love BSN Essentials II, IV, V, VI, VII, VIII, IX</p>
<p>3. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. BSN Essentials II, IV, V, VI, VII, VIII, IX</p>

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

COURSE Content Outline (Topic Outline)

WEEK	Format	Content	PHCCR 1491
Week 1	F2F	Course Introduction - Introduction to Leadership, Expectations & Logistics, Syllabus, Canvas, TBL, Teams	
Week 2	F2F	Leadership & Management Principles	
Week 3	F2F	Communication & Team/Group Dynamics Intro to EBP & Crafting of PICO in Groups- Assess, Ask, Acquire & Appraise	
Week 4	F2F	Leading Change/EBP & Application, Overview of EBP Phase I	
Week 5	F2F	EBP Phase I Exemplar Paper & Grading Rubric Group Work; Review for Test #1	
Week 6	F2F	Test #1; EBP Phase I Exemplar Paper & Grading Rubric Group Work; EBP Phase II Overview- Apply, Analyze, Advance/Adopt; Professional Nurse Roles: Resume, Cover Letter; Application- Random Review ePortfolio; EBP II Overview Review & EBP I Group Work on Paper	
Week 7	F2F	Professional Transitions: Resume, Interview Prep and Tips, Guest Lecturer: Professor Page; Conflict Resolution & Application	
Week 8	F2F	Professional Transitions: Resume, Interview Prep and Tips, Guest Lecturer: Professor Page	
Week 9	F2F	Delegation, Coordinating Pt Care & Interdisciplinary Team Approaches & Cultural Diversity	

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Week 10	F2F	Budget, Managing Personnel and Organizational Resources, Problem Solving, EBP II/III & Test #2 Review	
Week 11	F2F	Test #2, EBP Phase III Poster Rubric & Group Work, Legal Implications of Documentation, Interview Tips, Nurse Practice Act , Guest Lecturer: Dr. Tanna Thomason	
Week 12	F2F	Difficult Employee, Non-Compliant Professional Nurse Roles: Ethical Issues, Political/Personal Power, Proctored ATI Pharmacology & Leadership Tests	
Week 13	F2F	Professional Nurse Roles: Informatics & Quality Assurance, Review of Scholarly Day & Group Teaching Day, IDEA Evals, Sr. Exit Exam, ETS	
Week 14	F2F	Proctored ATI Retake or Watch Genomics Film & Identify Nurses' Role in Genomics , Scholarly Day	
Week 15	F2F	Team Presentations: Magnet Designation, The Joint Commission- Patient Safety Goals , Healthcare Reform/Affordable Care Act , Value Based Purchasing/HCAPS , Nursing Theory/Models of Nursing Care , Nurse Practice Act/Scope of Nursing Practice	
Week 16	F2F	Test #3	

Lectures: Public Health Nursing Topics

FINAL EXAMINATION POLICY

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. The course final is Monday, December 10th, 2018 1030 in Liberty Station Conference Center, Room 205B.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using

the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

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 can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.
<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>.

SCHOOL OF NURSING PROFESSIONAL STANDARDS

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

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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 (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the BSN Director and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

GRADING POLICIES

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

93-100%	=	A
90 - 92%	=	A-
87 - 89%	=	B+
84 - 86%	=	B
81 - 83%	=	B-
78 - 80%	=	C+
<u>*75 - 77%</u>	=	<u>C</u>
73 - 74%	=	C-
71 - 72%	=	D+
68 - 70%	=	D
Below 68%	=	F

- All assigned course work must be completed to receive a final course grade and progress in the program
- All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas* or completed in practicum
- *In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all assignments. 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 $\geq C$.

- 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 nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.

COURSE-SPECIFIC POLICIES

- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student’s practice.
- All assignments must be submitted per instructions on the due date and time. Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends and holidays. Day 1 starts on specified due date/time. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with course faculty.
- What you may expect from me & my expectations: I am committed to providing you a rich learning experience. I pledge to you to make full use of my skills and talents to offer the best instruction of which I am capable. I will provide truth and preserve dignity in my critiques and will interact with each student in a respectful and gracious manner, reflective of God’s love. I strive towards relational and therapeutic instruction and set out to create a safe caring environment. I promise never to stop learning. I will exercise patience and tolerance in our classroom and will foster a supportive and fun environment for all learners. I will make every effort to glorify God in our work together. My expectations of you and myself are that we engage in learning and discussion about the course topics. I expect that you will engage deeply in your own learning by sharing your thoughts, concerns, and ideas and that you will ask questions based on your completed reading, assignments, and experiences.
- Professional Dress for Presentations & Professional Dress Days for the School of Nursing have these Guidelines:
 - Business/Interview appropriate
 - Conservative suit, slacks, jacket, dress shirt/blouse, skirt (at or below the knee)
 - Clean, wrinkle-free
 - Loose-fitting clothing.
 - Closed-toe shoes
 - No flip-flops or sandals or athletic shoes
 - Shirts do not expose cleavage, chest or midriff

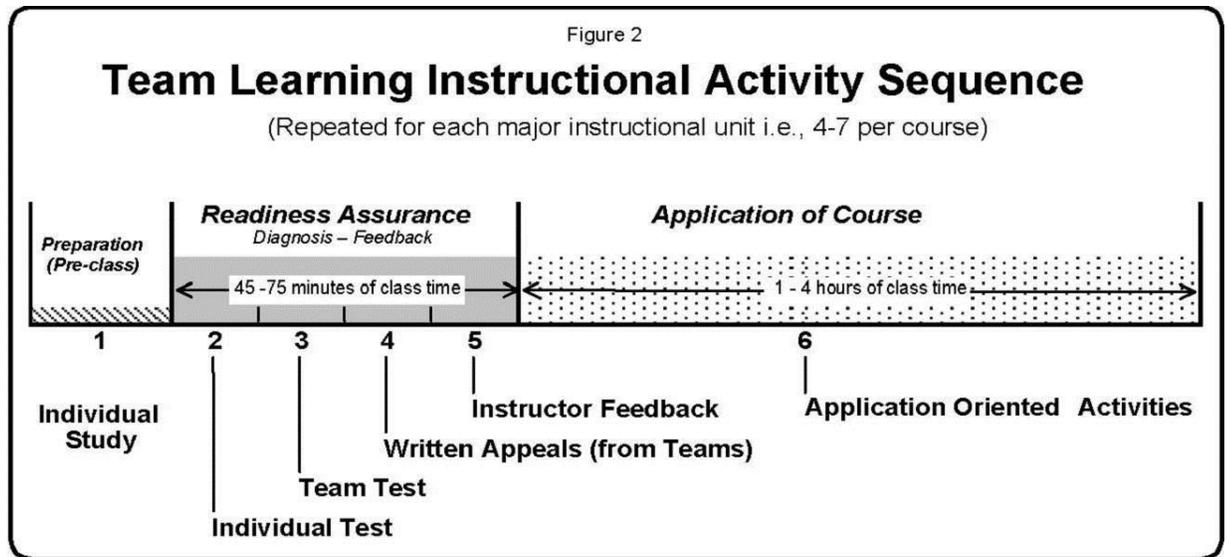
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- Undergarments are not visible
- Conservative jewelry is worn
- Hair is unadventurous, styled, neat and off-the-collar.
- Assignments must be turned in via Canvas and/or Livetext by the time and date specified on the course calendar and syllabus. See specific rubrics for deductions related to late submission of assignments.
- All assignments are required to be completed and submitted in order to pass the course.
- Requests to submit assignments late must be sent via email/text to faculty of record a minimum of 48 hours prior to assignment due date. Approval will be granted upon faculty discretion.
- Students are responsible to sign attendance sheet during class as documentation for proof of timely attendance.
- Students are expected to proactively communicate regarding absences and/or tardiness.
- There will be no make-ups for missed iRATs (unless excused absence) and no make ups for missed tRATs.
- PLNU email will be used for official class communication and students are expected to check messages daily with exception to holidays. NSG 470 has a Canvas account and the syllabus and announcements will be made through email and/or Canvas.
- In-class use of electronic devices for class related activities and note taking is permitted if not distracting the overall learning experience. Repeated use of electronic devices for non-class related activities is not permitted.
- Submit course EBP Phase I Paper through www.turnitin.com and submit originality report with assigned paper onto Canvas for grading.
- In addition, **Professional Behavior** as outlined within the PLNU School of Nursing Student Handbook will be followed.
- Team-based Learning will be used as an instructional strategy for this course. See the following description.

A. TEAM-BASED LEARNING (www.teambasedlearning.org)

This instructional strategy aims to help develop your workplace learning skills and will be done in a way that will hold teams accountable for using course content to make decisions that will be reported publically and subject to cross-team discussion/critique. You will be assigned to a team with approximately 5-7 members. Teams will be announced during the first week of the term. You will sit with your team during all classroom sessions. I will provide a room map to help you locate and sit with your teammates.

The Team Learning Instructional Activity Sequence is repeated for each major instructional module topic, see Figure 2 as referenced [Team-Based Learning: A Transformative Use of Small Groups in College Teaching](#).



Phase 1 – Preparation: You will complete **specified readings/activities** for each module (see Canvas site for details).

Phase 2 – Readiness Assurance Test: At the first class meeting of each module, you will be given a **Readiness Assurance Test (RAT)**. The RAT test (10 multiple-choice questions) measures your comprehension of the assigned readings, and helps you learn the material needed to begin problem solving in phase 3. Once the test period is over, the instructor gives a short mini-lecture to clarify concepts that are not well understood as evidenced by the individual test scores. The purpose of phase 2 is to ensure that you and your teammates have sufficient foundational knowledge to begin learning how to apply and use the course concepts in phase 3. **RATs are closed book and based on the assigned readings/activities.**

- **Individual RAT (iRAT)** – You individually complete a 10 question multiple-choice test based on the readings. These tests use Scantron™ forms, so pencils are required. For those who require academic accommodations, please contact DRC and Course Instructor. Academic accommodations for iRATs will be arranged via the DRC.
- **Team RAT (tRAT)** - Following the iRAT, the same multiple-choice test is re-taken with your team. These tests use a “scratch and win” type answer cards known as an IF-AT. You negotiate with your teammates, and then scratch off the opaque coating hoping to reveal a star that indicates a correct answer. Your team is awarded full points if you uncover all the correct answers on the first scratch. Your team is not awarded the point if additional scratches are required to get the correct answer. Since this is group work, time will be allotted in class for the entire team to complete the tRAT. Please denote, tRAT work and credit will be done in class with the team.

- **Appeals Process** - Once your team has completed the team test, your team has the opportunity to fill out an appeals form. The purpose of the appeals process is to allow your team to identify questions where you disagree with the question key or question wording or ambiguous information in the readings. Instructors will review the appeals outside of class time and report the outcome of your team appeal at the next class meeting. Only teams are allowed to appeal questions (no individual appeals). Only teams who appeal will gain extra points if granted.
- **Feedback and Mini-lecture** - Following the RATs and Appeal Process, the professor provides a short clarifying lecture on any difficult or troublesome concepts.

Phase 3 - In-Class Activities: You and your team use the foundational knowledge, acquired in the first two phases to make decisions that will be reported publically and subject to cross-team discussion/critique. A variety of methods will be used to report your team's decision at the end of each activity.

LEARNING STRATEGIES

Lecture, online assignments, discussion boards, class discussions, case studies, student presentations, group work, application exercises, role playing, and assessments.

METHODS OF ASSESSMENT & EVALUATION: Required Learning Activities*

- Quizzes: Individual and Team Readiness & Assessment Tests & Remediation Plans.
- Exams: Tests #1, #2, & #3/Final.
- Assignments: Learning Activities, Reflective Papers, Group Papers, Service Project, Participation, Peer Evaluations, Presentations
- **PEER EVALUATIONS:** (attendance, homework completion, preparedness) Will be conducted at the middle and end of the semester. Evaluations consist of quantitative feedback and constructive qualitative feedback.

TBL: Weights for TBL-related activities are listed below.

Individual Readiness Assessment Tests (iRATs x 7)	5 points each
*Team Readiness Assessment Tests (tRATs x 7)	10 points each
Peer Review/Team Maintenance (2)	10 points each

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Due Date	Quizzes/Tests	Turn-In	Possible Points
9/5/18, 1055am	iRAT, tRAT #1, Leadership & Management	Class	15
9/10/18, 1055	iRAT, tRAT #2, Communication & Group Dynamics	Class	15
9/17/18, 1055	iRAT, tRAT #3, Evidence Based Practice (EBP), Leading Planned Change	Class	15
9/19/18, 1055	Pharmacology Practice A Test Results	Canvas	4
9/27/18, 1055	Leadership Practice A Test Results	Canvas	4
10/1/18, 1055	Test #1	Class	100
10/3/18, 1055	Pharmacology Practice A Remediation Binder & Cover Page	Class	4
10/10/18, 1055	iRAT, tRAT #4 Conflict Resolution	Class	15
10/10/18, 1055	Leadership Practice A Remediation Binder & Cover Page	Class	4
10/17/18, 1055	Pharmacology Practice B Test Results	Canvas	4
10/22/18, 1055	iRAT, tRAT #5, Delegation, Delegation to Culturally Diverse Team	Class	15
10/25/18, 1055	Leadership Practice B Test Results	Canvas	4
10/29/18, 1055	iRAT, tRAT #6 Budget & Difficult Employee (Last One)	Class	15
11/7/18, 1055	Pharmacology Practice B Remediation Binder & Cover Page	Class	4
11/7/18, 1055	Legal Quiz	Canvas	5
11/15/18, 1055	Leadership Practice B Remediation Binder & Cover Page	Class	4
11/14/18, 1055	Pharmacology Proctored Test Results	Canvas	Varies; /14
11/14/18, 1055	Leadership Proctored Test Results	Canvas	Varies; /14
11/19/18, 1130	PLNU Senior Exit Test (ETS)	Class	N/A
11/26/18, 1055	Pharmacology Proctored Test Remediation Binder & Cover Page	Class	8
11/26/18, 1055	Leadership Proctored Test Remediation Binder & Cover Page	Class	8
11/26/18, 1055	Pharmacology Proctored Retest Results	Canvas	Varies; /0
11/26/18, 1055	Pharmacology Proctored Retest Results	Canvas	Varies; /0
Week of 12/10/18, 1030	Final/Test #3	Class	100
Need to have 75% of Test Points to Pass the Course		TOTAL:	----/471 points, with ATI *75% is 354/471 Required to pass the course. All assignments must be completed and turned in to pass

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Due Date	Assignments (All Must be Submitted & Required to Pass Course)	Turn In	Possible Points
9/20/18	EBP PICO Question & 3 Pieces of Evidence	Canvas	10
10/5/18, 2359	EBP Phase I Paper	Canvas/ Livetext	56
10/12/18, 2359	Peer Evaluation, Mid-Term/Semester	Google Survey	15
10/17/18, 2359	Resume & 2 Cover Letters (Plan to make appointment to discuss in depth)	Canvas	30
11/9/18, 2359	EBP Phase II Paper	Canvas	40
11/12/18, 2359	Gracefull Leadership Paper	Canvas	20
Poster Due 11/19/18, 1055; Scholarly Day 11/28/18, 1055	EBP Phase III "Poster"	Canvas	----
11/28/18, 1055	EBP Phase III "Presentation"/Scholarly Day	Class	20
11/29/18, 2359	Peer Evaluation: Final Online Survey	Google Survey	15
12/3/18, 1055	Group Presentations/Current Topics Slides	Canvas	20
Semester	Class Participation/Attendance/IDEA	Class	20
Total points			*/246 points

Concurrent clinical experience in partial fulfillment of Public Health California Code of Regulations (PHCCR) 1491 and in accordance with the American Public Health Association's (APHA) definition and practice of public health nursing (Section 2013):

Public health nursing is a specialty practice within nursing and public health. It focuses on improving population health by emphasizing prevention, and attending to multiple determinants of health. Often used interchangeably with community health nursing, this nursing practice includes advocacy, policy development, and planning, which addresses issues of social justice.

REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES

Same as NSG 470 & NSG 480.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington D.C. ISBN: 978-1-4338-0561

-5

ATI Nursing Education (2016). *Nursing leadership and management: Content mastery series review module edition 7*. Assessment Technologies Institute, LLC.

Bowling, J.C. (2011). *Grace-full leadership: Understanding the heart of a Christian leader* (2nd ed.). Kansas City, KS: Beacon Hill Press. ISBN# 083-412-6028

Hanson, R. (2011). *Just one thing*. Oakland, CA: New Harbinger. ISBN:

9781608820313

Marquis, L. & Huston, J. (2016). *Leadership roles and management functions in nursing* (8th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN# 978-1-4511-9281-0

NSG 481 2017-2018 Preceptor Handbook. See NSG 481 Canvas or SON Resource Page in Canvas for current edition.

School of Nursing Student Handbook. See SON Resource Page in Canvas for current edition.

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

ASSESSMENT OF LEARNING OUTCOMES & STUDENT PORTFOLIO

The School of Nursing (SON) uses LIVETEXT to conduct ongoing program assessment. All required courses in the SON use LIVETEXT to assess and grade the Signature Assignment(s). For this course, ***the following documents(s) MUST BE submitted to LIVETEXT™ for assessment and grading:*** Signature Assignment(s):

- *EBP Scholarly Papers (I&II)*
- *Graceful Leadership Reflection*
- *Evidence of Leadership Meeting Attendance*

Prior to the conclusion of each course, the student is required to update their LIVETEXT Portfolio. The portfolio demonstrates achievement of required program outcomes and supports professional development. For this course, the following document(s) MUST BE attached to the student's Professional Portfolio in the "Body of Work" section in LIVETEXT in order to pass the course.

Note: *Simply submitting an assignment into LIVETEXT for assessment/grading is NOT sufficient. The documents listed below must be attached to the LIVETEXT Professional Portfolio in the designated course area in the "Body of Work":*

- Signature Assignment(s): EBP Scholarly Papers (I&II); Graceful Leadership Reflection; Evidence of Leadership Meeting Attendance
- Leadership/Service Requirement: Not required this semester.

The student may also create a separate section either within the "Body of Work" or within the general Professional Portfolio to document additional activities that contribute to their professional development (jobs, clubs, awards, volunteer experience, required leadership attendance, etc.). However, these items are not required.

IMPORTANT: Failure to update your LIVETEXT Professional Portfolio with the required signature assignments for the course will result in withholding of the final course grade and will affect progression in the program until the LIVETEXT Professional Portfolio is updated appropriately.

LEADERSHIP REQUIREMENT

- Leadership: Attendance at professional association meetings (e.g. STTI, ACCN, AORN, SDNAHN, etc). This requirement is to be completed per course syllabus IN NSG 480.

REQUIRED LEARNING ACTIVITIES

Learning Activity #1: iRATs, 5 Points Each, See course calendar for specific dates. Purpose: To assess knowledge in topical area & guide and optimize in class learning. Each iRAT point is worth 0.5 points. iRAT’s may only be taken if an excused absence.

Learning Activity #2: tRATs, 10 Points Each, See course calendar for specific dates. Purpose: To optimize learning and identify areas of understanding and those that require additional learning. Each tRAT point is worth 1 point. tRAT’s may not be taken if absent.

Learning Activity #3: Peer Evaluation, 15 points each, See course calendar for specific dates to be done electronically. Purpose: To facilitate accountability and optimize learning. Peer evaluation form consists of quantitative and qualitative feedback.

COOPERATIVE LEARNING SKILLS:	NEVER = 0	SOMETIMES = 1	OFTEN = 2	ALWAYS = 3
Arrives on time and remains engaged during activities				
Demonstrates a good balance of active listening & participation				
Asks useful or probing questions				
Shares information and personal understanding				

SELF-DIRECTED LEARNING:	NEVER = 0	SOMETIMES = 1	OFTEN = 2	ALWAYS = 3
Is well prepared for team activities				
Shows appropriate depth of knowledge				

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Identifies limits of personal knowledge				
Is clear when explaining things to others				

INTERPERSONAL SKILLS:	NEVER = 0	SOMETIMES = 1	OFTEN = 2	ALWAYS = 3
Gives useful feedback to others				
Accepts useful feedback from others				
Is able to listen and understand what others are saying				
Shows respect for the opinions and feelings of others				

For each check mark - Add up total points in each column and combine to calculate overall score. _____ + _____ + _____ + _____ = Total Quantitative Score = _____/30 points possible, Score will be divided by 2 so that there are Mid-Term & Final Peer Evaluation Scores totaling 30 points.

PART TWO: QUALITATIVE ASSESSMENT (FOR EACH ITEM, WRITE AT LEAST ONE SENTENCE, BUT NOT MORE THAN THREE SENTENCES). Each item is worth 5 points and will be graded by your instructor based on the quality of your feedback. For recommendations to improve, please provide recommendations that are specific and actionable to optimize clarity. 1) What is the single most valuable contribution this person makes to your team? 2) What is the single most important way this person could alter their behavior to more effectively help your team?

Learning Activity #4: Tests 100 Points Each. TEST #1; TEST #2; #3/FINAL, Location Liberty Station Conference Center, Room 205B for the final. In order to receive a passing grade in the course, the student must achieve an average of 75% on testing (e.g. quizzes, tests, exams). If the student scores <80% on a test, please attend a scheduled test review with Course Instructor.

Learning Activity #5: Two Non-Proctored ATI Tests A&B (4 points each) & with Binders of Remediation focused on topics requiring Active Learning Templates for both Pharmacology & Leadership. Contents of the binders will be used by the student to focus their study concentration on the missed topics of the practice test.

Learning Activity #6: Proctored ATI Exams, ranges from 8-16 points based upon level cut score, and Binders of Remediation focused on topics requiring Active Learning Templates (for review) for both Pharmacology & Leadership. Students to sign acknowledgement of the ATI policy for this course. An acceptable score is Level 3 and Level 2 cut score for the ATI Proctored Exam for Pharmacology and Nursing Leadership. Students that meet this percentage are fairly certain to meet NCLEX standards in the content area of Pharmacology and Nursing Leadership. If you reach this score for the

proctored test, a retake is not recommended. Be sure to submit a Binder of the individual score report, list of all topics to be covered, and handwritten Active Learning Templates of concepts of your focused topical study.

Assessment Technologies Institute (ATI)

What does ATI offer?

Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success.

- The comprehensive ATI review program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources such as the ATI Plan can be accessed from “My ATI” tab. It is highly recommended that you spend time navigating through these orientation materials.

Review Modules/eBooks:

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation:

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Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student’s individual assessment report will contain a listing of the Topics to Review. It’s highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.



Content Mastery Series Grading Rubric for NSG 470 FA18 Nursing Leadership ATI PRACTICE ASSESSMENTS	
32 Points	
<p>4 Points Each Complete Practice Assessment A & Show Score PHARMACOLOGY PRACTICE A SCORE: Due 9/19/18, 1055 LEADERSHIP PRACTICE A SCORE: Due 9/27/18, 1055</p> <p>4 Points Each Binders of Remediation: PHARMACOLOGY PRACTICE A BINDER: Due 10/3/18, 1055 LEADERSHIP PRACTICE A BINDER: Due 10/3/18, 1055</p> <ul style="list-style-type: none"> • Print Individual Score Report and Print List of All Topics to be Covered • For each topic, complete a handwritten Active Learning Template 	<p>4 Points Each Complete Practice Assessment B & Show Score PHARMACOLOGY PRACTICE B SCORE: Due 10/17/18, 1055 LEADERSHIP PRACTICE B SCORE: Due 10/25/18, 1055</p> <p>4 Points Each Binders of Remediation: PHARMACOLOGY PRACTICE B BINDER: Due 11/7/18, 1055 LEADERSHIP PRACTICE B BINDER: Due 11/15/18, 1055</p> <ul style="list-style-type: none"> • Print Individual Score Report and Print List of All Topics to be Covered • For each topic, complete a handwritten Active Learning Template

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2016 PROCTORED ASSESSMENT: For Pharmacology & Leadership, take on 11/14/18, 1055-1250, LSCC, Room 205B. Bring your fully charged computers with chargers.			
REMIEDIATION BINDER with ATI Remediation Cover Page: Turn in Pharmacology & Leadership Binders on 11/26/18, 1055 in Room 205B.			
24 Points for Each Test w/Binder Level 3 Cut Score Pharmacology 85.0% – 100.0% Leadership 88.3% – 100.0%	22 Points for Each Test w/Binder Level 2 Cut Score Pharmacology 71.7% – 83.3% Leadership 76.7% – 86.7%	18 Points for Each Test w/Binder Level 1 Cut Score Pharmacology 56.7% – 70.0% Leadership 61.7% – 75.0%	16 Points for Each Test w/Binder Below Level 1 Pharmacology < 56.7% – 70.0% Leadership < 61.7% – 75.0%
16 Points Complete Proctored Assessment A at Level 3 8 Points Remediation Binder: <ul style="list-style-type: none"> Print Individual Score Report and Print List of All Topics to be Covered Use ATI Remediation Cover Page For each topic, complete a handwritten Active Learning Template 	14 Points Complete Proctored Assessment A at Level 2 8 Points Remediation Binder: <ul style="list-style-type: none"> Print Individual Score Report and Print List of All Topics to be Covered Use ATI Remediation Cover Page For each topic, complete a handwritten Active Learning Template 	10 Points Complete Proctored Assessment A at Level 2 8 Points Remediation Binder: <ul style="list-style-type: none"> Print Individual Score Report and Print List of All Topics to be Covered Use ATI Remediation Cover Page For each topic, complete a handwritten Active Learning Template 	8 Points Complete Proctored Assessment A at Level 2 8 Points Remediation Binder: <ul style="list-style-type: none"> Print Individual Score Report and Print List of All Topics to be Covered Use ATI Remediation Cover Page For each topic, complete a handwritten Active Learning Template
PROCTORED ASSESSMENT RETAKE: For Pharmacology & Leadership, take on 11/26/18, 1055-1250, in Class Room 205B. Bring your fully charged computers with chargers.			
No Retake Required	No Retake Required	Retake Recommended 1% Points (+4 Points) Given if Level 2 Achieved	Retake Recommended 1% Points (+4 Points) Given if Level 2 Achieved

**NSG 470: Leading Faithfully
Student Acknowledgement**



Initial all and sign below:

_____ I have received a copy of and have read and understand the SON ATI Assessment and Review Policy

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI, as designated by the SON.

_____ Student printed name

_____ Student Signature

_____ Date

ATI Remediation Cover Page

**(Please place in front of Performance Profile and Remediation Paperwork) –
Binder Clip or Staple ONLY – No folders/binders accepted**

Student Name (Printed): _____

Course: NSG 470; Topic: Pharmacology / Leadership (Circle One)

Choose the box(s) that apply.

Type of Remediation submitted:

Practice → Version A or Version B

Proctored

of topics to remediate: _____

Documents Submitted: (if ANY of the following NOT present, grade = 0)

Individual Performance Profile with topics to review

numbered

Remediation topics clearly numbered to correlate with topics to review

Percent of remediation completed:

100%

Less than 100%

I attest that the information on this page is accurate and verifiable.

Signature

Date

Learning Activity #7: Paper, Grace-Full Leadership, 20 points
RESPONSE PAPER TO GRACE-FULL LEADERSHIP.

Read the book “Grace-Full Leadership” and write a response and reflection (3 pages).

Criteria	Earned Points	Possible Points
Reflect on the differences between Christian and secular leadership.		10
Which of Bowling’s chapters makes an impression on you?		3
How will you apply this leadership to clinical setting/clarity of thoughts		5
Correct grammar/spelling/APA (6 th ed.) format/Cover Page/Running Head/Page Numbers/References/Paragraph Headers		2
Points deducted for late submission (10% subtracted every day after due date)		
TOTAL:		/20

Learning Activity #8: RESUME WITH COVER LETTER, 30 points

Purpose: To create and refine professional resume with cover letters that may be utilized after graduation. Information and articles will be provided in class to aid in the writing of the resume. The cover letter should indicate a specific job in which the student is interested in pursuing after graduation. Students are offered office hours to meet with faculty to discuss resume & cover letters in detail.

Criteria	Earned Points	Possible Points
Write a cover letter. Discuss position of interest and why you believe you are the best person to fill institution’s needs		12
Resume (1-2 pages), neat, aesthetically organized		10
Identify 2 healthcare organizations of interest, describe organization and write the institutions’ mission statements		4
Correct grammar/spelling/clarity of thought		4
Points deducted for late submission (10% subtracted every day after due date)		
TOTAL:		/30

Learning Activity #9: 20 points, GROUP PRESENTATIONS: Power Point Presentation/Scripts. Topics: Patient Value Based (HCAPS), JCAHO (and Patient Safety Goals), Magnet Designation, Affordable Care Act, Nurse Practice Act, Professional Certifications and Organizations, Nursing Role in Genomics, Nursing Models of Care

Purpose: Students are assigned groups to further investigate current leadership topics in nursing and teach them back to their teammates. This exercise will enhance team building and further student understanding of current relevant healthcare topics/current issues. Please submit revised lecture slides using Power Point on due date.

Competencies/ Outcomes	Initial 3 point	Emerging 4 points	Developed 5 points
Presents effectively and appropriately to positively affect student outcomes	<p>Introduction and greeting are culturally insensitive or inappropriate</p> <p>Opening/conclusion needs improvement</p> <p>Use of evidence is minimal</p> <p>Does not participate or contribute to group work on quizzes, discussions and activities</p>	<p>Introduction and greeting are culturally appropriate</p> <p>Opening/conclusion satisfactory</p> <p>Evidence is used to support main points</p> <p>Involved in group participation in quizzes, discussions, and activities</p>	<p>Introduction and greeting are culturally appropriate</p> <p>Creative opening/conclusion with distinct main points</p> <p>Excellent use of evidence to support main points</p> <p>Leads group in participation in quizzes, discussions and activities</p>
Implements Discussion of Chosen Topic	<p>Significance of topic is weak and not convincing of a need to change current policy/practice</p> <p>Baseline practice is inaccurately discussed</p> <p>No mention of organizational stakeholders</p> <p>SWOT analysis (strength, weakness, opportunity, threat) is absent or inaccurately utilized</p> <p>Cost benefit assessment is absent or inaccurate</p> <p>Protocol outlining the steps involved in the change in policy/practice are vague or illogical</p>	<p>Significance of topic is present, adequately discusses need for change in clinical practice</p> <p>Historical baseline practice is accurately discussed with mention of evolution of the topic</p> <p>Organizational stakeholders discussed with minimal mention of impact each stakeholder has on topic's implementation</p> <p>SWOT analysis (strength, weakness, opportunity, threat) present, unconvincing analysis</p> <p>Cost benefit is present, details accurate</p> <p>Protocol outlining the steps involved in the implementation of the topic are stated briefly</p>	<p>Discussion of the significance of topic is compelling and encourages audience to understand how topic influences/supports current</p> <p>Historical baseline practice is clearly described and accurately discussed with in depth results of staff queries</p> <p>Clear/thorough discussion of organizational stakeholders and impact the topic has on the key stakeholders and the progression of clinical practice</p> <p>SWOT analysis (strength, weakness, opportunity, threat) of implementation of the topic is accurately and clearly discussed, focus on strengths encourage "buy-in" of reader and stakeholders</p> <p>Cost benefit assessment is convincing and adds to "buy-in"</p> <p>Outlining of the steps to implement the topic creative, detailed and clearly stated. Proposed timeline is creative and realistic</p>

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Communicates appropriately and facilitates an environment of learning	<p>Eye contact infrequent</p> <p>Speech too fast or too slow, volume needs improvement</p> <p>Attire not professional, appearance distracting</p> <p>Language informal, unprofessional, answers to questions lacked knowledge</p> <p>Content not covered within allotted time, summary of content not offered</p>	<p>Eye contact made</p> <p>Speech often understandable. Often easily heard</p> <p>Professional attire (per syllabus) was worn and minimal distractions</p> <p>Language informal, vague, questions answered in knowledgeable manner</p> <p>Uses 10 minute time period well but unable to concisely summarize salient points clearly</p>	<p>Eye contact was engaging</p> <p>Speech understandable, presentation easily heard</p> <p>Professional attire (per syllabus) was worn and non-distracting</p> <p>Language professional, all questions answered in expert manner</p> <p>Proficiently uses allotted 10 minute time with concise summary of salient points</p>
Utilizes technology to engage learners of a variety of learning styles	<p>Visual/learning aids were minimal, difficult to read/interpret.</p> <p>If technology utilized, it was somewhat incomplete, unprofessional and/or did not support outcomes.</p>	<p>Visual/learning aids were implemented, easy to read/interpret</p> <p>If technology utilized, it was complete, professional and supported outcomes</p>	<p>Visual/learning aids were easy to read/interpret, creative and individualized to specific group of learners.</p> <p>If technology utilized, it effectively outlined presentation, incorporated complimentary, professional graphics and enhanced outcomes.</p>

Learning Activity #10: Leadership Meeting & Reflection, 15 (NSG 480) points

Requirement. Attendance of a professional committee meeting is required on an annual basis for each student. Attendance at a Leadership Meeting, Verification of Attendance, and a Guided Reflective Journal on the Meeting are all now required as part of a NSG 480/481 assignment.

Learning Activity #11: PARTICIPATION, 20 points. It is an expectation of senior students to be synthesizing their thoughts on nursing leadership topics and gaining confidence in sharing their opinions during classroom/out of classroom discussions.

	Initial (0)	Emerging (3)	Developed (4)	Highly Developed (5)
Preparation	Rarely or never prepared	Preparation is inconsistent	Arrives mostly, if not fully, prepared (on going)	Arrives fully prepared at every class session
Participation	Comments vague if given; frequently demonstrates lack of interest	When prepared, participates constructively in discussions	Participates constructively in discussions (ongoing); Attends 80% of classes	Plays an active role in discussions (ongoing); Attends 100% of classes
Contribution to Class	Demonstrates a noticeable lack of interest on occasion	When prepared, relevant comments are based on assignments	Relevant comments are based on assigned material	Comments advance level and depth of dialogue

Group Dynamics	Group dynamic and level of discussion are often disrupted by student's presence	Group dynamic and level of discussion are sometimes disrupted by student's presence	Group dynamic and level of discussion are occasionally better, but not worse, because of student's presence	Group dynamic and level of discussion are often better because of student's presence, 90-100% class participation in IDEA Eval
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Team Evidence Based Practice Change Proposal:

a) Learning Activity #12: PICO Question, 10 points:

Purpose: To create a clinical intervention question to guide the change project and its evidence search. Use the NSG 470 FA18 PICO Template on Canvas. 4 points given to properly identified PICO components and 2 points given to 3 pieces of evidence that support the new intervention.

b) Learning Activity #13: EBP Phase I Paper, 56 points Practice Project

Purpose: To engage the student in an analysis of evidence-based practice within their clinical experiences. The assignment will be divided into 3 phases.

Phase I: Paper on Problem Identification and Evidence-Base, 56 points, see grading rubric below.

1. Problem Identification is the Catalyst: A clinical problem will be uncovered during clinical experiences in collaboration with the unit leaders your clinical instructor. Digging up clinical problems can start with observation of practice on your assigned/hypothetical unit, asking staff about the problems they face delivering care.

2. Acquisition & Appraisal of the Evidence: Assessing the regulations and the unit's current policy, a clinical question will be asked. This question will identify the population, newly proposed intervention, the comparison/current intervention, and the potential improved outcomes. A timeframe may be included if part of the new intervention. This is known as the PICO question and its keywords will be used to guide the evidence acquisition and search process. The majority of the evidence reviewed should utilize research articles. Approximately 8-10 citations (within the past 5 years) should be adequate. Students are encouraged to use evidence-based sources from the Internet, as they are appropriate. Summarize the articles/evidence, see rubric for information to be summarized. Remember to also critique the pieces of evidence for validity, reliability, and applicability.

3. Critical Analysis: The critical analysis section should include a discussion of the rationale for the existing clinical practice, as stated by the nursing staff in light of the review/synthesis of evidence. The existing practice should be contrasted and compared to the evidence gained from the review/synthesis of evidence. Critical analysis, or appraisal, should be conducted with rapid critical assessment checklists such as RCAs or CASP checklists. Evidence Evaluation Tables and Evidence Synthesis Tables will be used to organize your evidence information.

c) Learning Activity #14, EBP Phase II Paper: Paper on Implementation Strategies, 40 points

Phase II: EBP Paper on the Application or Plan to Change the current practice to the newly improved, evidence based practice. 40 points. see grading rubric below. This section should describe the innovation or new practice based on the best evidence and explore strategies to implement the practice. Change theory should underpin the implementation strategies selected. Key stakeholders should be identified. Challenges to implementing evidence-based care in the clinical setting should be identified with potential solutions for each challenge explored. A proposed implementation timeline should be included. Outcomes measures should be identified and an evaluation plan be proposed.

1. **Clinical practice** The description of clinical practice can be a client care scenario in which the student was involved or be clinical practices observed while in a given clinical area. The rationale nursing staff offers for engaging in the particular clinical practice should also be explored.
2. **Innovation/New Practice** May include a new policy, procedure, script to explain the new practice.
3. **Implementation Strategies** What is your specific plan? How will Lewin's Stages of Change be carried out?

d) Learning Strategy #15, EBP Phase III Poster & Scholarly Day Presentation,

Phase III Advance/Dissemination, 20 points. see grading rubric below. This section will be the materials used to disseminate your project findings to the clinical agency and within the School of Nursing.

1. **Poster Presentation:** A poster depicting your project using the template from the EBP lecture and discussed in class
 - a. **Elevator speech** for a **5 minute** description of the project to be shared at **Scholarly Day, Liberty Station Conference Center, Main Hall-** a **3-5 minute** overview of the problem, evidence, and proposed plan.
 - b. **Power Point Poster** describing the EBP project and summarizing the PICO, Evidence Synthesis, Proposed Plan & Significance. Visual appeal and content
 - c. **Presentation delivery**, professional demeanor, appropriate dress, discussion generated

**NSG 470: EBP Phase I Clinical Practice Change Project Signature Assignment
Grading Rubric**

Phase I: Scholarly Paper Title:

Team Members:

Program/ Course/ Student Learning Outcomes	Initial (70%)	Emerging (75%)	Developing (85%)	Highly Developed (100%) Student Learning Outcome (SLO):	Total 56 Possible Points	Points Awarded
<p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>PLO 3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p>			<p>Meets 1 of 2 criteria of highly developed column</p>	<p>CATALYST: SLO: Examine significant problem in an area of clinical nursing and proposes an evidence based practice change project that improves the quality of care.</p> <p>4 POINTS: Meets the following criteria (n = 2); 2 point each criteria</p> <ul style="list-style-type: none"> • Clearly identifies primary problem through citing references/statistics. • Queries staff on hypothetical unit regarding identified clinical practice and query is clearly summarized, adds support for need to change practice 	4	

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<p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p>				<p style="text-align: center;">ASK</p> <p>SLO: Formulates a focused clinical PICO question using PICO format links prior evidence to PICO question to guide acquisition of evidence. Describes appropriate EBP theoretical framework to guide this clinical practice change project.</p> <p style="text-align: center;">4 POINTS: Meets the following criteria (n = 2); 2 point each criteria</p> <ul style="list-style-type: none"> • Clearly identifies PICO question (Population, Intervention, Current Practice, Outcomes) • Clearly identifies EBP theoretical framework used to guide this EBP practice change proposal project. 	4	
<p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p>	<p>0-1 points Meets 0-1 of 4 criteria in highly developed column</p>	<p>2 points Meets 2 of 4 criteria in highly developed column</p>	<p>3 points Meets 3 of 4 criteria in highly developed column</p>	<p style="text-align: center;">ACQUIRE</p> <p>SLO: Describes appropriate search strategies and acquisition of evidence.</p> <p style="text-align: center;">4 POINTS: Meets the following criteria (n = 4); 1 point each criteria</p> <ul style="list-style-type: none"> • Clearly and succinctly, • Discusses data bases used for search strategies. • Describes search terms and key. • Identifies # of pieces of evidence yielded • Describes how evidence was prioritized and chosen for evaluation, critique, & synthesis. 	4	

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<p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>						
<p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>	<p>0-4 points Meets 0-1 of 4 criteria in highly developed column</p>	<p>8 points Meets 2 of 4 criteria in highly developed column</p>	<p>12 points Meets 3 of 4 criteria in highly developed column</p>	<p style="text-align: center;">APPRAISE</p> <p style="text-align: center;">SLO: Discusses level of evidence, validity, reliability and applicability of references in the Evidence Evaluation Table and narrative of the paper.</p> <p style="text-align: center;">16 POINTS: Meets the following criteria (n = 4); 4 points each criteria</p> <ul style="list-style-type: none"> • Accurately identifies/addresses level of evidence using an identified hierarchy of evidence. • Appraises sufficient body of 8-10 reliable and valid sources of evidence utilized to support best clinical practice. Sufficiently critiquing the evidence's validity, reliability, and applicability correctly in concise writing style using research terminology. • Includes in appendices, an accurate appraisal of 1 piece of evidence using the Rapid Critical Appraisals (RCAs) and attaches the completed RCA and copy of the 1 evidence article to the paper. • Appropriate and accurate use of the Evidence Evaluation & Evidence Synthesis Tables, concise summaries of articles help to correctly identify best practice. • 	<p style="text-align: center;">16</p>	
<p>PLO 1.1</p>	<p>0-5 points</p>	<p>10 points</p>	<p>15 points</p>	<p style="text-align: center;">APPRAISE</p>	<p style="text-align: center;">20</p>	

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<p>Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>	<p>Meets 0-1 of 4 criteria in highly developed column</p>	<p>Meets 2 of 4 criteria in highly developed column</p>	<p>Meets 3 of 4 criteria in highly developed column</p>	<p>SLO: Synthesizes research articles summarizing the evidence that supports best practice related to the problem selected.</p> <p style="text-align: center;">20 POINTS: Meets the following criteria (n = 4); 5 points each criteria</p> <ul style="list-style-type: none"> • Clearly and accurately contrasts and compares the evidence to existing clinical practice • Accurately identifies and rationalizes implications for nursing practice • Summarizes scholarly paper with a clearly worded conclusion identifying clinical practice and incorporates relevant data that supports whether or not the clinical practice is consistent with the best practice identified in the evidence. • All elements addressed / represented in a logical flow of ideas, identifies relevant findings, alternate views, explanations in concise writing style using research terminology- evidence of scholarly writing through use of research terminology 		
<p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p>	<p>0-2 points Meets 0-1 of 4 criteria in highly developed column</p>	<p>4 points Meets 2 of 4 criteria in highly developed column</p>	<p>6 points Meets 3 of 4 criteria in highly developed column</p>	<p>SLO: Articulates with logical progression of thoughts, clarity, APA usage</p> <p style="text-align: center;">8 POINTS: Meets the following criteria (n = 4); 2 points each criteria</p>	8	

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<p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>				<ul style="list-style-type: none"> • Writing style flows well with logical thought progression, appropriate use of research terms, clear. • Rare APA errors are found. • References are within the past 5 years and properly referenced. • Grammar, spelling, punctuation, and formatting are appropriate within APA context. 		
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Pertinent BSN Essentials:

- **BSN Essential III: Scholarship for Evidence-Based Practice**
- **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
- **BSN Essential IV: Information Management and Application of Patient Care Technology**

COMMENTS:

POINT LOMA NAZARENE UNIVERSITY
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NSG 470: EBP Phase II Project Grading Rubric

Phase II: Scholarly Paper Title:

Team Members:

Learning Outcomes	Total Points Possible	Initial (70%)	Emerging (75%)	Developing (85%)	Highly Developed (100%)	Student Score
<p>Implements strategy to change clinical practice to evidence based practice</p> <p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional</p>	28	Meets 4 of 7 criteria in highly developed column	Meets 5 of 7 criteria in highly developed column	Meets 6 of 7 criteria in highly developed column	<p>Meets the following criteria (n=7), each criteria 4 points</p> <ul style="list-style-type: none"> • Discussion of the significance of project is compelling and encourages reader to support new practice • Baseline practice is clear and accurately discussed with in depth results of staff queries • Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change • SWOT analysis (strength, weakness, opportunity, threat) of project is accurately and 	

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<p>Communication and Collaboration for Improving Patient Health Outcomes</p> <p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>					<p>clearly discussed, focus on strengths encourage “buy-in” of reader and stakeholders</p> <ul style="list-style-type: none"> • Cost benefit assessment is convincing and adds to “buy-in” • Protocol outlining the steps involved in the change in practice are creative, detailed and clearly stated. Proposed timeline is creative and realistic • Change theory is present and correctly utilized to support change strategy 	
<p>Articulates with logical progression of thoughts, clarity, APA usage</p> <p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an</p>	12	0 points, Meets 0 of the 3 criteria in the highly developed column	Meets 1 of the 3 criteria in the highly developed column	Meets 2 of the 3 criteria in the highly developed column	<p>Meets the following criteria (n=3), each criteria 4 points</p> <ul style="list-style-type: none"> • Writing style flows well with logical thought progression • Appropriate use of research terms, clear • Rare APA errors are found; 	

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<p>advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>					<p>grammar is appropriate within APA context</p>	
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Pertinent BSN Essentials:

- **BSN Essential III: Scholarship for Evidence-Based Practice**
- **BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes**
- **BSN Essential IV: Information Management and Application of Patient Care Technology**

COMMENTS:

NSG 470: EBP Project Grading Rubric

Phase IIIA&B Scholarly Day Group Poster Presentation

Team Members:

Learning Outcomes	Total points possible	Initial (70%)	Emerging (75%)	Developed (85%)	Highly Developed (100%)	Student score
<p>Communicates (verbally, non-verbally) appropriately and facilitates an environment of learning</p> <p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>	4	Meets 1 of 4 criteria of highly developed column	Meets 2 of 4 criteria of highly developed column	Meets 3 of 4 criteria of highly developed column	<p>Meets 4 of 4 criteria, each worth 1 point (n=4)</p> <p>Greetings are appropriate. Creative opening/conclusion and distinct main points.</p> <p>Eye contact was engaging. Professional attire (per syllabus) was worn and non-distracting</p> <p>Rate was understandable, pitch was varied and presentation was easily heard. Language was professional and formal without bias, ambiguity or too much simplicity</p> <p>All questions answered/handled in an expert manner reflecting knowledge of material presented</p>	

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<p>Constructs poster to disseminate information gathered from Evidenced Based Practice project</p> <p>PLO 1.1 Initiates dialogue regarding current practice to improve healthcare</p> <p>PLO 1.2 Demonstrates the use of evidence-based practices as an advocate for self and others</p> <p>PLO 1.3 Promotes positive client outcomes using evidence-based data</p> <p>3.3 Dialogues with members of the healthcare team, including the patient, to facilitate positive patient outcomes</p> <p>BSN Essential III: Scholarship for Evidence-Based Practice</p> <p>BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>BSN Essential IV: Information Management and Application of Patient Care Technology</p>	16	Meets 1 of 4 criteria of highly developed column	Meets 2 of 4 criteria of highly developed column	Meets 3 of 4 criteria of highly developed column	Meets all 4 of 4 criteria, each worth 4 points (n=4)	
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Appropriate use of poster template. Visually appealing design with graphics and text boxes.

Language was professional and formal without bias, ambiguity or too much simplicity

Creative construction of poster with effort to present main points of project.

Sufficient information was presented to draw in audience and enhance learning, Clear & easy to understand

Pertinent BSN Essentials:

- BSN Essential III: Scholarship for Evidence-Based Practice
- BNS Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- BSN Essential IV: Information Management and Application of Patient Care Technology

COMMENTS:

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NSG 470: Leading Faithfully:
A Synthesis & Transition to Professional Nursing Practice - THEORY
NSG 470 - Fall 2018

Week1, TOPIC: Introduction to the Course, Professor, Students, Canvas, Calendar, Syllabus

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

1. Introduce self to professor and peers
2. Describe course format and requirements

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

1. Discuss course expectations
2. Identify qualities and behaviors of effective leaders
3. Identify qualities and behaviors of ineffective leaders
4. Identify qualities and behaviors of effective leadership in self and/or classmates, as inspired by TED Talk Lollipop Leadership

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 NSG 470: Leading Faithfully:
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 NSG 470 - Fall 2018

Week 2, TOPIC: Leadership & Management Principles

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

- Evaluate the following leadership theories: Trait Theory, Behavioral Theories, Situational-Contingency Theory, Interactional Theories and Transformational Theory
- Identify common leadership styles and create/generate situations in which each leadership style could be used appropriately
- Analyze the historical development of leadership theory
- Formulate leadership characteristics that create a satisfactory working environment
- Argue how a leader best manages challenges when working with generational differences
- Compare and contrast leadership and management roles and responsibilities
- Identify the characteristics of a servant leader
- Develop insight into your individual leadership strengths and identify personal attributes needed to effectively lead, manage and follow and become an effective cultural bridge (advocating sensitivity to diversity)

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

- Book Readings: Chapters 2 & 3, Marquis & Huston, Classical View of Leadership & Management and 21st Century Theories on Leadership & Management
- Review course leadership slides
- ATI Nursing Leadership & Management: Chapter 1- Section on Leadership and Management
- Start reading Grace-full Leadership
- Watch video <https://www.youtube.com/watch?v=xB-YhBbtfXE> 10 leadership theories in 5 minutes

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT
2. Mini Lecture
3. Describe a time when you did not agree with a “leader” and what did you do.

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model 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. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.</p> <p>A. Provide graceful service through compassionate response to others’ needs BSN Essentials II, IV, VI, VII, VIII, IX</p> <p>B. Demonstrate the principles of a servant leader as a reflection of Christ’s love BSN Essentials II, IV, V, VI, VII, VIII, IX</p> <p>C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. BSN Essentials II, IV, V, VI, VII, VIII, IX</p>	
<p>2. Demonstrates the principles of a servant leader as a reflection of Christ’s love BSN Essentials II, IV, V, VI, VII, VIII, IX</p>	

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 NSG 470 - Fall 2018

Week 3, TOPIC: Communication & Team Building

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

- Identify the relationship between the sender, message, and receiver in any given communication
- Differentiate between the internal and external climate in which communication occurs
- Determine barriers to effective organizational communication
- Recognize culture and gender as significant variables impacting communication
- Describe strategies to increase the likelihood of clear organizational communication
- Differentiate among assertive, passive, aggressive, and passive-aggressive communication
- Create guidelines for active listening
- Accurately assess stages of group formation (forming, “norming,” storming, and performing)
- Identify specific group-building and maintenance roles that must be established for groups to accomplish work

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

- Book Readings: Chapter 19, Marquis & Huston, Interpersonal and Group Communication
- Review course communication slides
- ATI Nursing Leadership & Management: Chapter 1, Conflict Resolution & Assertive Communication
- Watch video www.youtube.com/watch?v=eZUj0ZKWeoY&feature=youtu.be

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT
2. Mini Lecture

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.</p> <p>A. Engage in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX</p> <p>B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX</p> <p>C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials II, III, IV, VI, VII, IX</p> <p>D. Advocate for patients/families and self BSN Essentials V, VI, VII</p> <p>E. Implements patient care while revering the diversity of patients, families and Communities BSN Essentials II, III, V, VI, VII, IX</p>	
<p>1. Engages in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX</p>	
<p>2. Demonstrates effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX</p>	

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 NSG 470 - Fall 2018

Week 4 & 5, TOPIC: **Evidence Based Practice (EBP)** & Leading Change

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

- Define Evidence Based Practice (EBP)
- Identify the difference between EBP, research, and quality assurance/control
- Prioritize the steps of EBP
- Discern the elements of PICO question
- Develop PICO questions to apply to clinical scenarios
- Describe characteristics of an effective change agent
Determine resources to support EBP

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

- Book Readings: Chapter 8, Marquis & Huston
- Review course EBP slides
- Article Readings:
 - *Required:* Madsen, D., Sebolt, T., Cullen, L., Folkedahl, B., Mueller, T., Richardson, C., & Titler, M. (2005). Listening to bowel sounds: An evidence based practice project. *AJN*, 105, 40-49.
 - Whitcomb, J., Roy, D. & Blackman, V.S., Evidence-based practice in a military intensive care unit family visitation. *Nursing Research* (59)1S, S32-S39.
 - Melnyk, B.M., Fineout-Overholt, E., Stillwell, S.B. & Williamson, K.M. (2009). Igniting a spirit of inquiry: An essential foundation for EBP. *AJN*, 109(11), 49-52. ARTICLE 1
 - *Required:* Melnyk, B.M., Fineout-Overholt, E., Stillwell, S.B. & Williamson, K.M. (2010). The seven steps of evidence-based practice. *AJN*, 110(1), 51-53. ARTICLE 2
 - Stillwell, S.B., Fineout-Overholt, E., Melnyk, B.M., & Williamson, K.M. (2010). Asking the clinical question: A key step in evidence-based practice. *AJN*, 110(3), 58-61.
 - Stillwell, S.B., Fineout-Overholt, E., Melnyk, B.M., & Williamson, K.M. (2010). Searching for the evidence: Strategies to help you conduct a successful search. *AJN*, 110(5), 41-47.
 - *Required:* Fineout-Overholt, E., Melnyk, B.M., Stillwell, S.B. & Williamson, K.M. (2010). Critical Appraisal of the evidence: Part 1. *AJN*, 110(7), 47-52.
 - Fineout-Overholt, E., Melnyk, B.M., Stillwell, S.B. & Williamson, K.M. (2010). Critical Appraisal of the evidence: Part II. *AJN*, 110(9), 41-48.

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT
2. Mini Lecture

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>I. INQUIRING Faithfully: Student will demonstrate 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.</p> <p>A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX</p> <p>B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX</p> <p>C. Promote positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, IX</p> <p>D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community</p>	

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BSN Essentials I, III, IV, VI, VII, VIII, IX E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX
1. Initiates dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX
2. Demonstrates use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX
3. Promotes positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, IX

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Week 4 & 5, TOPIC: Evidence Based Practice (EBP) & **Leading Change**

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

- Compare and contrast characteristics of effective change agents with effective leaders
- Develop strategies for unfreezing, movement, and refreezing a specific planned change
- Assess driving and restraining forces for change in given situations
- Debate if resistance is a natural and expected response to change and formulate ways to mitigate resistance to change
- Argue benefits and disadvantages of change
- Assess personal responses to change
- Evaluate chaos theory
- Create a list of strategies that promote participant involvement in the change process (differentiating between intrinsic and extrinsic motivation)
- Develop strategies for creating a motivating work environment
- Identify positive reinforcement techniques that may be used by leaders in an organization

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

Book Readings: Chapter8, Marquis & Huston

Review course leadership slides

ATI Nursing Leadership & Management: Chapter 1- Section on Leadership and Management

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT
2. Mini Lecture

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
I. INQUIRING Faithfully: Student will demonstrate 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.	
A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX	
B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX	
C. Promote positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, IX	
D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials I, III, IV, VI, VII, VIII, IX	
E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX	
1. Initiates dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX	
2. Demonstrates use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX	

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NSG 470: Leading Faithfully:
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Week 6-8, TOPIC: Professional Nurse Roles: Resume, Cover Letter; Interview Preparation

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

- Argue the impact of a career-development program on employee attrition, equal employment opportunity, quality of work life, and competitiveness of the organization
- Construct among stages of a career
- Prepare personal career plan
- Create and/or critique a resume for content, format, grammar, punctuation, sentence structure, and appropriate use of language
- Differentiate between organizational and personal responsibilities for employee career management
- Decide your interests and passion in nursing
- Describe your most challenging/rewarding clinical nursing experience
- Identify critical elements of an interview
- Create key questions for interviewer regarding staff position
- Assess your life and develop short and long term personal and professional goals

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

1. Book Readings: Chapters 11, 13 & 15, Marquis & Huston
2. Review course career development slides & sample resumes
3. Refine your Livetext/ePortfolio resume & be prepared to share

RELATED INCLASS STUDENT ACTIVITIES:

1. Mini Lecture
2. Critique/Discussion of Examples of Resumes

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model 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. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.</p> <p>A. Provide graceful service through compassionate response to others’ needs BSN Essentials II, IV, VI, VII, VIII, IX</p> <p>B. Demonstrate the principles of a servant leader as a reflection of Christ’s love BSN Essentials II, IV, V, VI, VII, VIII, IX</p> <p>C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner. BSN Essentials II, IV, V, VI, VII, VIII, IX</p>	
<p>2. Demonstrates the principles of a servant leader as a reflection of Christ’s love BSN Essentials II, IV, V, VI, VII, VIII, IX</p>	

NSG 470: Leading Faithfully:
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Week 7, TOPIC: Conflict Management

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

- Identify the stages of conflict
- Differentiate among conflict resolution strategies
- Select appropriate conflict resolution strategies to solve various conflict situations
- Create win/win conflict resolution script
- Compare and contrast the functional and dysfunctional results of various methods of conflict resolution
- Prioritize strategies to prepare for successful negotiation
- Assess and analyze your own approach of conflict management
- Create scenarios demonstrating resolution of the three types of conflict
- Identify the components of effective collaboration

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

1. Book Readings: Chapters 18 & 21, Marquis & Huston
2. ATI Nursing Leadership & Management: Chapter 1 (Conflict Resolution Section)
3. Review course conflict management slides

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT, Mini Lecture
2. Role Play
3. Describe a time when you had “conflict” and what did you learn.

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>II. CARING Faithfully: The student will embrace 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.</p> <p>A. Demonstrate compassionate care to all people while mirroring Christ’s love for all BSN Essentials IV, VI, VII, IX</p> <p>B. Partner with the community to establish a trusting relationship</p>	

<p>BSN Essentials II.VI, VII, IX C. Demonstrate ethics and values consistent with the practice of professional nursing BSN Essentials V, VI, VII, VIII, IX</p>
<p>1. Demonstrates compassionate care to all people while mirroring Christ’s love for all BSN Essentials IV, VI, VII, IX</p>
<p>2. Partners with the community to establish a trusting relationship BSN Essentials II.VI, VII, IX</p>
<p>3. Demonstrates ethics and values consistent with the practice of professional nursing BSN Essentials V, VI, VII, VIII, IX</p>

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
<p>III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.</p>	
<p>A. Engage in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX</p>	
<p>B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX</p>	
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<p>D. Advocate for patients/families and self BSN Essentials V, VI, VII</p>	
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School of Nursing
NSG 470: Leading Faithfully:
A Synthesis & Transition to Professional Nursing Practice - THEORY
NSG 470 - Fall 2018

Week 9, TOPIC: Delegation, Coordinating Pt Care & Interdisciplinary Team Approaches & Cultural Diversity (Delegation, Prioritization, Cultural Considerations, Time Management)

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

Time Management & Prioritization:

- Analyze how time is managed both personally and at the unit level of the organization
- Describe the importance of allowing adequate time for daily planning and priority setting
- Explore personal and professional stressors and personal responses and strategies to decrease stress
- Describe common barriers to effective time management

Delegation, Delegation to a Diverse Team:

- Identify common causes of underdelegation, overdelegation, and improper delegation, as well as strategies to overcome these common delegation errors
- Recognize delegation as a learned skill imperative to professional nursing practice
- Delegate tasks using appropriate priority setting and use of personnel in various situations
- Differentiate between tasks that should and should not be delegated
- Recognize the need to give adequate information and authority to complete delegated tasks
- Identify factors that must be considered when determining those tasks that can be safely delegated to subordinates
- Discuss how the role of the RN as delegator has changed with the increased use of unlicensed assistive personnel
- Identify leadership strategies that can be used to reduce subordinate resistance to delegation
- Describe cultural phenomena that must be considered when delegating to a multicultural staff
- Identify the 5 rights of delegation
- Describe common characteristics of any culture and evaluate individual and societal factors involved with cultural diversity
- Analyze the principles of cultural diversity and cultural sensitivity in leading healthcare environments
- Identify specific strategies to incorporate cultural sensitivity into the clinical setting
- Describe the considerations of delegating to a culturally diverse team.

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

1. Book Readings: Chapters 19 & 20, Marquis & Huston

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT, Mini Lecture

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
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NSG 470: Leading Faithfully:
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NSG 470 - Fall 2018

Week 11, TOPIC: Managing Personal & Personnel & Organizational Resources (Budgets)

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

Managing Resources, Budget/Finances:

- Identify why nurses need to understand and be involved in fiscal planning
- Explain major factors that increase the costs of health care
- Describe the value of profit in healthcare organizations
- Select behaviors of cost conscious nurses and importance of quality control
- Differentiate among the three major types of budgets (personnel, operating, and capital) and the two most common budgeting methods (incremental and zero based)
- Discuss the purpose of budget knowledge in relationship to staff nursing
- Describe the impetus for the development of diagnostic-related groupings (DRGs) and the prospective payment system (PPS)
- Recognize the current shift in health care reimbursement from third-party, fee-for-service plans to capitated, managed care programs
- Delineate the driving and restraining forces for the managed care movement
- Examine how nursing informatics informs quality control and performance improvement
- Recognize that rapidly changing federal and state reimbursement policies make long-range budgeting and planning very difficult for health care organizations

Difficult Employee:

- Examine the effects of absenteeism on nursing staff and the usual steps in progressive discipline
- Evaluate strategies used to resolve personnel issues
- Analyze situations in which discipline is required and identify appropriate strategies for constructively modifying behavior
- Define the terms *chemical impairment* and *marginal employee*
- Develop strategies that assist employees with special needs to be productive members of the workforce (special needs such as chemical impairment, marginal employee)

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

1. Book Readings: Chapters 1 & 10 & 23 & 24 & 25, Marquis & Huston
2. Review course budget & managing difficult employees slides
3. ATI Nursing Leadership & Management: Chapter 1 (Resource Management Section), Chapter 3 (Disruptive Behavior Section)

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT

2. Discuss & Divide Team presentations on Magnet Designation, The Joint Commission, Healthcare Reform/Affordable Care Act, Value Based Purchasing, Nurse Practice Act, and Professional Organizations & Certifications

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

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NSG 470 - Fall 2018

Week 11, TOPIC: Legal Influences on the Transition into the Professional RN Role

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

- Critically examine Nurse Practice Acts
- Prioritize appropriate legal nursing actions in sensitive clinical situations
- Argue how increased consumer awareness of patient rights has affected the actions of the health care team
- Discuss the Code of Ethics for Nurses
- Identify the leadership roles and management functions inherent in the promotion of patient rights
- Describe appropriate methods of ensuring informed consent
- Analyze the impact of civil law on nursing practice
- Generate common potential legal liabilities for professional nurses
- Apply the “Do’s and Don’ts” of documentation
- Analyze the impact of civil law on nursing practice
- Generate common potential legal liabilities for professional nurses
- Define the concepts associated with standardized terminologies and list the benefits of using standardized terminologies

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

1. Book Readings: Chapters 4 & 5 & 6, Marquis & Huston
2. ATI Nursing Leadership & Management: Chapter 3, Professional Responsibilities
3. Review 2 legal articles & complete quiz prior to class
4. Review course legal slides

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT, tRAT, Mini Lecture
2. Describe how you will apply the California Scope of Regulation (Excerpt from Business and Professions Code) Division 2, Chapter 6, Article 2, Section 2725.b (1-4).
3. Describe how you have applied the ANA Code of Ethics to your nursing practice.

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Leading Faithfully CLOs
III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication	

conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

- A. Engage in active listening to promote therapeutic relationships
BSN Essentials II, III, IV, VI, VII, IX
- B. Demonstrate effective verbal and nonverbal communication skills to provide patient care
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 NSG 470: Leading Faithfully:
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 NSG 470 - Fall 2018

Week 12, TOPIC: Ethical & Political Influences on Transition into the Professional Nurse Role

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

- Discuss the Code of Ethics for Nurses
- Identify the leadership roles and management functions inherent in the promotion of patient rights
- Describe appropriate methods of ensuring informed consent (surgical consent, research consent from IRB, AMA, etc.)
- Differentiate among legitimate, reward, coercive, expert, referent, charismatic, self, and information power
- Identify and use appropriate strategies to increase nurses' personal power base
- Serve as a role model of an empowered nurse
- Select strategies for developing a powerful image
- Demonstrate the use of appropriate political strategies in resolving unit problems
- Identify nurse's roles in advocacy

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

1. Book Readings: Chapters 4 & 12 & 13, Marquis & Huston
2. ATI Nursing Leadership & Management: Chapter 3 (Legal Practice & Ethical Practice Sections)
3. Review course power slides

RELATED INCLASS STUDENT ACTIVITIES:

1. Mini Lecture

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

School of Nursing Program Values & PLOs	NSG 470: Nursing Faithfully CLOs
<p>IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate 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.</p> <p>A. Engage in a professional practice environment that promotes nursing excellence BSN Essentials I, III, IV, V, VI, VII, VIII, IX</p> <p>B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse</p>	

<p>BSN Essentials II, VI, VI, VII, VIII, IX C. Avail self of learning opportunities to initiate the life-long learning process BSN Essentials III, IV, V, VI, VII, VIII, IX</p>
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Week 13-15, TOPIC: Transition into the Professional Nurse Role: Informatics & Quality Assurance, Research IRB Consent/Advocacy/AMA, & Current Topics such as: Magnet Designation, JCAHO Accreditation, HCAHPS, Advanced Practice & Certifications, Genomics,

Week 16, TOPIC: FINAL

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

- Identify 4 benefits a hospital reaps when choosing to apply for **Magnet designation**. Describe specifically how nurses benefit from working in a hospital which has Magnet designation.
- Identify 4 significant benefits of accreditation by the **Joint Commission**. Describe 4 of the National Patient Safety Goals for hospitals and how nurses contribute to them.
- Identify 4 of the domains of questions in the **HCAHPS (Hospital-Consumer Assessment of Healthcare Providers and Systems)** Patient Care Experience survey. Describe 4 ways nurses may contribute to improving hospital's HCAHPS scores.
- Identify 4 professional nursing organizations and identify 4 advanced professional nursing certifications. Describe 4 benefits of nurses obtaining their **advanced professional certifications** and/or joining a professional nursing organization.
- Describe 4 benefits of the **Affordable Care Act**. Identify 4 nursing practice implications within the Affordable Care Act.
- Articulate the importance of **basic genomic knowledge** and identify 4 ways nurses will incorporate this knowledge into their nursing practice.

School of Nursing Program Values & PLOs	NSG 470: Nursing Faithfully CLOs
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POINT LOMA NAZARENE UNIVERSITY

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<p>professional practices and ethical standards of a Christian nurse BSN Essentials II, VI, VI, VII, VIII, IX</p> <p>C. Avail self of learning opportunities to initiate the life-long learning process BSN Essentials III, IV, V, VI, VII, VIII, IX</p>
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