

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing



**School of Nursing**  
**NSG 470 Leading Faithfully:**  
**A Synthesis & Transition to**  
**Professional Nursing Practice**  
**3.0 Units**

FALL 2015

<b>Meeting days:</b> Mondays & Fridays	<b>Instructor name, rank, credentials:</b> Angelica L.C. Almonte, PhD, RN
<b>Meeting times:</b> Mondays 1055 - 1250 Wednesdays 1055 - 1150	<b>Phone:</b> Cell: 619-957-8735 (Preferred) & Office: 619-849-2767
<b>Meeting location:</b> Liberty Station Conference Center, Room 202	<b>E-mail:</b> aalmonte@pointloma.edu
<b>Placement:</b> Senior Year	<b>Office Location and Hours:</b> *Office hours by appointment, as posted on Office Door, Liberty Station Conference Center, Room 111.
<b>Final Exam:</b> Monday, December 14, 2015 1030 - 1230, Liberty Station Conference Center, Room 202	<b>Additional Info:</b> To schedule an appointment to meet, please contact Dr. Almonte at <a href="mailto:aalmonte@pointloma.edu">aalmonte@pointloma.edu</a> or call via cell at 619-957-8735.

**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*

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**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**

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: Senior standing in Nursing program.

Corequisites: NSG480 & NSG481

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

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**PROGRAM VALUES & COURSE LEARNING OUTCOMES**

Upon completion of NSG 470, the student will meet the following outcomes:

<p><b>Inquiring Faithfully</b> - 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>
<ul style="list-style-type: none"> <li>• Initiates dialogue regarding current practice to improve healthcare</li> <li>• Demonstrates the use of evidence-based practices as an advocate for self and others</li> <li>• Promotes positive client outcomes using evidence-based data</li> </ul>
<p><b>Caring Faithfully</b> - 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>
<ul style="list-style-type: none"> <li>• Demonstrates compassionate care to all people while mirroring Christ's love for all.</li> <li>• Partners with the community to establish a trusting relationship</li> <li>• Demonstrates ethics and values consistent with the practice of professional nursing.</li> </ul>
<p><b>Communicating Faithfully</b> - 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>
<ul style="list-style-type: none"> <li>• Engages in active listening to promote therapeutic relationships</li> <li>• Demonstrates effective verbal and nonverbal communication skills to provide patient care</li> <li>• Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes.</li> <li>• Advocates for patients/families and self</li> </ul>
<p><b>Following Faithfully</b> - 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>
<ul style="list-style-type: none"> <li>• Engages in a professional practice environment that promotes nursing excellence</li> <li>• Discerns patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse</li> <li>• Avails self of learning opportunities to cultivate the life-long learning process</li> </ul>
<p><b>Leading Faithfully</b> - The student will incorporate a foundational relationship with</p>

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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.

- Provides graceful service through compassionate responses to others’ needs
- Demonstrates the principles of a servant leader as a reflection of Christ’s love.
- Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner

### **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 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **COURSE CONTENT OUTLINE (TOPIC OUTLINE):**

Module 1, VALUE: LEADING FAITHFULLY

- **Leadership & Management**

Module 2, VALUE: INQUIRING FAITHFULLY

- **Evidence Based Practice**
- **Leading Change**

Module 3, VALUE: COMMUNICATING FAITHFULLY

- **Communication**
- **Team Building**
- **Career Development**
- **Legal Influences on the Transition into the Professional Nurse Role**
- **Conflict Management**
- **Coordinating Patient Care (Delegation)**
- **Interdisciplinary Team Approaches**
- **Cultural Diversity (Delegation)**
- **Problem Solving & Decision Making**

Module 4, VALUE: FOLLOWING FAITHFULLY

- **Managing Personal & Organizational Resources**
- **Ethical & Political Influences on Transition into the Professional Nurse Role**

Module 5, VALUE: CARING FAITHFULLY

- **Ethical & Political Influences on Transition into the Professional Nurse Role**

### **LEARNING STRATEGIES**

Reading/viewing content, readiness assessment tests (individual and group), mini-lecture, discussion, case studies, course-related online learning, role playing, panel

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discussions, written assignments, student presentations, discussion/seminar, small group work, and reflection.

#### **ATTENDANCE AND PARTICIPATION**

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

#### **INCOMPLETE AND LATE ASSIGNMENTS**

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

#### **ACADEMIC DISHONESTY**

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

#### **ACADEMIC ACCOMMODATIONS**

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

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**FERPA POLICY**

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

**EXAMINATION POLICY**

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

Successful completion of this class requires taking the FINAL examination on Monday, December 14, 1030 -1230 in Liberty Station Conference Center, Room 202. No requests for early examinations or alternative days will be approved.

**USE OF TECHNOLOGY**

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

**SCHOOL OF NURSING PROFESSIONAL STANDARDS**

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

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

Additional guidelines

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

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

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

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

### **SCHOOL OF NURSING – GRADING POLICIES**

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- **Grading Scale** to be used for all exams and final course grades:
  - 93-100% = A
  - 90 - 92% = A-
  - 87 – 89% = B+
  - 84 – 86% = B
  - 81 – 83% = B-
  - 78 – 80% = C+
  - 75 – 77% = C - Must have minimum of 75% to progress in the program
  - 73 – 74% = C-
  - 71 – 72% = D+
  - 68 – 70% = D
  - Below 68% = F
- The Professor of Record has the authority to determine the schedule and re-scheduling of examinations
- All assigned course work must be completed to receive a final course grade
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of  $\geq C$ .
- 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.

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- Throughout the curriculum (whether pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

**COURSE-SPECIFIC POLICIES**

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- 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 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
  - Undergarments are not visible
  - Conservative jewelry is worn
  - Hair is unadventurous, styled, neat and off-the-collar.
- Assignments must be turned in via Canvas by the time and date specified on the course calendar and syllabus. See specific rubrics for deductions related to late submission of assignments.
- 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, tRATs, and/or participation/attendance.



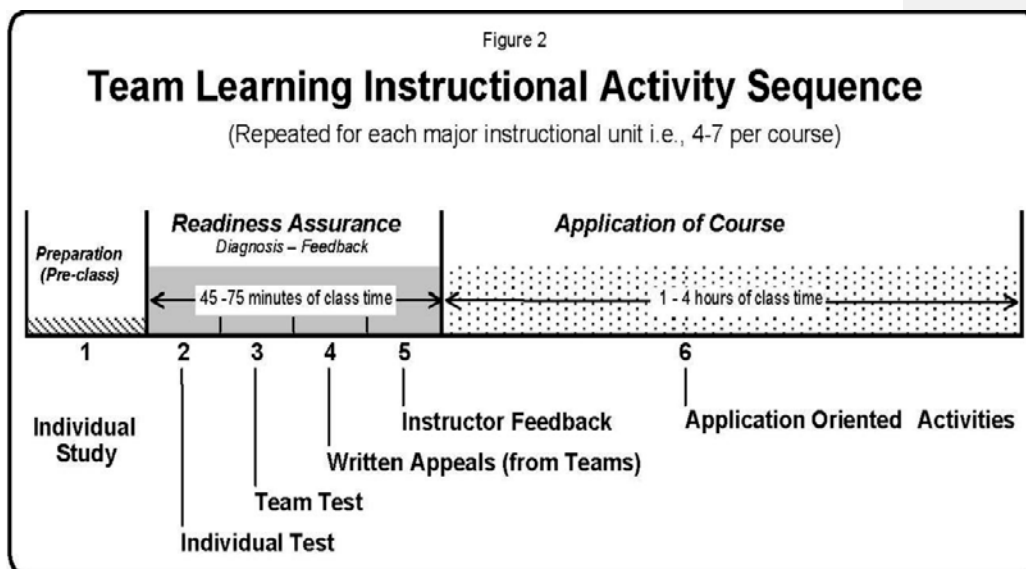
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- PLNU email will be used for official class communication and students are expected to check messages daily with exception to holidays. NSG 470 has a Canvas account and the syllabus and announcements will be made through email and/or Canvas.
- In-class 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 papers through [www.turnitin.com](http://www.turnitin.com) and submit originality report with assigned paper onto Canvas for grading.
- Team-based Learning will be used as an instructional strategy for this course. See the following description.

**A. TEAM-BASED LEARNING** ([www.teambasedlearning.org](http://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 publicly 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.](#)



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**Phase 1 – Preparation:** You will complete **specified readings/activities** for each module (see Eclass 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

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of methods will be used to report your team's decision at the end of each activity.

**METHODS OF ASSESSMENT & EVALUATION**

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- Quizzes: Individual and Team Readiness & Assessment Tests.
- Exams: Tests #1, #2, & #3/Final.
- Assignments: Learning Activities, Reflective Papers, Group Papers, Service Project, Participation, Peer Evaluations, Presentations

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

Individual Readiness Assessment Tests (iRATs x 7)	70 pts X 30(%) – 54pts
*Team Readiness Assessment Tests (tRATs x 7)	70 pts X 65(%) – 117pts
Team Maintenance (Midterm & Final Peer evaluation)	40 pts X 5(%) – 9pts
Total	180 points

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**Total: 180 points**

**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.

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	Date	Method of Evaluation	Possible points	Earned points
	Monday, September 14	iRAT & tRAT – Leadership & Management Principles	7.7 & 16.7	
	Monday, September 14	Due: Completion of Non-Proctored ATI, Upload ATI Results onto Canvas	20	
	Wednesday, September 16	iRAT & tRAT – EBP	7.7 & 16.7	
	Monday, September 21	iRAT & tRAT - Communication & Team Building	7.7 & 16.7	
	Wednesday, September 23	iRAT & tRAT - Leading Change	7.7 & 16.7	
	Monday, September 28	TEST #1	100	
	Monday, October 19	iRAT & tRAT - Conflict Management	7.7 & 16.7	
	Monday, October 26	iRAT & tRAT – Coordinating Patient Care & Interdisciplinary Team Approaches, Delegation & Cultural Diversity	7.7 & 16.7	
	Monday, November 2	iRAT & tRAT - Managing Personnel and Organizational Resources	7.7 & 16.7	
	Monday, November 9	TEST #2	100	
	Monday, November 23 (Main Campus)	Proctored ATI Exams- Leadership & Pharmacology	50	
	Monday, December 14 (1030-1230)	Final Exam/TEST #3	100	
Cumulative Testing		Points Possible for Testing	540.8 (75%=406)	
		Due: Fall Festival Meeting Dates: TBD	N/A	
	Monday, September 21, 1055	Due: EBP PICO Question via email to Course Faculty	N/A	
	Wednesday, September 30, 1055	Random ePortfolio Resume Presentations	N/A	

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Wednesday, October 7, 1700	EBP Group Paper Phase I	56	
Monday, October 19, 1055	Mid-Term Peer Eval	4.5	
Monday, October 19, 1055	Due: Resume & Cover Letter	30	
Wednesday, November 4, 1700	EBP Group Paper Phase II	20	
Saturday, October 24 & & Evaluation due Monday, November 2, 1055	Service Project: PLNU Fall Festival Preparation, Participation & Evaluation	42	
Monday, November 23, 1055	EBP Group Project, Phase IIIA & Phase IIIB <b>Items</b>	---	
Monday, November 30, 1055	EBP Group Presentations	12	
Monday, November 30, 1055	ATI Non-Proctored Exam & Remediation (as applicable)		
Monday, November 30, 1700	Paper: Response to Grace-Full Leadership	20	
Wednesday, December 2, 1055	Group Presentation Scripts/Power Points Due	---	
Wednesday, December 2, Scholarly Day, Time TBD, Liberty Station Main Hall	EBP Group Project, Phase IIIB Presentation on Scholarly Day	12	
Wednesday, December 2, 1055	Final Peer Evaluations		
Monday, December 7	Group Presentations	20	

Comment [AA1]: ADD EBP ARTICLES

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	Wednesday, December 9, 17000	Paper: Response to SON Meeting	10	
	All semester	Class/Group Participation	20	
	Final Course Grade	This Section Points Total Points Possible for Course	251 791	

**REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES**

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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 (2013). *Nursing leadership and management: Content mastery series review module edition 6*. 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

Marquis, L. & Huston, J. (2015). *Leadership roles and management functions in nursing* (8th ed.). Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN# 978-1-4511-9281-0.

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

**PORTFOLIO REQUIREMENT**

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

- Signature Assignment: EBP Papers- Phase I & Phase II
- Reflection Response Paper on Grace-Full Leadership

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

- EBP Presentation Slides/Handouts
- Group Presentation Slides/Handouts

### **LEADERSHIP REQUIREMENT**

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Attendance of at least one SON meeting is required on an annual basis for each student.

### **REQUIRED LEARNING ACTIVITIES**

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#### **Learning Activity #1: iRATs, 7.7 Points Each**

#### **Learning Activity #2: tRATs, 16.7 Points Each**

**Learning Activity #3: Non-Proctored ATI Exam, ATI Leadership Practice Online, 20 points. (Please post scanned copy of your score as documentation of completion).** Any score on the leadership practice exam is acceptable at this time. Please review your test results. ATI Focused Review Hours: Students that have taken the ATI practice assessment will have a list of topics generated in the ATI system for them to review. Based on the level of proficiency achieved on the assessment, students will need to complete 2 or 4 hours of review after each assessment. The student will be responsible for handing in their ATI transcript documenting that the assessments were taken and the time spent on ATI focused review. Points will be awarded based on the transcript printed from ATI and copy of test score documentation onto Canvas for this activity..

**Learning Activity #4: Proctored ATI Exam, 50 Points, Must be taken while proctored by Faculty, Location: Main Campus, Ryan Library, Main Computer Room.** An acceptable score of 72 % has been established by ATI as the criteria for Proficiency Level 2. Students that meet this percentage are fairly certain to meet NCLEX standards in the content area of Nursing Leadership. If you do not reach this score for the proctored test, you will be required to do non-proctored remediation with a minimum of 95%, to earn 40 points for this activity. The remediation is to be done on a ATI leadership practice exam that you have yet to complete. Once you take another non-proctored/practice test offered, please complete the ATI Focused Review Hours. Students that have taken the ATI practice assessment will have a list of topics generated in the ATI system for them to review. Based on the level of proficiency achieved on the assessment, students will need to complete 2 or 4 hours of review after each assessment. The student will be responsible for handing in their ATI transcript documenting that the assessments were taken and the time spent on ATI focused review. Points will be awarded based on the transcript printed from ATI.

#### **Learning Activity #5: Tests 100 Points Each**

##### **TEST #1; TEST #2; #3/FINAL, Location Liberty Station Conference Center, Room 202.**

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 #6: Paper, Grace-Full Leadership, 20 points**

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**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 <sup>th</sup> ed.) format/Cover Page/Running Head/Page Numbers/References/Paragraph Headers		2
Points deducted for late submission (10% subtracted every day after due date)		
<b>TOTAL:</b>		/20

**Learning Activity #7: 42 points**

**PARTICIPATION IN FALL FESTIVAL**

Purpose: Opportunity to coordinate and lead a service project for the community. Leadership students will participate in the annual Fall Festival. Each student will sign up for a role in organization of or participation in the Fall Festival, detailed role descriptions will be presented in class. Student will minimally provide 3-4 hours of service/support for this service event. Attendance during planning meetings are highly encouraged.

**Grading Rubric: Fall Festival Leadership/Community Service-Outreach Project  
(Total Points Possible: 42)**

<b>Task Description:</b> Students will lead and serve in a one day, community outreach fair experience. Students will work to serve with a group of volunteers. Students will complete self and group evaluations after project completion and presentation.				
	<b>Student Learning Outcomes: Upon completion of this assignment, the student will be able to:</b>	<b>Initial=</b>	<b>Emerging=</b>	<b>Developing =</b>
<b>Part 1: PLAN</b>	<b><u>1A. ADVANCED PLANNING ACTIVITIES:</u></b> Describes milestones, timeline, and action strategies for target event/station.	<b>6</b>	<b>10</b>	<b>14</b>
		Provides appropriate description of selected strategies and rationales including 4 or less of the 7 listed items in "developing" column	Provides appropriate description of selected strategies and rationales including 5-6 of the listed items in "developing" column	Creates and plans out details for the Festival of Health Kids' Craft Station or equivalent Station/Activity prior to the Festival. Description of group actions include any of the following: - Decides how work has been/will be divided - Equitable and appropriate contribution of each member - Plans for pertinent details related Fall Festival event/station - As pertinent, provides actual craft/handout/brochure - Plans out support for the station, including teaching topic - Developmentally appropriate



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	OR  <b><u>1B. TEAM MEMBERS: FESTIVAL SET-UP OR DAY OF ATTENDANCE:</u></b>			- Culturally appropriate  OR  - Completes 3-4 hours of service towards the Fall Festival (As assigned prior to/day before for set-up/or day of actual Festival)
<b>Part 2: EVALUATION</b>	<b><u>2. ANALYSIS &amp; EVALUATION:</u></b> Analyze and evaluate Fall Festival station/event experience-completes evaluation and provides feedback to Fall Festival Director. Evaluates event/station in relation to original plan. Submits evaluation and lessons learned.	Submitted an analysis which includes 4 or less of the listed criteria under "developing" column.	Submitted an analysis which includes 5 of the listed criteria under "developing" column.	Submits an analysis which includes the following criteria: - Typed, double spaced, 1 page in length, group paper - Signatures by each member - Discussion of an evaluation on how the event/station went. - Was the plan met? - Were the group members able to effectively communicate and collaborate to get the job done? - Were the volunteers informed and helpful? - Describe positive lessons learned. - Describe areas of improvement for next year. - Each identified area for improvement includes recommendation for improvement
	<b><u>3. SERVICE:</u></b> Complete thank you emails/cards for volunteers of station/event within 1 week after the Festival.	Completed thank you emails/cards for 50% of volunteers for station/event.	Completed thank you emails/cards for 75% of volunteers for station/event.	Completed 100% thank you emails/cards for all volunteers of the station/event.
	<b><u>5 POINTS EXTRA CREDIT: FOR TEAM CAPTAIN:</u></b> Communicates (verbally, non-verbally) appropriately and facilitates a positive environment.			Leads/facilitates communication from Festival Director to members of pertinent Festival Group by: - Attending mandatory coordinator meeting with Festival Director or sending identified representative; - Ensuring meeting messages and Festival Plans are passed on and received by group members in a timely and detailed manner; - Facilitates group communication, group members able to effectively communicate and collaborate to get the job done; - Tracks and reports group member attendance at station/event and reports to Course Professor.
	<b><u>5 POINTS EXTRA CREDIT: FOR FALL FESTIVAL ALL-DAY ATTENDANCE:</u></b>			Volunteers all-day to Festival participation. Positively contributes to station/event, as assigned by Festival Director.
SUB TOTALS				

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TOTAL POINTS EARNED: Out of <b>42</b> possible points. *For each part of this assignment that is late, an additional 10% will be deducted from final earned points for each additional day submitted late (including weekends) or for being absent, withOUT notification.	# of points contributed:
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**Learning Activity #8: 100 points Total, Group Evidence Based 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**

1. **Problem Identification:** 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 unit, asking staff about the problems they face delivering care
2. **Review of literature:** The review of literature should begin with a description of the search process used to identify articles. The majority of the literature reviewed should utilize research articles. Review the articles and clinical articles can be used as supportive literature for clinical issues with limited research. Approximately 10-15 citations should be adequate, see the course coordinator if you have a problem with a particular content area. 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.
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 literature. The existing practice should be contrasted and compared to the evidence gained from the review/synthesis of literature.

**Phase II Proposal: Paper on Implementation Strategies, 20 points**

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**
3. **Implementation Strategies**

**Phase IIIA Dissemination, 12 points**

This section will be the materials used to disseminate your project findings to the clinical agency and within the School of Nursing.

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1. **Presentation at Clinical Agency** (to be done in class), a **5 minute** overview of the problem, evidence, and proposed plan.
  - a. **Actual PowerPoint** slides
  - b. **Handouts materials** for unit leadership
  - c. **3-4 discussion questions**, prepared by students to pose to their audience to generate discuss about the project and potential for implementation
  - d. **Presentation delivery**, professional demeanor, appropriate dress, discussion generated
2. **Poster Presentation:** A poster depicting your project using the template from the EBP lecture and discussed in class
  - a. **Poster** visual appeal and content
  - b. **Elevator speech** script for a **5 minute** description of the project to be shared at **Scholarly Day, December 2, Time TBD, Liberty Station Conference Center, Main Hall, 12 points**

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**NSG 470: EBP Project Grading Rubric**

**Phase I: Scholarly Paper Title:  
Team Members:**

<b>Learning Outcomes</b>	<b>Total Points Possible</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developing</b>	<b>Highly Developed</b>	<b>Student Score</b>
<b>Identifies Nursing Problem/Question</b>	<b>4</b>	<p><b>Problem incorrectly identified</b></p> <p>No query of staff regarding identified clinical practice</p>	<p><b>Problem not clearly stated</b></p> <p>Query of staff regarding identified clinical practice is noted but not summarized</p>	<p><b>Problem is lacking some elements or is unclearly stated</b></p> <p>Queries staff regarding identified clinical practice, summarizes query</p>	<p><b>Clearly identifies primary problem</b></p> <p>Queries staff regarding identified clinical practice and query is clearly summarized, adds support for need to change practice</p>	
<b>Formulates a focused answerable PICO question</b>	<b>4</b>	PICO question incorrectly identified, or some elements missing, or incorrect format used	PICO question correctly identified however, some elements missing, or incorrect format used	States PICO question clearly in PICO format	States a focused PICO question using PICO format links prior evidence to PICO question	
<b>Discusses search strategies</b>	<b>4</b>	Search strategies missing, incorrect, not research based, keywords or data bases missing	Search strategies listed	Incorporates search strategies, data bases, into text with search terms and keywords	Clearly, succinctly incorporates search strategies, data bases, into text with search terms and keywords	
<b>Discusses level of evidence, validity, reliability and applicability of references in the Summary/Literature Review</b>	<b>16</b>	Inaccurately identifies/addressed most of the following, level of evidence, validity, reliability, and applicability correctly, or writing style poorly worded	Accurately identifies/addressed most of the following, level of evidence, validity, reliability, and applicability correctly, in concise writing style.	Accurately identifies/addressed level of evidence using the hierarchy of evidence (lecture slide), validity, reliability, and applicability correctly in concise writing style using research terminology	Accurately identifies/addressed level of evidence using the hierarchy of evidence (lecture slide), validity, reliability, and applicability correctly in concise writing style using research terminology and rationale for decision	

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		<p><b>Insufficient body of &lt; 8 sources utilized to support best clinical practice</b></p> <p>Missing appraisal utilizing checklist at (slide): <a href="http://www.gla.ac.uk/departments/generalpractice/ca_check.htm">http://www.gla.ac.uk/departments/generalpractice/ca_check.htm</a></p> <p><b>Absence of the Evidence Evaluation &amp; Evidence Synthesis Tables</b></p>	<p><b>Insufficient body of &lt; 8 sources utilized to support best clinical practice</b></p> <p>Inaccurately utilizes checklist at (lecture slide): <a href="http://www.gla.ac.uk/departments/generalpractice/ca_check.htm">http://www.gla.ac.uk/departments/generalpractice/ca_check.htm</a> Attaches checklist to paper</p> <p>Inaccurate use of the Evidence Evaluation &amp; Evidence Synthesis Tables, incorrect interpretation of study findings and inadequate summaries of articles detract from purpose of grid</p>	<p><b>Sufficient body of 8-10 sources of evidence utilized to support best clinical practice</b></p> <p>Appraises the evidence using the checklists at (slide): <a href="http://www.gla.ac.uk/departments/generalpractice/ca_check.htm">http://www.gla.ac.uk/departments/generalpractice/ca_check.htm</a> Attaches checklist to paper</p> <p>Appropriate use the Evidence Evaluation &amp; Evidence Synthesis Tables, brief summaries of articles</p>	<p><b>Sufficient body of 8-10 reliable and valid sources of evidence utilized to support best clinical practice</b></p> <p>Accurately appraises the evidence using the checklists at (lecture slide): <a href="http://www.gla.ac.uk/departments/generalpractice/ca_check.htm">http://www.gla.ac.uk/departments/generalpractice/ca_check.htm</a> Attaches checklist to paper</p> <p>Appropriate and accurate use of the Evidence Evaluation &amp; Evidence Synthesis Tables, concise summaries of articles help to correctly identify best practice</p>	
<p><b>Synthesizes research articles summarizing the evidence that supports best practice related to the problem selected</b></p>	<p><b>20</b></p>	<p><b>Inaccurate contrasts and comparisons of the evidence to existing clinical practice</b></p> <p><b>Incorrectly identifies and rationalizes implications for nursing practice</b></p> <p><b>Poorly summarized conclusion of scholarly paper. Identification of clinical practice, unable to incorporate relevant</b></p>	<p><b>Lacking logical contrasts and comparisons of the evidence to existing clinical practice</b></p> <p><b>Identifies implications for nursing practice</b></p> <p><b>Summary of scholarly paper is fair; conclusion lacks identification of clinical practice and incorporation of relevant</b></p>	<p><b>Contrasts and compares the evidence to existing clinical practice</b></p> <p><b>Identifies implications for nursing practice</b></p> <p><b>Summarizes scholarly paper with a conclusion identifying clinical practice and incorporates relevant data that supports whether or not</b></p>	<p><b>Clearly and accurately contrasts and compares the evidence to existing clinical practice</b></p> <p><b>Accurately identifies and rationalizes implications for nursing practice</b></p> <p><b>Summarizes scholarly paper with a clearly worded conclusion identifying clinical practice and incorporates relevant data that</b></p>	

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		<p><b>data that supports whether or not the clinical practice is consistent with the best practice identified in the evidence.</b></p> <p>Few elements addressed or illogical flow of ideas represented, repeats or quotes author's own words, misinterprets study results</p>	<p><b>data that supports whether or not the clinical practice is consistent with the best practice identified in the evidence.</b></p> <p>Many of elements addressed represented, logical flow not apparent, superficially interprets data or merely restates authors premise</p>	<p><b>the clinical practice is consistent with the best practice identified in the evidence.</b></p> <p>All elements addressed / represented in a logical flow of ideas, identifies relevant findings, alternate views, explanations in concise writing style using research terminology</p>	<p><b>supports whether or not the clinical practice is consistent with the best practice identified in the evidence.</b></p> <p>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>	
<p>Articulates with logical progression of thoughts, clarity, APA usage</p>	8	<p>Writing style does not flow well or illogical thought progression, or inappropriate use of research terms, unclear and many APA errors are found; or references are within the past 5 years</p>	<p>Writing style flows well with logical thought progression, Occasional inappropriate use of research terms, or unclear statement and occasional APA errors are found; references are within the past 5 years</p>	<p>Writing style flows well with logical thought progression, appropriate use of research terms, clear and rare APA errors are found; references are within the past 5 years; grammatical errors</p>	<p>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, grammar is appropriate within APA context</p>	

**Comments:**

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**NSG 470: EBP Project Grading Rubric**

**Phase II: Scholarly Paper Title:  
Team Members:**

Learning Outcomes	Total Points Possible	Initial	Emerging	Developing	Highly Developed	Student Score
Implements strategy to change clinical practice to evidence based practice	14	<p>Significance of project is weak and not convincing of a need to change 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 practice are vague or illogical. Change theory not utilized to support change</p>	<p>Significant facts to change practice are emerging, slight support from reader to support change in practice</p> <p>Baseline practice is discussed but lacking depth and little mention of staff queries</p> <p>Inaccurate organizational stakeholders listed</p> <p>SWOT analysis (strength, weakness, opportunity, threat) is present, missing significance of analysis</p> <p>Cost benefit assessment lacks detail and significance to project initiation</p> <p>Protocol outlining the steps involved in the change in practice are weak, reflects lack of knowledge of Change theory</p>	<p>Significance of project is present, adequately discusses need for change in clinical practice</p> <p>Baseline practice is accurately discussed with mention of staff queries</p> <p>Organizational stakeholders discussed with minimal mention of impact each stakeholder has on practice change</p> <p>SWOT analysis (strength, weakness, opportunity, threat) present, unpersuasive analysis</p> <p>Cost benefit is present, details accurate</p> <p>Protocol outlining the steps involved in the change in practice are stated. Change theory is present and correctly utilized to support change strategy</p>	<p>Discussion of the significance of project is compelling and encourages reader to support new practice</p> <p>Baseline practice is clear and accurately discussed with in depth results of staff queries</p> <p>Clear/thorough discussion of organizational stakeholders and impact each stakeholder has on progression of clinical change</p> <p>SWOT analysis (strength, weakness, opportunity, threat) of project 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>Protocol outlining the steps involved in the change in practice are creative, detailed and</p>	

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		<b>Proposed timeline missing</b>	<b>Proposed timeline is unrealistic</b>	<b>Proposed timeline is realistic</b>	<b>clearly stated. Change theory is present and correctly utilized to support change strategy Proposed timeline is creative and realistic</b>	
<b>Articulates with logical progression of thoughts, clarity, APA usage</b>	<b>6</b>	<b>Writing style does not flow well or illogical thought progression, or inappropriate use of research terms, unclear and many APA errors are found</b>	<b>Writing style flows well with logical thought progression, Occasional inappropriate use of research terms, or unclear statement and occasional APA errors are found</b>	<b>Writing style flows well with logical thought progression, appropriate use of research terms, clear and rare APA errors are found; grammatical errors</b>	<b>Writing style flows well with logical thought progression, appropriate use of research terms, clear, rare APA errors are found; grammar is appropriate within APA context</b>	

**COMMENTS:**



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**NSG 470: EBP Project Grading Rubric**

**Phase IIIA: Group Poster and Power Point/Lecture Presentation**

**Team Members:**

<b>Learning Outcomes</b>	<b>Total points possible</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Student score</b>
Presents effectively and appropriately with audience to positively affect student outcomes	4	Greetings are inappropriate  Use of evidence is minimal, absent or does not support main points	Greetings are appropriate Includes opening, main points, transitions, and conclusion.  Evidence is used to support main points	Greetings are appropriate Creative opening/conclusion and distinct main points. Excellent use of evidence to support main points	
Communicates (verbally, non-verbally) appropriately and facilitates an environment of learning	4	Eye contact was infrequently made Rate was too fast or too slow Volume could use improvement. More variance in pitch needed. Attire was not professional and/or appearance was very distracting. Language was informal, unprofessional, biased, vague and/or too simplistic. Does not formulate 3-4 questions to engage audience and facilitate learning Answers to questions are attempted, not answered/handled appropriately and/or reflected lack of knowledge Did not keep within 5 minute time limit	Eye contact was made Rate was often understandable, pitch was often varied. Often easily heard Professional attire was worn but with minimal distractions Language was professional but was informal, biased, vague and/or too simplistic Formulates 1-2 questions for audience to facilitate learning Most questions answered/handled appropriately and in a knowledgeable manner Did not keep within 5 minute time limit	Eye contact was engaging Rate was understandable, pitch was varied and presentation was easily heard Professional attire (per syllabus) was worn and non-distracting Language was professional and formal without bias, ambiguity or too much simplicity Formulates 3-4, well thought out questions for audience to facilitate and enhance student learning All questions answered/handled in an expert manner Kept within 5 minute time limit	
Utilizes PowerPoint and handouts for presentation to engage learners of a variety of learning styles	4	Handout was difficult to read/interpret. Repetitive or major mistakes in grammar, such as spelling, vocabulary and/or punctuation are made	Handout was easy to read/interpret Grammar and vocabulary usage are acceptable, although there are minimal/minor spelling, vocabulary or punctuation errors.	Handout was easy to read/interpret, creative Grammar, spelling and punctuation were flawless. The selection of vocabulary is rich, providing vivid descriptions.	

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		<b>Use of PowerPoint is somewhat incomplete, unprofessional</b>	<b>Use of PowerPoint was complete, professional</b>	<b>Use of PowerPoint effectively outlined presentation, incorporated complimentary, professional graphics</b>	
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**Comments:**

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**NSG 470: EBP Project Grading Rubric**

**Phase IIIB Scholarly Day Group Poster Presentation**

**Team Members:**

<b>Learning Outcomes</b>	<b>Total points possible</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Student score</b>
<b>Communicates (verbally, non-verbally) appropriately and facilitates an environment of learning</b>	4	<p>Greetings are inappropriate</p> <p>Eye contact was infrequently made</p> <p>Rate was too fast or too slow Volume could use improvement. More variance in pitch needed. Attire was not professional and/or appearance was very distracting. Language was informal, unprofessional, biased, vague and/or too simplistic. Answers to questions are attempted, not answered appropriately and/or reflected lack of knowledge.</p>	<p>Greetings are appropriate, includes opening, main points, transitions, and conclusion.</p> <p>Eye contact was made</p> <p>Rate was often understandable, pitch was often varied. Often easily heard Professional attire was worn but with minimal distractions Language was professional but was informal, biased, vague and/or too simplistic Most questions answered/handled appropriately and in a knowledgeable manner</p>	<p>Greetings are appropriate. Creative opening/conclusion and distinct main points.</p> <p>Eye contact was engaging</p> <p>Rate was understandable, pitch was varied and presentation was easily heard Professional attire (per syllabus) was worn and non-distracting Language was professional and formal without bias, ambiguity or too much simplicity All questions answered/handled in an expert manner reflecting knowledge of material presented</p>	
<b>Constructs poster to disseminate information gathered from Evidenced Based Practice project</b>	8	<p>Incorrect use of poster template found on slide 71 of EBP lecture</p> <p>Language was informal, unprofessional, biased, vague and/or too simplistic.</p> <p>Construction of poster was unprofessional, design distracted from content Too much information made poster look crowded and unreadable</p>	<p>Use of poster template found on slide 71 of EBP lecture</p> <p>Language was professional but was informal, biased, vague and/or too simplistic</p> <p>Construction of poster was professional Adequate information presented was readable with no distractions</p>	<p>Accurate use of poster template on slide 71 of EBP lecture</p> <p>Language was professional and formal without bias, ambiguity or too much simplicity</p> <p>Creative construction of poster with effort to present main points of project. Sufficient information was presented to draw in audience and enhance learning Poster was aesthetic and worthy of the nursing profession</p>	

**Comments:**

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**Learning Activity #9:**

**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.

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)		
<b>TOTAL:</b>		/30

**Learning Activity #10: 15 points**

**GROUP PRESENTATIONS: Power Point Presentation/Scripts. Topics: Patient Value Based (HCAPS), ICAHO (and Patient Safety Goals), Magnet Designation, Affordable Care Act, Nurse Practice Act, Professional Certifications and Organizations**

Purpose: Students are assigned groups to further investigate current leadership topics in nursing. This exercise will enhance team building and further student understanding of current relevant healthcare topics/current issues. Please submit 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	Introduction and greeting are culturally insensitive or inappropriate  Opening/conclusion needs improvement  Use of evidence is minimal  Does not participate or contribute to group work on quizzes, discussions and activities	Introduction and greeting are culturally appropriate  Opening/conclusion satisfactory  Evidence is used to support main points  Involved in group participation in quizzes, discussions, and activities	Introduction and greeting are culturally appropriate  Creative opening/conclusion with distinct main points  Excellent use of evidence to support main points  Leads group in participation in quizzes, discussions and activities
Implements Discussion of Chosen Topic	Significance of topic is weak and not convincing of a need to change current policy/practice  Baseline practice is inaccurately discussed  No mention of organizational stakeholders	Significance of topic is present, adequately discusses need for change in clinical practice  Historical baseline practice is accurately discussed with mention of evolution of the topic  Organizational stakeholders discussed with minimal mention of impact each stakeholder has on topic's implementation	Discussion of the significance of topic is compelling and encourages audience to understand how topic influences/supports current  Historical baseline practice is clearly described and accurately discussed with in depth results of staff queries  Clear/thorough discussion of organizational stakeholders and impact the topic has on the key stakeholders and the progression of clinical practice

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	<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>SWOT analysis (strength, weakness, opportunity, threat) present, unpersuasive 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>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>
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 #11: 10 points**

**WRITTEN RESPONSE TO SCHOOL OF NURSING MEETING, 10 points**

Purpose: To expose the student to committee structure, group dynamics, decision making and policy making.

Criteria	Earned Points	Possible Points
Type a 1-2 page response paper to: a. curriculum issue (or) b. policy issue (State/identify policy or curriculum issue)		3
Include positive and negative impacts on individuals and student group and provide rationale for your comments.		3
Identify a concept or theory from lectures demonstrated in the meeting.		3

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Clarity of thought and correct grammar/ spelling/APA (6 <sup>th</sup> ed.) format/Cover page/Running head/Page numbers/Paragraph Headings.		1
Points deducted for late submission (10% subtracted every day after due date)		
<b>TOTAL:</b>		/10

**LEARNING ACTIVITY #12: Tell the Story Revisited Video Tapes. No points for NSG 470. Defer to NSG 480 Course Syllabus**

Purpose: Similar to the Tell the Story assignment from NSG 150, this assignment now asks you to Tell Your Story as you move to professional nursing practice. The student will produce a 2 minute video that will include: an introduction of self, areas for growth, why you choose nursing as your vocation and a specific culminating question (see below) assigned. This video should capture the essence of who you are, why you want to be a nurse and how you will make a difference. A group of student videos will be shown in class which will include invited nurses from the community who will provide critique. After the videos are viewed, the panel of students will be led through a dialogue/discussion by nurses from the community and leadership faculty. The leadership course faculty will share their overall impressions, ideas, and thoughts on the videos viewed specifically regarding leadership concepts as presented in the given culminating question. On these days, students should be prepared to respond to any of the 5 leadership theory culminating questions from the course content:

- Group 1  
Describe a time when you did not agree with a “leader” and what did you do.
- Group 2  
Describe a rule you would break, and why.
- Group 3  
Describe a time when you had “conflict” and what did you learn.
- Group 4  
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).
- Group 5  
Describe how you have applied the ANA Code of Ethics to your nursing practice.

**Learning Activity #13: CLASSROOM 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.

Competencies/Outcomes	Initial 3 point	Emerging 5 points	Developed 7 points
Communicates in classroom and facilitates an environment of student learning & Displays leadership behaviors and asks appropriate questions when meeting with professor outside of class	Occasional participation in classroom discussion	Satisfactory participation in classroom discussion, adds experiences and opinions to discussion topics	Exemplary participation in classroom discussion, adds creativity and depth to discussion topics
Adheres to professional standards of practice	2 unexcused absences	1 unexcused absence	Attends 100% of classes
Demonstrates understanding of data collection		75-89% of IDEA evaluation participation	CLASS completes 90-100% participation of IDEA evaluation at end of semester

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LEADING FAITHFULLY – THEORY  
NSG 470  
September 1, 2015  
TOPIC: COURSE INTRODUCTION

Student Learning Outcomes: Upon completion of this class, using assigned readings, classroom discussion and activities, the student will be able to:

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

RELATED PREPARATION PRE-CLASS STUDENT ACTIVITIES (i.e. readings, videos, etc.): Bring syllabus and planners.

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

NSG 470  
MODULE 1, VALUE: Leading Faithfully  
September 2 & 14, October 21, 2015  
TOPIC: Leadership & Management

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.):

1. Book Readings: Chapters 2 and 3, Marquis & Huston
2. Review course leadership slides
3. ATI Nursing Leadership & Management: Chapter 1- Section on Leadership and Management
4. Start reading Grace-full Leadership
5. Review TED Talks on Leadership

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT
2. tRAT
3. Mini Lecture
4. 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

**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.

- Provides graceful service through compassionate responses to others’ needs
- Demonstrates the principles of a servant leader as a reflection of Christ’s love
- Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner



POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470  
September 14 & 16, 2015  
MODULE 2, VALUE: Inquiring Faithfully  
TOPIC: Evidence Based Practice

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

- Critique Evidence Based Practice (EBP) Projects
- Debate the importance of EBP
- Prioritize the steps of EBP
- Discern the elements of PICO question and 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.):

1. Book Readings: Chapter 8, Marquis & Huston
2. Review course EBP slides
3. Article Readings:  
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.

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT
2. tRAT
3. Mini Lecture
4. Case Study

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

**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.

- Initiates dialogue regarding current practice to improve healthcare
- Demonstrates the use of evidence-based practices as an advocate for self and others
- Promotes positive client outcomes using evidence-based data

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470  
September 21, 2015  
MODULE 3, VALUE: Communicating Faithfully  
TOPIC: Communication and 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
- Choose appropriate communication modes for specific situations and messages
- Differentiate among assertive, passive, aggressive, and passive-aggressive communication
- Write in a clear and concise manner using appropriate language for the receiver of the message
- Create guidelines for active listening
- Recognize the need for confidentiality in sensitive interpersonal, group, or organizational communication
- 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.):

1. Book Readings: Chapter 19, Marquis & Huston
2. Review course communication slides
3. ATI Nursing Leadership & Management: Chapter 2- Section on Collaboration with the Interprofessional Team
4. Watch video [www.youtube.com/watch?v=eZUj0ZKWeoY&feature=youtu.be](http://www.youtube.com/watch?v=eZUj0ZKWeoY&feature=youtu.be)

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT
2. tRAT
3. Mini Lecture

RELATED APPLICATION ACTIVITIES:

4. In-Class Application Activity: Case Study

**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.

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes.
- Advocates for patients/families and self

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470  
September 23, 2015  
MODULE 2, VALUE: Inquiring Faithfully  
TOPIC: Leading Change/Change Theory

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.):

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

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT
2. tRAT
1. Mini Lecture

RELATED APPLICATION ACTIVITIES:

4. In-Class Application Activity: Case Study

**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.

- Initiates dialogue regarding current practice to improve healthcare
- Demonstrates the use of evidence-based practices as an advocate for self and others
- Promotes positive client outcomes using evidence-based data

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470  
September 30, October 5 & 12, 2015  
MODULE 3, VALUE: Communicating Faithfully  
TOPIC: Career Development and Resume Tips

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

**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.

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes.
- Advocates for patients/families and self

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470

October 12 & 19, 2015

MODULE 3, VALUE: Communicating Faithfully

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 course legal slides

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT
2. tRAT
3. Mini Lecture
4. 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).
5. Describe how you have applied the ANA Code of Ethics to your nursing practice.

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

**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.

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes.
- Advocates for patients/families and self

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470  
October 19 & 21, 2015  
MODULE 3, VALUE: Communicating Faithfully  
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
2. tRAT
4. Mini Lecture
5. Role Play
6. Describe a time when you had “conflict” and what did you learn.

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

**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.

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes.
- Advocates for patients/families and self

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470

October 26 & 28, 2015

MODULE 3, VALUE: Communicating Faithfully

Topic: Coordinating Patient 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:

- 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
- complete a time inventory to increase self-awareness regarding personal priority setting and time management
- Describe common barriers to effective time management
- 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 effects of cultural diversity in patient outcomes and managing healthcare staff

RELATED PREPARATION PRE\_CLASS STUDENT ACTIVITIES (i.e. readings, videos, etc.):

1. Book Readings: Chapters 9 & 19 & 20, Marquis & Huston
2. ATI Nursing Leadership & Management: Chapter 1 (Assigning, Delegating & Supervising Section)
3. Review course delegation and time management slides

RELATED INCLASS STUDENT ACTIVITIES:

1. iRAT
2. tRAT
3. Mini Lecture

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity

**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.

- Engages in active listening to promote therapeutic relationships
- Demonstrates effective verbal and nonverbal communication skills to provide patient care
- Dialogs with members of the healthcare team, including the patient, to facilitate positive patient outcomes.
- Advocates for patients/families and self

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470

November 2 & 4, 2015

MODULE 3, VALUE: Communicating Faithfully

TOPIC: Problem Solving and Decision Making

MODULE 4, VALUE: Following Faithfully

TOPIC: Managing Personal & Personnel & Organizational Resources

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

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



POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

RELATED APPLICATION ACTIVITIES:

1. In-Class Application Activity: Case Study

**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.

- Engages in a professional practice environment that promotes nursing excellence
- Discerns patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
- Avails self of learning opportunities to cultivate the life-long learning process

POINT LOMA NAZARENE UNIVERSITY  
School of Nursing

LEADING FAITHFULLY – THEORY  
NSG 470

November 9, 11 & 15, 2015

MODULE 4, VALUE: Following Faithfully

MODULE 5, VALUE: Caring Faithfully

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
- 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

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

**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.

- Engages in a professional practice environment that promotes nursing excellence
- Discerns patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse
- Avails self of learning opportunities to cultivate the life-long learning process

**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.

- Demonstrates compassionate care to all people while mirroring Christ's love for all.
- Partners with the community to establish a trusting relationship
- Demonstrates ethics and values consistent with the practice of professional nursing.