

PLNU *forward*



## Spring 2017

<b>Meeting days:</b> Wednesday	<b>Instructor name, rank, credentials:</b> Christine Sloan, PhD, RN, CNS, CPN Associate Professor
<b>Meeting times:</b> 11:55 – 12:50 or as indicated on Course Calendar (time shared somewhat with NSG470)	<b>Phone:</b> Cell: 619-518-2255 (call first, OK to text if you let me know who you are!) Office: 619-849-2235 (call last, I never answer!)
<b>Meeting location:</b> LSCC, Room 202	<b>E-mail:</b> <a href="mailto:christinesloan@pointloma.edu">christinesloan@pointloma.edu</a>
<b>Placement:</b> Senior Year	<b>Office location and hours:</b> M- W-Th by appointment, out of office on Tuesday & Fridays
<b>Final Exam:</b> N/A	<b>Additional info:</b> See above regarding scheduling of appointments

### PLNU Mission

#### To Teach ~ To Shape ~ To Send

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

## SON Vision Statement

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

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

## SON Mission Statement

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

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

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

**Faculty reserves the right to make necessary schedule changes to the 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 eClass announcement section, with accompanying email notification, in a timely manner.

## COURSE DESCRIPTION

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Analysis and synthesis of transitional concepts, topics, and issues for students assuming a professional nursing role.

Prerequisite(s): Senior standing in Nursing program.

Corequisite(s): [NSG 481](#) and [NSG 470](#)

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

## PROGRAM VALUES & COURSE LEARNING OUTCOMES

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Upon completion of NSG 480, 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><li>• Provides holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community</li><li>• Engages in self-care practices that facilitate optimal care of clients</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><li>• Implements patient care while honoring the diversity of patients, families and communities</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>• Provides 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>

**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

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

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

- StrengthsQuest Retake Assignment
- Unseen Environment – class discussion
- Working Toward Shalom – class discussion
- Creative Project Revisited
- Tell the Story Revisited/Community Panel Mock Interviews
- Transition to the RN Role – Guest Panel

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## **LEARNING STRATEGIES**

Discussion/Seminar, Creative project, Reflection, Interviews with Community Members, Self-Video

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## **ATTENDANCE AND PARTICIPATION**

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.

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## **INCOMPLETE AND LATE ASSIGNMENTS**

All assignments are to be submitted as specified by faculty, including assignments posted in Canvas. Life happens. If it does, please communicate with me early and often!! You must be proactive. Assignments that are turned in late without prior communication OR approval from faculty will have a full 10% deducted from the possible point total for each day (0-24 hours) late. All assignments are to be submitted as specified by faculty (via email or paper copy), including assignments completed in Eclass. Assignments turned in without a name will not be graded.

## ACADEMIC DISHONESTY

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.

### School of Nursing Professional Standards

Students are required to adhere to professional standards while students at PLNU. The School of Nursing has developed these standards to provide clarification of expected professional behaviors.

- *Present yourself professionally in all interactions with all persons.*
- *Behave in an honest and ethical manner*
- *Utilize respectful communication*
- *Be proactive rather than reactive*
- *Be accountable for your behavior and actions*
- *Be prepared and punctual*

## ADDITIONAL GUIDELINES

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**Use of Technology:** Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of laptops, cell phones and other electronic devices in the classroom is at the discretion of the professor. It is considered unprofessional and discourteous to use any device during class time for reasons other than course related purposes. Cell phones should be kept on vibrate or silent during class time unless arrangements have previously been made with the professor.

**Social Media:** Social networking sites are a great way to connect with many others. All students are advised to employ professional standards on these sites; stay positive, never criticize, condemn or complain. A general rule to follow: if what you have posted does not enhance your professional image then it probably needs to be excluded from posting! Hospitals/employers do look at Facebook!

**Academic Honesty:** Plagiarism or cheating in any nursing or non-nursing 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, as well as possible dismissal from the program.

## ACADEMIC ACCOMMODATIONS

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While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the

Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

## **FERPA POLICY**

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

## **EXAMINATION POLICY**

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

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

## **USE OF TECHNOLOGY**

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

## **SCHOOL OF NURSING – 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, regardless of grade, 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.
- 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**

### **METHODS OF ASSESSMENT & EVALUATION**

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Exams: None!! (1 little quiz).

Assignments: See Method of Evaluation below.

Professional Dress Day Guidelines (see calendar):

- 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.

PLNU email will be used for official class communication and students are expected to check messages each weekday with exception to holidays. NSG 480 syllabus, assignments, grades and announcements will be made through Canvas. This site needs to be checked regularly.

	Date Completed	Method of Evaluation	Possible points	Earned points
Assignments		Syllabus Review & Quiz	5	
		StrengthsQuest Retake/Assign	10	
		Tell the Story Revisited	30	
		Creative Project Revisited	25	
Guided Reflective Journals,		Journal: Humility	20	
		Journal: Courage	20	
		Journal: Discernment	20	
		Journal: Forgiveness	20	
		Journal: Your Choice	20	
		Journal: Your Choice	20	
<b>Total Points Possible for Course</b>			<b>180 points</b>	

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## REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES

Same as NSG 470 & NSG 481:

Shelly, J.A. & Miller, A.B. (2006). *Called to care* (2<sup>nd</sup> Ed). Illinois; IVP Academic. **(Text from NSG 150!!)**

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## PORTFOLIO REQUIREMENT

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®.

- Guided Reflective Assignments: Humility, Courage, Discernment, Forgiveness
- StrengthsQuest® Then & Now Assignment
- Tell the Story Revisited
- Creative Project Revisited

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

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## LEADERSHIP REQUIREMENT

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

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## **REQUIRED LEARNING ACTIVITIES**

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Syllabus Review Quiz.....	5 points
StrengthsQuest Assignment.....	10 points
Guided Reflective Journals (6 @ 20 points each .....	120 points
Tell the Story Revisited.....	30 points
Creative Project Revisited.....	24 points

## **LEARNING ACTIVITY #1: Guided Reflective Assignment (120 points)**

### **Purpose:**

Maintain a guided reflective assignment of weekly clinical activities, personal evaluation, and lessons learned in clinical experiences of NSG481. Please journal about a significant clinical situation or critical incident that you experience during the clinical shift. Address each of the sections listed in the rubric – use these sections as headers to assist the reader in identifying key content. The bulleted prompts are there to guide you through each section of your journal paper. All HIPAA requirements must be upheld; therefore, pseudonyms must be used when referring to patients, family members, staff members, faculty, students, etc. **There are 6 required journals, 20 points each. The journals should focus these required themes:**

- Humility
- Courage
- Discernment
- Forgiveness
- (2) Your Choice (i.e., Any of the above topics or a new one such as: Customer Service, Leadership & Management Theories, Change Theories, Communication Issues, Time Management/Prioritization/Organization, Handling of Adversity, Coordination of Care, etc.)

**DUE:** The Guided Reflective Assignments are due **7 days following the beginning of the clinical shift** by 1700 via NSG 481 eClass.

### **NOTE:**

- Your clinical instructor will determine whether or not an assignment is late based on the information YOU provide about the dates of your clinical shifts. Dates will be communicated using the preferred method determined by your clinical instructor.
- There are no journals required for the 1<sup>st</sup> two clinical shifts or the last 2 clinical shifts of the semester. This allows students time to complete required paperwork such as orientation and evaluation.

**Learning Activity: Guided Reflective Assignments (from NSG481 clinical) Rubric**

Criteria for Guided Reflective Assignments	Possible Points	Earned Points
<p><b>Cover Page:</b> Student Name, Journal Number, Journal Theme, Date of Clinical Experience, Preceptor Name, DUE Date for Journal (7 days after the beginning of the start of the Clinical Experience)</p>	1	
<p><b>Description of the Clinical Context, Clinical Experiences &amp; Identification of Journal Theme: Describe the following:</b></p> <p><b><u>Clinical Context</u></b></p> <ul style="list-style-type: none"> <li>• What clinical day/night is this?</li> <li>• What theme will you address in this journal?</li> <li>• Describe the context of the unit (e.g. calm unit due to low census; short staff; post code blue, preceptor change etc)</li> </ul> <p><b><u>Clinical Experiences</u></b></p> <ul style="list-style-type: none"> <li>• Provide an overview of your patient assignment.</li> <li>• What happened on this clinical shift?</li> <li>• What specific actions took place during the event? (Your actions, others' actions, etc.)</li> <li>• Were there any specific or unique conditions related to the event?</li> </ul>	4	
<p><b>Personal Reactions &amp; Evaluation of the Situation: Description of what you were thinking and feeling. Use the following questions to guide your description, as applicable:</b></p> <ul style="list-style-type: none"> <li>• What were your <u>thoughts</u> during the event?</li> <li>• What were your <u>feelings</u> related to the event?</li> <li>• Were your <u>actions</u> the most appropriate for this particular incident? Why or why not?</li> <li>• What were the positive and negative aspects and <u>outcomes</u> of the incident?</li> <li>• Were there <u>aspects or influences that interfered</u> with doing a better job? What were they?</li> </ul>	5	
<p><b>Analysis of the Situation:</b></p> <ul style="list-style-type: none"> <li>• What personal clinical objectives did you meet today and how?</li> <li>• Incorporate/Integrate two text/ATI/journal theory/references into body of written clinical experience. Ensure references are course textbooks and pertinent topical research articles from peer reviewed journals.</li> </ul> <p><b>Additionally, you may use the following questions to guide deeper analysis, as applicable:</b></p> <ul style="list-style-type: none"> <li>• How can you make sense of what happened?</li> <li>• At the time of the event, what guided your actions?</li> <li>• What should you have used to guide your actions?</li> </ul>	6	

<ul style="list-style-type: none"> <li>• How did you use your knowledge in this situation? Did you possess the knowledge and skill level needed for the event?</li> <li>• What did you learn that surprises you?</li> </ul>		
<p><b>Conclusion. Identify your lessons learned, how you will incorporate what you have learned today into your nursing practice. Use the following questions to guide your conclusion, as applicable:</b></p> <ul style="list-style-type: none"> <li>• What did you learn as a result of this event? What were your lessons learned today?</li> <li>• Do you need to modify your beliefs, assumptions, and attitudes? If this event were to occur again, how will you act similarly/differently?</li> <li>• How has this situation influenced your practice?</li> </ul>	<b>3</b>	
<p><b>Professional writing:</b></p> <ul style="list-style-type: none"> <li>• Correct grammar/spelling</li> <li>• APA (6<sup>th</sup> edition) format: Title page, page numbers, running head, headers, citations, references</li> <li>• Clearly understood.</li> </ul>	<b>1</b>	
<p><b>Total:</b> Two points will be deducted per day for late journals. DUE: The Guided Reflective Assignments are due 7 days following the beginning of the clinical shift by 1700 via NSG 481 eClass.</p>	<b>20</b>	

**LEARNING ACTIVITY:** Creative Project Re-visited

25 points possible

**Purpose:** To reflect and apply the Creative Project completed in NSG 150 to the vocation of nursing. Students will “revisit” their purpose and choice of the creative project completed during pre-nursing to reflect on how this project influenced or shaped their ideas for professional nursing practice.

How has the creative project changed? Moving towards transition to professional nursing practice, what does this creative project look like now as you consider the vocation of nursing?

The presentation will occur in a “speed-dating” type format. Students will have 3 minutes to present their project to their peers and will be evaluated by peers and faculty.

Presentation date per course calendar. Post evidence to LiveText by due date assigned.

For points on rubric where “Initial” criteria not met, 0 points will be given for that criterion.

Student Learning Outcomes: Upon completion of this assignment, the student will be able to:	Initial 2 Points	Emerging 3 Points	Developed 5 points	Highly Developed 6 points
1. Modify the creative project completed in NSG 150 to demonstrate personal transformation to vocation of nursing PLNU- SON-Communicating Following Leading Course-Communicating 2,3,4 Following 1,3 Leading 2 Essentials-	NO points will be earned . . . No response to question(s) or lack of basic content and discussion Submitted beyond due date/time		Basic written description of creative project <ul style="list-style-type: none"> <li>• then (NSG 150)</li> <li>• now (NSG 480)</li> <li>• reflection of the project transformation</li> <li>• How has it influenced your nursing vocation?</li> </ul> uploaded evidence of creative project to Canvas and Livetext <b>prior to 2230 on the Monday, Nov 17<sup>th</sup></b> , before presentation date	Thoughtful written description of creative project to include: <ul style="list-style-type: none"> <li>• then (NSG 150)</li> <li>• now (NSG 480)</li> <li>• reflection of the project transformation</li> <li>• How has it influenced your nursing vocation?</li> <li>• Uploaded evidence of creative project to Canvas and <b>Livetext by 11:59pm by the following Wednesday after the presentation date</b></li> </ul>
2. Presents in a professional manner using verbal and non-verbal communication	Includes ≤ 6 of the 9 criteria listed under <b>highly developed</b>	Includes 7 of the 9 criteria listed under <b>highly developed</b>	Includes 8 of the 9 criteria listed under <b>highly developed</b>	Includes (n=9): <ul style="list-style-type: none"> <li>- Arrives in a timely manner</li> <li>- introduction of self</li> <li>-speech clear and non-rushed</li> </ul>

<p>PLNU- SON-Communicating Following Leading Course-Communicating 2,3,4 Following 1,2 Leading 1,2,3 Essentials</p>				<p>-professional attire -professional setting/ environment -professional verbiage -avoids “um”, “like”, and/or speech fillers - eye contact engaging -stays within the 3 minute time frame</p>
<p>3. Dresses in a professional manner</p> <p>PLNU- SON-Caring Communicating Following Leading Course-Caring 1,2,3 Communicating 2,4 Following 1,2,3 Leading 1,2 Essentials</p>	<p>NO points will be earned . . . Response to question(s) lacked basic content and discussion</p>		<p>Professional attire was worn and included 7-8 of 9</p>	<p>Professional attire was worn and included: -Clean, wrinkle-free and loose-fitting clothing - Closed-toe shoes and socks/hose, no flip-flops or sandals - Shirts do not expose cleavage, chest or midriff - Skirt length is no more than 2 inches above the knee -Slacks/pants are non-denim - Undergarments are not visible - Conservative jewelry is worn. Only one pair of stud earrings to the ear lobe - Hair is unadventurous, styled and neat - No visible tattoos</p>
<p>4.Participates in peer evaluation</p> <p>PLNU - Serving SON- Communicating Course- Com1 Essentials-14</p>				<p>Provides well-thought out, constructive written feedback to four (4) assigned peer presenters including</p> <ul style="list-style-type: none"> <li>• 2 areas of strength</li> <li>• 2 areas for growth</li> </ul>
<p><b>Subtotal</b></p>				
<b>Total Points for Project:</b>				

**LEARNING ACTIVITY:** Tell the Story Revisited – Video & Mock Interview

**Due Date:** The **Friday prior to your assigned class date**. Upload functional video link to Canvas by 2300pm.

<b>Video Due Date</b>	<b>Mock Interview Date</b>
Group 1: February 17	Group 1: February 22
Group 2: February 24	Group 2: March 1

**Points Possible:** 30 points

**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 your mission as a person and as a nurse. This video should capture the essence of who you are, why you want to be a nurse and how you will make a difference. Vocation is much more than a job or a career. Vocation is a calling, commitment, a passion, and a motivation to make a difference in the lives of those in your trust.

Students will be placed into groups for the purpose of identifying a particular panel group of students to present on a particular date. Community members (nurses from the community) will be present to provide feedback and to pose some practice interview questions to the students. This is an invaluable opportunity to learn how to present yourself in public as well as to interview.

Class will be conducted as follows:

1. Students will upload a functional link to their video on Canvas the Friday prior to class (by 2300). Be sure the link works and that the volume on the video is loud enough that those watching can understand what you are saying. If you are posting it privately, be sure to ensure your viewers have permission! Do not email the video to Professor Sloan!
2. Students presenting will arrive on time to class and should come in professional dress (look like you are going to interview because you never know if someone from the Community Panel might truly be interested in hiring you!).
3. Students and community members will view your video's prior to the panel time.
5. The panel of students will be led through a dialogue/discussion by nurses from the community as well as Dr. Sloan and Dr. Almonte. The nurses will share their overall impressions, ideas, and thoughts.
6. This is a valuable time of dialogue. Students who are on the panel should come prepared with at least 3 questions to ask their community members. These questions should be submitted on Canvas the Monday prior to class (by 2300).
7. Time will be given to allow panel members as well as fellow peers in the audience to ask questions of community members and to discuss questions one-one-one at the end of class.
8. The grading rubric provided in Canvas should be used as a guide for creating the contents of the video as this is what students will be graded on.





## Wednesday, January 18, 2018

TOPIC: "Working Towards Shalom"

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

1. Incorporate ethics and values as essential to providing care and compassion to all people.
2. Verbalize the importance of following rules and guidelines established by regulatory agencies as critical to quality and safety in clinical practice.
3. Articulate how holistic care is the highlight of professional nursing practice.

**Preparation:**

**Text:** Shelly & Miller, Chapter 10, "Working Towards Shalom"

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## Wednesday, February 1, 2017

TOPIC: Course Introduction  
StrengthsQuest Retake

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

1. Identify your current top 5 strengths by retaking StrengthsQuest.
2. Identify how your strengths have or have not changed since you initially took the assessment.
3. Analyze your strengths as they apply to your career choice.
4. Analyze how SQ results can be applied to everyday life and career.
5. Write a draft mission statement.

**Preparation:** You will receive an email with a StrengthsQuest retake code and instructions on how to accomplish the retake. Complete the entire StrengthsQuest Assignment in Canvas by Wednesday, January 25, 2017.

## Wednesday, February 8

TOPIC: Creative Project Revisited

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

1. Reflect upon the changes in their own vision and understanding of nursing as a profession.
2. Explore how understanding of SON Program Values (Faithfully's) have changed.
3. Create a project (or re-design the old project) that assists you in reflecting upon how your vision of nursing and your call (if you have one) have evolved during your time in the program.
4. Present your project to your peers and participate in meaningful peer review process.
5. Evidence of this project will be uploaded into LiveText.

**See Required Learning Activity:** Creative Project Revisited for specific directions/grading rubric.

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## February 22 and March 1

TOPIC: *Tell the Story (Video & Mock Interviews)*

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

1. Reflect on perceptions while in NSG 150/250 regarding the vocation of nursing
2. Describe learned realities regarding the vocation of nursing to this point.
3. Share your personal/professional mission.
4. Use verbal and nonverbal information to *Tell The Story*
5. Respond to questions from community members in a professional manner.
6. Upload evidence of this project/revisited project to LiveText

**See Required Learning Activity:** Tell the Story Revisited for specific directions/grading rubric.

## Wednesday, March 15

TOPIC: The Unseen Environment

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

1. Articulate how verbal and non-verbal communication skills are essential to providing quality patient care.
2. Describe how advocacy is crucial for professional nursing practice.
3. Articulate the awareness of the *unseen environment* on the holistic nursing care.
4. Reflect upon how self-care practices affect care of the client/patient.

**Preparation:** Shelly & Miller, Chapter 8, "The Unseen Environment"

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## April 12

TOPIC: Transition to the RN Role/Capstone Culmination

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

1. Articulate how the course informed the student's perception of themselves and their readiness for a nursing career.
2. Discuss the need for Sabbath Rest and identify specific methods of self-care that lead to healthy work life balance.
3. Analyze the distinctives of a Christian nurse.

**Preparation:** Shelly & Miller: Page 245 – 260.