



**School of Nursing**  
**NSG 4080 – Nursing Capstone**  
**1 unit**

<b>Meeting days:</b> Mondays & Wednesdays as noted on calendar	<b>Instructor name, rank, credentials:</b> Christine Sloan, PhD, RN, CNS, CPN
<b>Meeting times:</b> 11:55 – 12:50 or as indicated on Course Calendar (time is shared somewhat with NSG470)	<b>Phone:</b> Office: 619-849-2235 (I don't answer my office phone – use my cell which is 619-518-2255), text is OK!
<b>Meeting location:</b> LSCC, Room 207	<b>E-mail:</b> christinesloan@pointloma.edu
<b>Placement:</b> Senior Year	<b>Office location and hours:</b> by appointment on M-W-F. Email or text me to set up a time!
<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 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 eClass announcement section, with accompanying email notification, in a timely manner.

## COURSE DESCRIPTION

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**Course Number:** NSG480

**Course Name:** Nursing Capstone

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 this program, students will be able to achieve

- Program Learning Outcomes (blue) –as this is a capstone course Program Learning Outcomes serve as Course Learning Outcomes.
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials)

**School of Nursing  
Program Values & PLOs**

**I. INQUIRING Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.**

- A. Initiate dialogue regarding current practice to improve healthcare  
BSN Essentials II, III, IV, VI, IX
- B. Demonstrate use of evidence-based practices as an advocate for self and others  
BSN Essentials III, IV, VI, IX
- C. Promotes positive client outcomes using evidence-based data  
BSN Essentials II, III, IV, VI, IX
- D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community  
BSN Essentials I, III, IV, VI, VII, VIII, IX
- E. Engage in self-care practices that facilitates optimal care of clients  
BSN Essentials I, V, VI, IX

**School of Nursing  
Program Values & PLOs**

**II. CARING Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.**

- A. Demonstrate compassionate care to all people while mirroring Christ's love for all  
BSN Essentials IV, VI, VII, IX
- B. Partner with the community to establish a trusting relationship  
BSN Essentials II, VI, VII, IX
- C. Demonstrate ethics and values consistent with the practice of professional nursing  
BSN Essentials V, VI, VII, VIII, IX

**School of Nursing  
Program Values & PLOs**

**III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.**

- A. Engage in active listening to promote therapeutic relationships  
BSN Essentials II, III, IV, VI, VII, IX
- B. Demonstrate effective verbal and nonverbal communication skills to provide patient care  
BSN Essentials II, III, IV, VI, VII, IX
- C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes  
BSN Essentials II, III, IV, VI, VII, IX
- D. Advocate for patients/families and self  
BSN Essentials V, VI, VII

- E. Implements patient care while revering the diversity of patients, families and Communities  
BSN Essentials II, III, V, VI, VII, IX

**School of Nursing  
Program Values & PLOs**

**IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.**

- A. Engage in a professional practice environment that promotes nursing excellence  
BSN Essentials I, III, IV, V, VI, VII, VIII, IX
- B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse  
BSN Essentials II, VI, VI, VII, VIII, IX
- C. Avail self of learning opportunities to initiate the life-long learning process  
BSN Essentials III, IV, V, VI, VII, VIII, IX

**School of Nursing  
Program Values & PLOs**

**V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.**

- A. Provide graceful service through compassionate response to others’ needs  
BSN Essentials II, IV, VI, VII, VIII, IX
- B. Demonstrate the principles of a servant leader as a reflection of Christ’s love  
BSN Essentials II, IV, V, VI, VII, VIII, IX
- C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.  
BSN Essentials II, IV, V, VI, VII, VIII, IX

**COURSE CREDIT HOUR INFORMATION**

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In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 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)**

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- StrengthsQuest Retake/Reflection
- Creative Project Revisited
- Tell the Story Revisited- Mock Interviews
- Clinical Debriefing

## **PLNU COPYRIGHT POLICY**

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

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## **PLNU ACADEMIC HONESTY POLICY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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

## **STATE AUTHORIZATION**

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State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer

to the map using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

## **INCOMPLETE AND LATE ASSIGNMENTS**

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All assignments must 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 Canvas. Assignments turned in without a name will not be graded.

## **School of Nursing Professional Standards**

### **PROFESSIONAL STANDARDS**

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

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

#### Additional guidelines

- Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.
- The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally, it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.
- Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.
- Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Associate Dean and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

## GRADING POLICIES

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- **Grading Scale** to be used for all exams and final course grades:
  - 93-100% = A
  - 90 - 92% = A-
  - 87 - 89% = B+
  - 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
- All assigned course work must be completed to receive a final course grade and progress in the program
- All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas* or completed in practicum
- \*In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all assignments. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a “C” (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of  $\geq$  C.
- A grade of at least a “C” in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of “Credit” in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.

## COURSE-SPECIFIC POLICIES

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- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student’s practice.
- All assignments must be submitted per instructions on the due date and time. Ten percent (10%) will be deducted from total earned points for each 24-hour period, including weekends and holidays. Day 1 starts on specified due date/time. In the event of unforeseen circumstances, it is the responsibility of the student to proactively communicate directly with course faculty.
- 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.

## **LEARNING STRATEGIES**

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Discussion/Seminar, Creative project, Reflection, interviews with Community Members, Self-video, StrengthsQuest retake, Professional meeting attendance, clinical journals

## **METHODS OF ASSESSMENT & EVALUATION**

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Exams:           None

Assignments: See Method of Evaluation below.

### ***Professional Dress Guidelines:***

- *Business/Interview appropriate*
- *Conservative suit, slacks, jacket, dress shirt/blouse, skirt (at or below the knee)*
- *Clean, wrinkle-free, good quality clothing (don't wear old khaki's)*
- *Well-fitting clothing*
- *Closed-toe shoes with heels of an appropriate height (no club shoes)*
- *No flip-flops, sandals or athletic shoes*
- *Shirts do not expose cleavage, chest or midriff*
- *Undergarments are not visible*
- *If worn, jewelry should be conservative*
- *Hair is unadventurous, styled neatly, off-the-collar and out of face*

Date Due	Methods of Evaluation	Turn-In	Possible points
1/27	StrengthsQuest Retake & Reflection (discuss 1/30 in class) <ul style="list-style-type: none"> <li>Take SQ before 1/24 at 11:59pm</li> <li>Discuss in class on 1/27</li> <li>Post SQ reflection on 1/31 by 11:59pm</li> </ul>	Canvas	25
2/5 2/12 2/19	Tell the Story Revisited – See SLO's for this assn for video upload due date! Groups 1 & 2 – 2/5 Groups 3 & 4 – 2/12 Groups 5 & 6 – 2/19	Livertext	30
4/15	Creative Project Revisited (MUST BE IN CLASS)	Livertext	25
TBD	Leadership Meeting Attendance & Reflection	Canvas	15
TBD	Journal: Humility	Livertext	30
TBD	Journal: Courage	Livertext	30
TBD	Journal: Discernment	Livertext	30
TBD	Journal: Forgiveness	Livertext	30
TBD	Journal: Free Choice Topic	Livertext	30
TBD	Journal: Free Choice Topic	Livertext	30
	Total Points for Course		275

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## REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES

None – articles as posted in Canvas

## ASSESSMENT OF LEARNING OUTCOMES

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

- *All 6 Reflective Journals*
- *Creative Project Revisited Reflection*
- *Tell the Story Video link (must be a working link)*

## LEADERSHIP REQUIREMENT

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Attendance of at least one approved leadership meeting is required on an annual basis for each student. See related Learning Activity.

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## **REQUIRED LEARNING ACTIVITIES**

Guided Reflective Journals (6)

Tell the Story Revisited

Creative Project Revisited

StrengthsQuest Retake Reflection

Professional Meeting Attendance Reflection

## **LEARNING ACTIVITY #1:**

### **Guided Reflective Journals (6 total)**

#### **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, worth 30 points each for a total of 180 points. The journals focus on these required themes:**

- Humility
- Courage
- Discernment
- Forgiveness
- Select two (2) of the following free choice topics: Leadership & Management Theories, Communication Issues, Time Management/Prioritization/Organization, or Conflict Management.

#### **Due Date:**

Turning in clinical journals in a timely manner is critical to your success in this clinical practicum. Failure to turn in a clinical journal by its due date will result in 10% deduction for each day (24-hour period) late.

Journals are due **7 days following the clinical shift (including the day/night of the shift) by 1700** and must be submitted via 1) Canvas, and 2) Livetext Assignment Submission, and 3) attached to Portfolio: Body of Work NSG480. Submissions missing from any one of these 3 locations will be considered late and will be graded accordingly.

The student will use the clinical visit calendar to indicate whether or not a journal will be submitted for that shift and if so, what journal it is (e.g. "Humility"). Your instructor will use this as a communication tool to determine when your journal is due. It is YOUR responsibility to keep this calendar up to date and to immediately notify your professor if there is a change or cancellation of your scheduled shift.

It is your responsibility to proactively communicate with your clinical faculty/instructor regarding the potential delay of any clinical assignment. Failure to communicate about missed assignments prior to the due date will negate any grading accommodation.

There is no journal submission required during the first 2 shifts – this provides you with an opportunity to acclimate to 12 hour shifts and gives you an opportunity to complete necessary orientation/evaluation paperwork. Beginning week 3, **at least** one journal is due for every 2 shifts worked. You may not delay initial journal submission past week 4. Given that you must complete

6 journals within a 10 shifts, there will be multiple consecutive weeks in which a journal is required.

Shifts	Assignment Due
1 & 2	Orientation items/initial evaluation – no journals necessary
3 & 4	At least 1 journal - may turn in one (1) or one per week (2)
5 & 6	At least 1 journal - may turn in one (1) or one per week (2)
7 & 8	At least 1 journal - may turn in one (1) or one per week (2)
9 & 10	At least 1 journal unless all submitted previously
11 & 12	At least 1 journal unless all submitted previously

**EXAMPLE Journal Completion Schedule:**

- Shift 1 - no journal submitted, orientation paperwork completed
- Shift 2 – no journal, initial evaluation completed
- Shift 3 – no journal
- Shift 4 – journal #1 submitted (AT LEAST ONE SUBMITTED BY THIS WEEK)
- Shift 5 – journal #2 submitted
- Shift 6 – no journal
- Shift 7 – journal #3 submitted
- Shift 8 – journal # 4
- Shift 9 – journal #5 submitted
- Shift 10 – no journal
- Shift 11 – no journal
- Shift 12 – journal #6 submitted

Please note, since there are **6** journals due, you could potentially have all journals completed by Week 7 if you completed a journal for Shift #3, 4, 5, 6 & 7. This is just an example. You may NOT turn in 2 journals for one shift.

**RESUBMISSIONS:**

Journals will be graded strictly per the rubric. Please pay careful and close attention to the elements required so that you obtain the score you desire. If you would like to resubmit the journal to try to obtain additional points – you must notify your clinical instructor of your intent to resubmit. You will be allowed to resubmit no more than 2 journals for re-grading if you do not achieve the score you hoped for. Resubmissions must be received within 7 days of the initial grade posting/feedback. The student will receive the average score of the original submission and the resubmission combined.

**EXAMPLE:** You achieve 20 on the first submission and 30 on the second submission. The average is 25 – this is your reported score for that journal. Late resubmissions will not be graded and the original submission grade will be recorded.

### Reflective Journal Grading Rubric

Student Learning Outcomes	Initial	Emerging	Developing	Highly Developed
<p>Description of the Clinical Context, Clinical Experience &amp; Identification of Journal Theme</p> <p><b>PLO 1-5</b></p> <p><b>BSN Essentials: II, IV, VI, VIII, IX</b></p>	<p><b>NO points</b> will be earned ...</p> <p>No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>NO points</b> will be earned ...</p> <p>No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>4 points</p> <p>Addresses 3-4 of the 6 areas in the</p> <p>“Highly Developed” column</p>	<p>6 points</p> <p>Addresses 5-6 of the 6 criteria:</p> <p><b>Clinical Context:</b></p> <ul style="list-style-type: none"> <li>· What clinical # day/night shift and what journal theme is this?</li> <li>· Describe the context of the unit.</li> </ul> <p><b>Clinical Experience:</b></p> <ul style="list-style-type: none"> <li>· Provide an overview of your patient assignment/mentoring experience</li> <li>· What happened on this clinical shift/mentoring scenario?</li> <li>· What specific actions took place during the situation/event? (Your actions? Others?)</li> <li>· Were there any specific or unique conditions related to the event?</li> </ul>

Student Learning Outcomes	Initial	Emerging	Developing	Highly Developed
Personal Reactions & Evaluation of the Situation: Description of what you were thinking and feeling. Use the following questions to guide your description as applicable. <b>PLO 1-5            BSN Essentials:            I, II, IV, V, VI,            VII, VIII, IX</b>	<p><b>NO points</b> will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>NO points</b> will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>4 points</b>            Addresses 3-4 of the 6 areas in the “Highly Developed” column</p>	<p><b>6 points</b>            Addresses 5-6 of the 6 criteria:</p> <ul style="list-style-type: none"> <li>• What were your thoughts during the event?</li> <li>• What were your feelings related to the event?</li> <li>• Were your actions the most appropriate for this particular event?</li> <li>• Why or why not?</li> <li>• What were the positive and negative aspects and outcomes of the incident?</li> <li>• Were there aspects or influences that interfered with doing a better job? What were they?</li> </ul>

Student Learning Outcomes	Initial	Emerging	Developing	Highly Developed
<p>Analysis of the Situation</p> <p><b>PLO 1-5</b></p> <p><b>BSN Essentials:</b></p> <p><b>I-IX</b></p>	<p>NO points will be earned . . .</p> <p>No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>NO points will be earned . . .</p> <p>No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>4 points</b></p> <p>Addresses 3-4 of the 6 areas in the “</p> <p>Highly Developed” column</p>	<p><b>6 points</b></p> <p>Addresses 5-6 of the 6 criteria</p> <ul style="list-style-type: none"> <li>· (REQUIRED) What personal clinical objectives did you meet today and how?</li> <li>· (REQUIRED) Incorporate/Integrate two text/ATI/journal theory/references into the body of written clinical experience. Ensure at least 2 references are focused on the journal theme and from course textbooks or from pertinent topical research articles from peer-reviewed journals.</li> <li>· How can you make sense of what happened?</li> <li>· At the time of the incident, what guided your actions?</li> <li>· What should you have used to guide your actions?</li> <li>· How did your knowledge in this situation? Did you possess the knowledge and skill level needed for the situation?</li> </ul>

Student Learning Outcomes	Initial	Emerging	Developing	Highly Developed
<p>Conclusion. Identify your lessons learned, how you will incorporate what you have learned today into your nursing practice.</p> <p><b>PLO 1-5</b> <b>BSN Essentials: I-IX</b></p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>4 points</b> Addresses 3-4 of the 6 areas in the “Highly Developed” column</p>	<p><b>6 points</b> Addresses 5-6 of the 6 criteria</p> <ul style="list-style-type: none"> <li>• What did you learn as a result of the situation? What were lessons learned? What did you learn that surprises you?</li> <li>• Do you need to modify your beliefs, assumptions, and attitudes?</li> <li>• If this situation were to occur again, how will you act similarly/differently?</li> <li>• How has the situation influenced your practice?</li> <li>• What were your resources (e.g. human, electronic) to arrive at a conclusion?</li> <li>• To whom would you communicate this learning?</li> </ul>
<p>Professional Writing</p> <p><b>PLO 1-5</b> <b>BSN Essentials: I, III, IV, VIII, IX</b></p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>4 points</b> Addresses 6 of the 7 areas in the “Highly Developed” column</p>	<p><b>6 points</b> Addresses 5-6 of the 6 criteria</p> <ul style="list-style-type: none"> <li>• Correct grammar/spelling with less than 3 errors.</li> <li>• APA format (6<sup>th</sup> ed.) Title page, page numbers, running head, headers, citations, references.</li> <li>• First person narrative may be used during the guided reflection.</li> <li>• Cover Page includes: Student Name, Journal Number, Journal Theme, Date of Clinical/Mentoring Experience, Preceptor Initials (if applicable), Due Date (7 days after the beginning of the clinical shift)</li> <li>• Content organized with a final summarized paragraph</li> <li>• Clearly understood</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Date Due:</b> _____</li> <li>• <b>Submitted On:</b> _____</li> <li>• <b>__ points deducted</b></li> <li>• <b>Is this a resubmission? Y N</b></li> <li>• <b>If so, 1<sup>st</sup> submission was __ points and this is __ points.</b></li> </ul> <p><b>Average of the 2 is total points below.</b>  <b>Journal Points: ___/30</b>  <b>Total Points: ____/30</b></p> <p>Three points (10% 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 in LiveText.</p>
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## **LEARNING ACTIVITY #2:**

### **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 group-sharing type format. Students will have 5 minutes to present their project to their peers. Points are given based on ATTENDANCE for this class.

Post the Creative Project Re-visited reflection in LiveText by due date assigned.

For points on rubric where “Initial” and “Emerging” criteria not met, 0 points will be given for that criterion. As seniors, your work should not fall into these categories.

Instructions:

1. Revisit the creative project by presenting to your peers your original project and the revisions or changes that you would make now based on 3 years in nursing program and application of GE courses.

Include:

- Then (NSG 150)
- Now (NSG 480 & PLNU GE experiences)
- Reflection on the project transformation

How has your time in the nursing program and GE experiences influenced your nursing vocation?

2. Submit a thoughtful written reflection of creative project to include:

- Then (NSG 150)
- Now (NSG 480 & PLNU GE experiences)
- How has the time in the nursing program influenced your nursing vocation?
- Upload written reflection to **Livertext and by 11:59pm the Friday after presenting (4/17/20)**

**LEARNING ACTIVITY #3:**

**Tell the Story Revisited – Video & Mock Interview** (30 points possible)

**Purpose:** Similar to the Tell the Story assignment from NSG 150, this assignment now asks you to Tell Your Story as you prepare to transition to professional nursing practice.

<b>Video Due Date (posted in Livetext)</b>	<b>Mock Interview Date</b>	<b>Culminating Question (Must be addressed in your video)</b>
Groups 1 and 2: <b>Friday, January 31</b>	Groups 1 and 2: <b>Wednesday, February 5</b>	Describe how you have incorporated the SON Value of <i>Caring</i> Faithfully in your patient care.
Groups 3 and 4: <b>Friday, February 6</b>	Groups 3 and 4: <b>Wednesday, February 12</b>	Describe how you have incorporated the SON Value of <i>Communicating</i> Faithfully in your patient care.
Groups 5 and 6: <b>Friday, February 13</b>	Groups 5 and 6: <b>Wednesday, February 19</b>	Describe how you have incorporated the SON Value of <i>Following</i> Faithfully in your patient care.

**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 prepare to transition to professional nursing practice.

**Directions:** The student will produce a 2-minute video (no longer!) that will include:

- Introduction of self
- Why you choose nursing as your vocation and your mission as a person and as a nurse.
- Your personal areas for growth
- You will be assigned a **culminating question (see table above)**, which needs to be addressed as you reflect on the vocation of nursing. 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. The class time will be divided into 2 sections: the first hour will be the first group and the second hour will be the second group (e.g. for February 13, Group 1 will be the first hour and Group 2 will be the second hour). 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 in **Livetext** 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. Do not make your link private. **Do not email the video to Dr. Sloan!**
2. Students participating in a panel discussion 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 POSSIBLY view your videos prior to the panel time. Additionally, each students video will be shown in class.
4. The panel of students will be led through a dialogue/discussion by nurses from the community as well as Dr. Sloan. The nurses will share their overall impressions, ideas, and thoughts.
5. This is a valuable time of dialogue. Students who are on the panel should come prepared to respond to questions from community members as well as to ask questions of them.
6. Time will be given to allow panel members and fellow peers in the audience to ask questions of community members and to discuss questions one-one-one at the end of class.
7. **IMPORTANT: These instructions and the grading rubric provided in the syllabus should be used as a guide for creating the contents of the video.**

### Tell The Story Rubric

Student Learning Outcomes	Initial (0 pt)	Emerging (3 pts)	Developing (4 pts)	Highly Developed (6 pts)
<p>Articulate how the nursing curriculum and GE courses have shaped you in developing safe, and quality professional nursing practice.</p> <p><b>PLO 1-5</b></p> <p><b>BSN Essentials: I, VI, VIII, IX</b></p>	<p>No points earned if less than "Developing".</p>	<p>No points earned if less than "Developing".</p>	<p>Verbalizes basic description of</p> <ul style="list-style-type: none"> <li>- early thoughts and ideas of the vocation of nursing</li> <li>- perceptions (accurate or not)</li> <li>- review of NSG 150/250 journal entries</li> </ul>	<p>Thoughtfully articulates:</p> <ul style="list-style-type: none"> <li>- a description of early thoughts and ideas about the vocation of nursing through GE courses and SON curriculum</li> <li>- Reflects on perceptions of nursing (accurate or not?)</li> <li>-Reflects on NSG150/250 journal entries</li> </ul>

Student Learning Outcomes	Initial (0 pt)	Emerging (3 pts)	Developing (4 pts)	Highly Developed (6 pts)
<p>Reflect on your calling/vocation of professional nursing practice (e.g. growth, life-long learning)</p> <p><b>PLO 1-5</b></p> <p><b>BSN Essentials: I, II, IV, VI, VIII, IX</b></p>	<p>NO points will be earned if less than developing</p>	<p>NO points will be earned if less than developing.</p>	<p>Verbalizes basic discussion of:</p> <ul style="list-style-type: none"> <li>-self as an extension of the vocation of nursing</li> <li>-vocation as a calling</li> <li>-at least 2 areas for growth</li> <li>-why the choice of nursing to live out vocation</li> </ul>	<p>Thoughtfully discusses:</p> <ul style="list-style-type: none"> <li>-self as an extension of the vocation of nursing</li> <li>- vocation as a calling</li> <li>-at least 2 areas for growth</li> <li>-why the choice of nursing to live out vocation</li> </ul>

Student Learning Outcomes	Initial (0 pt)	Emerging (3 pts)	Developing (4 pts)	Highly Developed (6 pts)
<p>Articulate how your PLNU education has influenced your professional nursing practice and how you will live-out this awareness (e.g. values, faith, ethics, nursing standards of care)</p> <p><b>PLO 1-5</b></p> <p><b>BSN Essentials: I-IX</b></p>	<p>No points earned if less than developing.</p>	<p>No points earned if less than developing.</p>	<p>Briefly discusses how you will “live out” the assigned SON Faithfully assigned to you as part of professional practice and nursing excellence:</p> <ul style="list-style-type: none"> <li>- incorporates a reflective discussion of the SON Faithfully</li> <li>-incorporates life-long learning as it relates to the assigned SON Faithfully</li> <li>-discuss how you will incorporate care of the vulnerable in society as part of the assigned SON Faithfully.</li> </ul>	<p>Thoughtfully discusses how you will “live out” the assigned SON Faithfully assigned to you as part of professional practice and nursing excellence.</p> <ul style="list-style-type: none"> <li>-incorporates a reflective discussion of the SON Faithfully</li> <li>-incorporates life-long learning as it relates to the assigned SON Faithfully</li> <li>-discuss how you will incorporate care of the vulnerable in society as part of the assigned SON Faithfully.</li> </ul>

Student Learning Outcomes	Initial (0 pt)	Emerging (3 pts)	Developing (4 pts)	Highly Developed (6 pts)
<p>Utilizing GE and SON curriculum and experiences, incorporate effective communication utilizing a variety of resources (e.g. self, technology)</p> <p><b>PLO 1-5</b></p> <p><b>BSN Essentials: I, II, IV, VI, VIII, IX</b></p>	<p>No points. Response to question(s) lacked basic content or were inappropriate.</p>	<p>No points. Response to question(s) lacked basic content or were inappropriate.</p>	<p>Includes 8 of the 9 criteria listed under highly developed</p>	<p>Includes (n=9):</p> <ul style="list-style-type: none"> <li>- introduction of self</li> <li>-speech clear and non-rushed</li> <li>-professional attire</li> <li>-professional setting/ environment</li> <li>-professional verbiage</li> <li>-avoids “um”, “like”, and/or speech fillers</li> <li>- eye contact engaging</li> <li>-stays within the 2 minute time frame</li> <li>- uploaded video to Livetext prior to stated due date.</li> </ul>
<p>Incorporate your awareness of professional nursing standards</p> <p><b>PLO 1-5BSN Essentials: I-IX</b></p>	<p>No points. Response to question(s) lacked basic content or were inappropriate.</p>	<p>No points. Response to question(s) lacked basic content or were inappropriate.</p>	<p>Met 2 of 3 criteria</p>	<p>Panel Mock Interview (3 criteria)</p> <ul style="list-style-type: none"> <li>-Dressed professionally</li> <li>- Arrived on time</li> <li>- Thoughtfully and articulately responded to community members’ questions.</li> </ul>

## **LEARNING ACTIVITY #4:**

### **Leadership Meeting Reflection & Proof of Attendance**

**Purpose:** To expose the student to leadership and management concepts such as committee structure, group dynamics, decision making and policy making. Attendance of a professional committee meeting is required on an **annual** basis for each student. Seniors complete the requirement in NSG481. Please journal about a significant issue addressed during the meeting. 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 1-2 page guided reflection of the leadership meeting you added.

**DUE:** TBD, upload to **Livertext**

**POINTS: 15**

**NOTE:**

- For the guided reflection, you may use 1st person narrative during the journal since you are reflecting on your lessons learned and personal clinical experiences.

**Leadership Requirements:**

- Students will submit Leadership Meeting Attendance Verification Document to instructor.
- Students are to complete a journal reflection discussing the experience.
- Students are to complete the below attendance verification form and journal reflection.
- Upload these items to ePortfolio.

**Attendance includes:**

- Professional meeting OR
- Volunteering as a Class Representative

**Examples of professional meetings can include, but are not limited to:**

- Hospital committee meetings (may not be a work-related committee meeting)
- Hospice/Palliative Nursing
- Sigma Theta Tau
- City Council
- Home Owner's Association
- PLNU School of Nursing meetings
- Professional Nursing Association meeting (Holistic Nurses Association, American Psychiatric Nurses Association, etc.)

**Documentation:** Documented proof of attendance is required. CNSA and pinning committee meetings are not acceptable. Meetings related to current employment are not acceptable. Please see your faculty for more ideas of acceptable committee meetings. **Please complete the table below each year after attending a leadership meeting and turn into your instructor. Verify attendance by obtaining the signature of an attending professional member.**

### Proof of Professional Meeting Attendance

Name of Student				Signature of Student	
Year (SO/JR/SR/RN)	Date of Meeting	# of Hours	Name of Meeting	Focus of Meeting	Verification Signature

**(Attach this to your Professional Meeting Attendance Reflection and Rubric)**

**GRADING RUBRIC: Professional Meeting Attendance Reflection**

<b>Student Learning Outcomes</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developing</b>	<b>Highly Developed</b>
<p>Description of the Leadership Meeting- Context &amp; Identification of Issue Discussed</p> <p><b>PLO 5 BSN Essentials: VI</b></p>	<p>NO points will be earned ... No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>NO points will be earned ... No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p align="center"><b>2 points</b></p> <p>Addresses 2 of the 3 areas in the “Highly Developed” column</p>	<p align="center"><b>3 points</b></p> <p>Addresses 3 of the 3 criteria</p> <p>Meeting Context:</p> <ul style="list-style-type: none"> <li>● Describe the meeting- name, location, purpose, attendees.</li> </ul> <p>Issue Discussed:</p> <ul style="list-style-type: none"> <li>● Provide an overview of an issue that was discussed during the meeting.</li> <li>● Describe if the issue was a curriculum issue, policy issue, and/or change proposal.</li> </ul>
<p>Personal Reactions &amp; Evaluation of the Issue Discussed. Description of what you were thinking and feeling. Use the following questions to guide your description as applicable.</p> <p><b>PLO 5</b></p>	<p>NO points will be earned ... No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>NO points will be earned ... No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p align="center"><b>2 points</b></p> <p>Addresses 2 of the 3 areas in the “Highly Developed” column</p>	<p align="center"><b>3 points</b></p> <p>Addresses 3 of the 3 criteria</p> <ul style="list-style-type: none"> <li>● What were your thoughts and feedings related to the issue during the discussion?</li> <li>● What were the positive aspects of the issue discussed? Provide rationale.</li> <li>● What were the negative aspects of the issue discussed? Provide rationale.</li> </ul>

<b>BSN Essentials: VI</b>				
<b>Student Learning Outcomes</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developing</b>	<b>Highly Developed</b>
<p>Analysis of the Situation</p> <p><b>PLO 5 BSN Essentials: VI</b></p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>2 points</b> Addresses 2 of the 3 areas in the “Highly Developed” column</p>	<p><b>3 points</b> Addresses 3 of the 3 criteria</p> <ul style="list-style-type: none"> <li>● Identify a leadership or management concept/theory demonstrated during the meeting.</li> <li>● What specific aspects of the leadership or management concept/theory were demonstrated during the meeting?</li> <li>● Incorporate/Integrate two text/ATI/journal theory/references into the body of the paper as it supports the leadership or management concept/theory demonstrated during the meeting.</li> </ul>
<p>Conclusion. Identify your lessons learned, how you will incorporate what you have learned today into your nursing practice.</p> <p><b>PLO 5 BSN Essentials: VI</b></p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p>NO points will be earned . . . No response to question(s) or lack of basic content and discussion</p> <p>Submitted beyond due date/time</p>	<p><b>2 points</b> Addresses 2 of the 3 areas in the “Highly Developed” column</p>	<p><b>3 points</b> Addresses 3 of the 3 criteria</p> <ul style="list-style-type: none"> <li>● What did you learn as a result of the situation? What were lessons learned?</li> <li>● Do you need to modify your beliefs, assumptions, and attitudes? If this situation were to occur again, how will you act similarly/differently?</li> <li>● How has the situation influenced your practice?</li> </ul>

Student Learning Outcomes	Initial	Emerging	Developing	Highly Developed
Professional Writing  <b>PLO 1-5 BSN Essentials: I, III, IV, VIII, IX</b>	NO points will be earned . . . No response to question(s) or lack of basic content and discussion  Submitted beyond due date/time	NO points will be earned . . . No response to question(s) or lack of basic content and discussion  Submitted beyond due date/time	<b>2 points</b> Addresses 2 of the 3 areas in the “Highly Developed” column	<b>3 points</b> Addresses 3 of the 3 criteria <ul style="list-style-type: none"> <li>● Correct grammar/spelling with less than 3 errors.</li> <li>● APA format (6<sup>th</sup> ed.) Title page, page numbers, running head, headers, citations, references.</li> <li>● Clearly understood</li> </ul>
				<b>Total Points: ___/15</b>

## LEARNING ACTIVITY #5:

### Strengths Quest Retake

**Purpose:** to evaluate the way that your strengths have changed or reordered over time and to reflect upon the value of these strengths as they apply to your upcoming transition to nursing practice.

**Directions:**

1. Compare your old Strengths to your new Strengths
2. Review your new Strengths Insight Report. Underline or highlight the phrases or sentences that resonate with you (things that sound like you)! [Upload this annotated version to Canvas. You can use CamScanner to turn it into a .pdf for easy upload.](#)
3. **Read Chapter 10:** Strengths and Career Planning section of the StrengthsQuest book (this book can be found in Canvas). Use the Talent sheets provided in Chapter 10 of the SQ book to identify at least 2 items that you can apply to your impending career transition.
4. Lastly, in your own words, discuss 3 of your strengths identified in this most recent attempt. How do these describe or NOT describe you? What insights have you gained by reviewing these strengths as compared to your previously identified strengths? What do you think has changed in your life? What suggestions from the Talent sheets make sense to you? What ideas or strengths might you apply towards a career? [This should be a 2 page minimum reflection. Post to Canvas.](#)

**Turn in to Canvas :** 1) Annotated SQ Insight Report and 2) SQ Reflection – both need to be present for credit to be granted

**Wednesday, January 15, 2020**

**TOPIC:** Orientation to Course

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

1. Describe course purpose and format.
2. Reflect on:
  - Professional practice
  - Life-long learning
  - Nursing as vocation
  - Care of self
3. Discuss assignments for the course

**Preparation: Copy of the syllabus**

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**Monday, January 27, 2020**

**TOPIC: Strengths Quest 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 Strengths Quest using the code provided.
2. Compare new strengths to old strengths.
3. Reflect on your strengths as they apply to your career choice and area(s) of interest
4. Reflect upon how SQ results can be applied to everyday life and career.

**Directions:** SQ Codes will be sent to students within first 2 weeks of semester. Student must use a DIFFERENT email address than their original SQ take. Taking the assessment takes 45 minutes.

See **Required Learning Activity** for assignment instructions.

**Wednesday, February 5, 12, 19 2020**

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. Use verbal and nonverbal information to *Tell The Story*
4. Respond to questions from community members in a professional manner.
5. Articulate how the course informed the student's perception of themselves and their readiness for a nursing career.
6. Discuss the need for Sabbath Rest and identify specific methods of self-care that lead to healthy work life balance.
7. Analyze the distinctive of a Christian nurse.

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

Each Tell the Story session discussion will include issues related to Transition to the RN Role/Capstone Culmination

**Monday, March 2, 2020**

TOPIC: Clinical Check-In #1

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

1. Discuss the clinical experience in your preceptorship.

**Wednesday, March 18, 2020**

TOPIC: Clinical Check In #2

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

1. Discuss the clinical experience in your preceptorship.

**Wednesday, April 15, 2020**

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 and posted in your Professional Portfolio

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

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