



**School of Nursing  
NSG 4080  
Professional Development IV: Transition to Practice (1 unit)  
Fall 2023**

<b>Meeting days:</b> Wednesdays	<b>Instructor:</b> Heather Garcia MSN, APRN, CNS, CPN Associate Professor Cell: 858-829-3915 <i>*please identify yourself and course #</i> <a href="mailto:hgarcia@pointloma.edu">hgarcia@pointloma.edu</a>
<b>Meeting times:</b> 1155-1250	
<b>Meeting location:</b> LSCC #203	
<b>Placement:</b> Senior year	<b>Office location and hours:</b> LSCC Office #118.
<b>Final Exam:</b> None	Email to schedule an appointment.

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

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

**SON Vision Statement**

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

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

**SON Mission Statement**

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

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

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

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

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

**COURSE DESCRIPTION**

**NSG 4080 Professional Development IV: Transition to Practice (1 Unit)**

The exploration and analysis of milestones, concepts, and issues associated with transitioning from the role of student nurse to professional nurse.

**Prerequisite(s):** Senior standing in the Nursing program.

**Corequisite(s):** NSG 4070 and 4081

**PROGRAM LEARNING OUTCOMES**

Upon completion of the program, you will be able to achieve the following outcomes:

<b>PLO 1: 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.	
<b>1.1</b> Integrate scientific findings to promote patient outcomes and wellness	<b>1.2</b> Apply evidence and clinical judgment in the delivery of care
<b>PLO 2: 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.	
<b>2.1</b> Demonstrate Christian servant leadership through holistic compassionate care	<b>2.2</b> Utilize ethical principles in promoting health of diverse individuals and populations
<b>PLO 3: 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 that conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.	

<b>3.1</b> Incorporate information and communication technologies to facilitate optimal care of patients, nurses, and organizations	<b>3.2</b> Participate in interprofessional healthcare teams to influence positive patient outcomes across the lifespan
<b>PLO 4: 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.	
<b>4.1</b> Implement health policies to improve care of diverse patients, communities, and populations	<b>4.2</b> Develop as a professional nurse through self-reflection, accountability, and life-long learning processes
<b>PLO 5: Leading Faithfully</b>	
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.	
<b>5.1</b> Demonstrate systems-thinking to enhance access, quality, and cost effectiveness across the healthcare delivery continuum	<b>5.2</b> Apply evidence-based, quality improvement principles to improve patient care delivery

## COURSE LEARNING OUTCOMES

This course is mapped to the:

- Program Learning Outcomes (PLO)
- American Association of Colleges of Nursing Essentials, 2021: Domains, Competencies, Sub-Competencies (AACN)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

Upon completion of this course, you will be able to:

1. Utilize evidence-based knowledge in the discussion of clinical management for different patient health conditions.

AACN: 1.1b, 1.1d, 1.2b, 1.2d, 1.2e, 1.3a, 1.3c

PLO: 1.1 1.2

PHCCR: A, B

2. Discuss the importance of individualized, compassionate care and education for patients from diverse backgrounds in a respectful manner.

AACN: 2.2b, c, d, e, f, 2.3c, e, g, 2.4a, c, d, 2.5c, g

PLO: 4.1

PHCCR: H, K, F

3. Identify important state and national laws of nursing practice, along with regulatory standards, emergency/disaster preparedness, nursing ethics, including health equity and access for diverse populations across the continuum of care.

AACN: 3.1b, c,h,j, 3.2c, 3.3a, 3.4e, 3.6a,c,d,e

PLO:2.2

PHCCR: B, C, D, L

4. Discuss patient safety initiatives and the nurse's role in protecting self, the patient, and the community.

AACN: 5.1a, c,f, 5.2a,b,c,d,f, 5.3a

PLO:5.2

5. Participate in using different team building strategies to build a culture of respect and collaboration with all members of the interdisciplinary team.

AACN: 6.1a,b,c,e,f, 6.2a,d, 6.3a,c, 6.4a,b,c

PLO: 3.2

PHCCR: C

6. Compare and contrast the communication technologies and informatics tools used when caring for various patient populations to deliver quality, safe patient care, while adhering to the required regulatory standards and workplace policies.

AACN: 8.1a,b,c, 8.2a,c,e, 8.3e, 8.4b, 8.5a,b,c,e

PLO: 3.1

7. Demonstrate honesty, integrity, and accountability, and maintain the privacy and confidentiality of peers, teammates, and patients.

AACN: 9.1a, b,e,f, 9.2f,g, 9.3c,d,f,h, 9.5a,b,c,e,a, 9.6b

PLO: 2.1

8. Evaluate one's self-care behaviors, personal values, professional practices, utilization of appropriate resources, leadership development, and advocacy for self and patients.

AACN: 10.1a,b, 10.2a,d,e 10.3c,e,g

PLO: 4.2

PHCCR: H

## **REQUIRED LEARNING RESOURCES**

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- Same as NSG 4081.
- American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.).

- Trzeciak, S. & Mazzarelli, A. (2019). *Compassionomics: The revolutionary scientific evidence that caring makes a difference*. Studer Group: Pensacola, FL.  
**\*YOU MUST HAVE THIS BOOK! It's easily purchased on Amazon - it's cheaper new than used!**
- NSG 4081 2023-2024 Preceptor Handbook. See NSG 4081 Canvas or SON Resource Page in Canvas for current edition.
- School of Nursing Student Handbook, 2023-2024. See SON Resource Page in Canvas for current edition.
- Additional journal articles, websites, and videos as assigned in Canvas.

## SON 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+
<b>75 - 77%</b>	=	<b>C</b>
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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 tests. 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 students may repeat one nursing or prerequisite course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.
- Students in all SON programs must earn a passing grade for a course's signature assignment in order to pass a course.
- Students must be present for the signature assignment presentations in order to earn any credit/points for the entire assignment.

## METHODS OF ASSESSMENT & EVALUATION

Assignment	Number x Points	Total
PreSeason: Med calc test	1x40	40
AIDET	1x10	10
SBAR	1x10	10
DESC	1x10	10
3 Good Things Skill Building	10x5	50
VIA Strengths Survey (5) Top Strengths (5) Sharing your Strengths (5) Reflection (5)	1x20	20
Compassionomics Discussion Boards	3x10	30
Appreciation Activity	1x10	10
Becoming a Nurse: A Purpose Revisited	1x20	20
Total points:		200

*\*There are no tests or quizzes for this course. Active participation during class is expected, along with completion of all course assignments. Must be present to earn points for in-class activities. It is up to the student to communicate with the professor to see if a make-up is possible for the missed in-class activity.*

### FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Professional Development IV: Transition to Practice, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the

learning goals for this course. The decision to include such material is not taken lightly. These topics include: death and dying, suicide, eating disorders, and other difficult mental health issues. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of professional nursing, and I will support you throughout your learning in this course.

### **INCOMPLETE AND LATE ASSIGNMENTS**

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All assignments are to be submitted by the due dates. There will be a 10% reduction of possible points for **each day** an assignment is late and assignments will **not be** accepted for credit four (4) days after the due date. Day 1 starts on the specified due date/time. Assignments will be considered late if posted after the due date and time using Pacific Standard Time.

However, I recognize that life happens. If you need an extension, you must contact me **before** the assignment deadline and we will discuss an extension of the due date.

### **SPIRITUAL CARE**

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Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

### **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 on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **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.

### **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.

### **ARTIFICIAL INTELLIGENCE (AI) POLICY**

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

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PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

### **LANGUAGE AND BELONGING**

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Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.



You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

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Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

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Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (**1 class sessions**), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (**2 class sessions**), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

### **USE OF TECHNOLOGY**

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In order to be successful in the nursing program, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that nursing courses utilize online proctored exams which require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### **SON 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.

### **CLINICAL PREPARATION: PRE-SEASON AND SPRING TRAINING**

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Prior to the start of clinical in the fall and spring semesters, Juniors and Seniors are required to participate in clinical skills and judgment practice and testing. The purpose of these mandatory training sessions is to validate students' ability to perform essential clinical skills prior to patient care. Students must pass the medication calculation exam (93%) and the medication administration competency in order to pass medications in clinical.

If a student is not successful in passing the medication calculation exam or the medication administration skill, they will need to remediate and retest. The need for a second attempt of either competency will require the initiation of a Learning Plan. The need for a third attempt will require the initiation of a Performance Improvement Plan. Those who do not successfully complete a third attempt will be put on Probation.

### **SERVANT LEADERSHIP**

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PLNU School of Nursing places a high value on servant leadership, which involves serving our communities beyond the requirements for clinical rotations or in our workplaces. As PLO 2.1 states, "[Students will] demonstrate Christian servant leadership through holistic compassionate care". Therefore, in each Professional Development course, students are

required to complete at least 2 hours of service in the arena of their choice. They must then submit a signed verification form and a reflection based on the instructor's prompts.

## **COURSE-SPECIFIC POLICIES**

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- A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or playing on one's phone detracts from the classroom environment. ***In this class, students are permitted to use their laptop computers, cell phones, or other electronic devices during class, when instructed to do so by the professor to complete in-class assignments as directed.***
  - Class attendance and participation is directly correlated to academic achievement. Therefore, it is expected that students will attend class and engage fully in each class session. However, life does happen, and the reality is that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed **2 absences** without penalty. ***For each absence above 2 absences, you will lose 5 points from your course grade.*** This may not seem like a large amount, but it almost always results in a significant lowering of your grade according to the grading policy.
  - Proactively communicate any absence with Professor Garcia via email or text so that you honor the classroom and clinical community that we are striving to develop. Remember to include your name if you text and the course number.
  - Check your PLNU email frequently (daily). This is how I will communicate with you about class and clinical. PLNU email will be used for official class communication and students are expected to check messages each weekday with exception to holidays. NSG 4080 syllabus, assignments, grades and announcements will be made through Canvas.
  - Communicate regularly about your progress/concerns/anything – inform me of problems or issues before things are due (when possible) – this makes it much easier to grant grace.
  - Unless otherwise specified, ALL assignments for this course are to be submitted via Canvas. Assignments that are expected to be submitted on Canvas that are emailed to the professor will not be accepted and will not be considered “turned- in.”
  - Collaborative Discussion and Teamwork:  
Nursing is a team sport. Many assignments will be completed in class and by working together as a team. This gives everyone the opportunity to participate. This is an expectation of this class in order to grow as you transition into professional nursing practice.
- **Be flexible and enjoy the process! An attitude of gratitude is always appreciated. If you have any questions, issues, concerns...come discuss with**

**me so we can work together! I want you to become a safe, successful, and excellent professional nurse.**

### **COURSE CONTENT OUTLINE**

See Course Calendar on canvas under modules for weekly Student Learning Outcomes (SLOs), topics, assigned readings, pre-work, and assignments.

### **LEARNING STRATEGIES**

In-class discussion, mini-lecture, case studies, course-related online learning, games, team-based learning, audiovisual and 1-on-1 assistance as needed. Also, through reading and reflection, Strengths Survey, Leadership requirement, attendance, clinical journals.

Other study materials provided:

- Journal Articles
- YouTube
- Podcasts
- Netflix movies
- Modules by various state and private agencies
- Case studies/questions

**All nursing students will actively use PrepU throughout the semester as an additional resource for self-study to prepare for NCLEX upon graduation. This will also assist in developing nursing critical thinking and clinical judgment. There are no graded assignments for PrepU in this course, but you are strongly encouraged to answer practice questions to prepare for your board exams.**

### **HONORLOCK**

PLNU School of Nursing Honorlock Policy

1. All quizzes and exams (hereto referred to as the “test”) will be taken on your personal computer unless otherwise specified by your faculty.
2. If class is in person, you must bring your computer to class to take the test. Students who forget to bring their computer will forfeit the test.
3. You cannot use a tablet or a smartphone to take the test. These devices do not support Honorlock.
4. Your computer must meet current Honorlock technical requirements. Go to <https://honorlock.com/support/> to run a system check.
5. Students are responsible for ensuring that the computer used for the test meets Honorlock requirements before taking a test.
6. Pens, pencils, paper are not allowed unless deemed appropriate by your professor.
7. Only the Honorlock calculator may be used.

8. You may use the whiteboard or scratch paper provided by the School of Nursing for math problems. You must show the whiteboard before you use it and again after you are done using it for math. It must be clean with no writing when shown. You may not use any other whiteboard. If you are allowed to use scratch paper given to you by your professor, you are required to turn the scratch paper back in to your professor with your name and date on it.
9. Students will begin the test when instructed by the professor. Failure to start the test at the designated start time will result in a decreased amount of time to complete the test OR a complete forfeiture of the attempt.
10. Students will follow Honorlock Testing Guidelines including establishing identity and scanning their environment as required by their professor, if applicable.
11. Students will not have cell phones in the testing area and will not use them during the test.
12. Students must turn off all chats/messaging/notifications that might pop up during testing. Failure to do so will result in an automatic zero for the test and may affect your enrollment in the School of Nursing.
13. Testing Area (classroom or on-line):
  - Lighting in the room must be bright enough to be considered "daylight" quality.
  - Be sure the desk or table is clear of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. unless specifically permitted in posted guidelines for that particular test.
  - No writing visible on the desk or on walls.
  - Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment.
  - Do not have loud music or the television playing in the background.
  - Do not talk to anyone else--No communicating with others by any means.
  - No other persons except the test-taker should be permitted near the testing environment. Tell family members that you are taking a test and cannot be disturbed.
  - No food or drink allowed during the test unless you have a medical reason to require them during the test.

## **ASSIGNMENTS & LEARNING ACTIVITIES**

All assignments, assignment details, grading and due dates are in canvas and below.

### **1. PreSeason Medication Dosage Calculation Quiz**

Student Learning Outcomes – Student will be able to:

- Demonstrate competence in medication dosage calculation.
- Demonstrate competence in medication administration techniques.

- Understand the significance of medication errors in patients.
  - Describe the importance of reassessment post med administration.
- \*Test will be administered in canvas on Honorlock. Must bring your laptop.

## **2. AIDET, SBAR, DESC In-Class Activities**

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

- Describes organizational communication strategies
- Describe channels of communication
- Verbalize understanding that communication impacts all members of the healthcare team, patients and their families, all levels of leadership, and the community
- Verbalize understanding that the ability to communicate effectively often determines success as a professional nurse and a nurse leader
- Demonstrate effective communication using AIDET, SBAR, and DESC

## **3. Conflict Management**

### **Student Learning Outcomes**

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

- Select appropriate conflict management strategies to solve various conflict situations in the healthcare setting
- Create win/win conflict management scripts
- Assess and analyze your own approach of conflict management
- Describe manifestations of workplace violence, incivility, bullying, and mobbing
- Demonstrate use of the DESC tool for conflict management

## **4. VIA Survey: Discovering your unique strengths**

### **Student Learning Outcomes**

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

- Identify your current top 5-7 strengths by taking VIA strengths survey.
- Compare new strengths to old strengths (from StrengthsQuest), if applicable.
- Reflect on your strengths as they apply to your career choice & area of interest.
- Apply your strengths to everyday life and in your clinical placement.
- Verbalize your strengths to others.

## **VIA Strength Survey**

<b>Due Date &amp; Points:</b>	<p><b>Take VIA Survey prior to coming to class (5 pts)</b></p> <p><b>In-Class Activities (10 points)</b></p> <p><b>*Must be present in class to obtain points; students will receive a zero for the entire assignment if not present for in-class activities, unless previously discussed with Professor Garcia.</b></p> <p><b>1-page discussion on identified strengths, see below (5 points)</b></p>
<b>Description:</b>	<p>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 professional practice.</p>
<b>Guidelines &amp; Instructions:</b>	<ol style="list-style-type: none"> <li>1. Take the VIA Strengths survey link prior to class. See Course Calendar</li> <li>2. Compare your old Strengths in Strengths Quest to your new Strengths from the VIA survey (nothing required in writing, just look at them), if applicable.</li> <li>3. Review your top 5 Strengths. Re-rank them 1-5, 1 being the strength that most resonates with you (sounds the most like you) and 5 being, least strong. <u>Upload this typed list ranked to Canvas. You can use CamScanner to turn it into a .pdf for easy upload.</u></li> <li>5. Lastly, in your own words, discuss 3 of your strengths identified in this VIA survey. How do these 3 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 (definition) sheet makes sense to you - which ones might you apply towards a career? <u>This should be a 1-page minimum reflection. Post to Canvas.</u></li> </ol> <p>During Class Discussion: Be prepared to answer these questions:</p> <ol style="list-style-type: none"> <li>1. What descriptions of your top 5 strengths make sense to you that you might apply towards professional nursing practice?</li> <li>2. What are your Team's Strengths? How do you contribute to your Team?</li> </ol>
<b>Grading Rubric:</b>	<p>Total of 20 points possible.</p>

## 5. Compassionomics Discussion Boards

### Student Learning Outcomes

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

- Discern between sympathy, empathy & compassion
- Reflect upon clinical scenarios involving empathy & compassion
- Describe Compassion Fatigue
- Identify ways to deal with Compassion Fatigue

### **Compassionomics Discussion Boards**

<b>Due Date:</b>	See canvas. 10 points per discussion board for a total of 30 pts.
<b>Description:</b>	To read about the phenomenon of Compassionomics and the research behind the topic. Research on the impact of Compassion on patient outcomes & healthcare providers. Share your thoughts/opinions on several questions on the selected book chapters. Reflect upon your peers' thoughts/opinions and do not simply agree or disagree with your peers. Provide evidence or background as to why you responded to their post. This should be thoughtful and discussion worthy. What did they say that intrigued you, made you mad, or made you think?
<b>SLOs:</b>	PLO



**Guidelines & Instructions:**

Compassionomics: Discussion Board #1

Read Chapters 1 & 2: Compassionomics

Initial Post (at least 300 words): see canvas by 11:59pm

The following prompts are provided, however, if you want to discuss something else about these chapters, that is OK too.

1. When reading Chapter 1, what stood out to you about compassion? What did the authors share that spoke to you? What experiences have you had with compassion (in or out of the hospital) that demonstrate the need for compassion in healthcare? What else struck you about this chapter? *Worth 2.5 points*

2. When reading Chapter 2, why do you think the authors make the case for scientific data about compassion? How does that fit with nursing's evidence-based practice? Do we need data to be compassionate? Who is the author writing to? Nurses? Doctors? Others? *Worth 2.5 points*

Respond to 2 peers post (at least 150 words each) post 11:59pm  
Do not simply agree or disagree with your peers. Provide evidence or background as to why you responded to their post. This should be thoughtful and discussion worthy. What did they say that intrigued you, made you mad or made you think? **Responses to peers worth 2.5 points each.**

Compassionomics: Discussion Board #2

Read Chapters 3 & 4: Compassionomics

Initial Post (at least 300 words): see canvas by 11:59pm

The following prompts are provided, however, if you want to discuss something else about these chapters, that is OK too.

1. When reading Chapter 3: What physiological benefits did you learn about? What did the authors share that spoke to you? Have you personally experienced a physiological benefit from compassion? Do you buy into this thought that compassion can "heal" people? What else struck you about this chapter? *Worth 2.5 points*

2. When reading Chapter 4: What psychological benefits did you learn about? What did the authors share that spoke to you? Have you personally experienced a psychological benefit from compassion? Do you buy into the idea that psychological issues affect physical health? Why or why not? *Worth 2.5 points*

Respond to peers (2 responses of 150 words EACH) post by 11:59pm

	<p>Do not simply agree or disagree with your peers. Provide evidence or background as to why you responded to their post. This should be thoughtful and discussion worthy. What did they say that intrigued you, made you mad, or made you think? <b>Responses to 2 peers worth 2.5 points each.</b></p> <p style="text-align: center;"><u>Compassionomics: Discussion Board #3</u> Read Chapters 6 &amp; 10: Compassionomics</p> <p>Initial Post (at least 300 words): see canvas by 11:59pm The following prompts are provided, however, if you want to discuss something else about these chapters, that is OK too.</p> <p>1. When reading Chapter 6: Does it surprise you that compassion affects the quality of health care? Why or why not? How will you use this information to deliver care? What examples have you seen in the hospital that demonstrate that compassion (or lack of it) affects health care? <i>Worth 2.5 points</i></p> <p>2. When reading Chapter 10: What are the effects of burnout on healthcare workers? How well do you think hospitals/healthcare workers deal with burnout? Do you think this will happen to you? What steps can you take to deal with burnout? <i>Worth 2.5 points</i></p> <p>2 Responses to peers (at least 150 words EACH) post by 11:59pm Do not simply agree or disagree with your peers. Provide evidence or background as to why you responded to their post. This should be thoughtful and discussion worthy. What did they say that intrigued you, made you mad, or made you think? Do you have any questions for them? Responses to their questions? Your responses need to be two different students. <b>Responses to 2 peers worth 2.5 points each.</b></p>
<b>Grading Rubric:</b>	See Canvas; Responses to questions on book chapters are worth 2.5 points each. Responses to 2 peers' posts are also worth 2.5 points each.

**6. Three Good Things: A Skill of Gratitude – see canvas.**

**7. Appreciation Learning Activity – see canvas.**

## 8. Becoming a Nurse: A Purpose Revisited Project

### Student Learning Outcomes

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

- Reflect upon the changes in their own vision and understanding of nursing as a profession.
- Explore how understanding of the SON Program Values (5 Faithfullys) have changed since starting the program.
- Create a project that assists you in reflecting upon how your vision of nursing and your calling have evolved during your time in the program.
- Present your project to your peers and participate in a meaningful peer review process.

<b>Due Date &amp; Points:</b>	In Class & Feedback Given, 25 points
<b>Description:</b>	To reflect and apply the topics discussed in NSG 1050 to the vocation of nursing. Students will “revisit” their purpose for becoming a nurse discussed in 1050 to reflect on how these last 4 years (time in nursing school) has influenced or shaped their ideas for professional nursing practice.
<b>SLOs:</b>	<b>PLOs</b>
<b>Guidelines &amp; Instructions:</b>	How has your original purpose for becoming a nurse changed or evolved over the last 4 years? Moving towards transition into professional nursing practice, what does this purpose look like now as you consider the vocation of nursing and enter into the workforce? Design a creative project to show this change. The presentation will occur in a “speed-dating” type format. Students will have 3-4 minutes to present their project to their teammates and will be evaluated by peers and faculty. Presentation date per course calendar. Post evidence of the project to Canvas by the due date assigned. For points on rubric where “Initial” and “Emerging” criteria are not met, 0 points will be given.
<b>Grading Rubric:</b>	See below.

**See rubric below.**

## Becoming a Nurse: A Purpose Revisited Project

For points on rubric where “Initial” and “Emerging” criteria are not met, 0 points will be given. 25 points possible.

Student Learning Outcomes: Upon completion of this assignment, the student will be able to:	Initial 0 Points	Emerging 0 Points	Developed 4 points	Highly Developed 5 points
<p><b>1. Modify or re-conceptualize the creative project completed in NSG 1050 to demonstrate personal transformation to the calling/vocation of nursing</b></p> <p><b>PLO:</b></p> <p><b>BSN Essentials:</b></p> <p><b>(5 points)</b></p>	<p><b>NO points will be earned . . .</b></p> <p><b>No presentation(s) or lack of basic content and discussion</b></p> <p><b>Submitted beyond due date/time</b></p>		<p><b>Meets 3 of 4 criteria in Highly Developed</b></p>	<p><b>Revisit the creative project by <u>presenting to your peers</u> your original project and the revisions or changes that you would make now based on 3 years in the nursing program. How has your purpose for becoming a nurse grown, or changed?</b></p> <p><b>Include:</b></p> <ul style="list-style-type: none"> <li>● Then (NSG 1050)</li> <li>● Now (NSG 4080 &amp; PLNU experiences)</li> <li>● Reflection on the project transformation</li> <li>● How has your time in the nursing program influenced your nursing vocation?</li> </ul>

<p><b>2.Reflect on the creative project completed in NSG 1050 as compared to your understanding of nursing now NSG 4080, to demonstrate personal transformation in vocation of nursing</b></p> <p><b>PL0:1-5</b></p> <p><b>BSN Essentials:</b></p> <p><b>(5 points)</b></p>	<p><b>NO points will be earned . . .</b></p> <p><b>No response to question(s) or lack of basic content and discussion</b></p> <p><b>Submitted beyond due date/time</b></p>	<p><b>Meets 4 of 5 items in Highly Developed</b></p>	<p><b>Thoughtful <u>written reflection</u> of creative project to include:</b></p> <ul style="list-style-type: none"> <li>● Then: Pre-Nursing or just starting in SON (NSG 1050)</li> <li>● Now (NSG 4080 &amp; PLNU experiences)</li> <li>● Thoughtful reflection on your purpose &amp; it's transformation</li> <li>● How has the time in the nursing program influenced your nursing vocation?</li> <li>● Uploaded written reflection to Canvas &amp; presentation date</li> </ul>
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<p><b>3. Incorporate your awareness of professional nursing standards evidenced by your presentation of self</b></p> <p><b>PLO: 1</b></p> <p><b>BSN Essentials:</b></p> <p><b>(5 points)</b></p>	<p><b>NO points will be earned . . .</b></p> <p><b>No response to question(s) or lack of basic content and discussion</b></p> <p><b>Submitted beyond due date/time</b></p>	<p><b>NO points will be earned . . .</b></p> <p><b>No response to question(s) or lack of basic content and discussion</b></p> <p><b>Submitted beyond due date/time</b></p>	<p><b>Includes 8 of the 9 criteria listed under <i>highly developed</i></b></p>	<p><b>Includes (n=9):</b></p> <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> <li>● professional verbiage</li> <li>● avoids “um”, “like”, and/or speech fillers</li> <li>● eye contact engaging</li> <li>● stays within the 5-minute time frame</li> </ul>
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<p><b>4.Participates in peer evaluation as part of leadership in effective communication</b></p> <p><b>PLO 1</b></p> <p><b>BSN Essentials:</b></p> <p><b>(5 points)</b></p>	<p><b>NO points will be earned . . .</b></p> <p><b>No response to question(s) or lack of basic content and discussion</b></p> <p><b>Submitted beyond due date/time</b></p>	<p><b>NO points will be earned . . .</b></p> <p><b>No response to question(s) or lack of basic content and discussion</b></p> <p><b>Submitted beyond due date/time</b></p>	<p><b>Basic written feedback to peer presenters including:</b></p> <ul style="list-style-type: none"> <li>● 2 areas of strength</li> <li>● 2 areas of growth</li> </ul>	<p><b>Provides well-thought out, constructive written feedback to peer presenters including:</b></p> <ul style="list-style-type: none"> <li>● 2 areas of strength</li> <li>● 2 areas for growth</li> <li>● Posts feedback appropriately in Canvas by night of presentation.</li> </ul>
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<b>Total Points for Project:</b>				<b>/20</b>
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**The following document references PHN Qualifications and Requirements:**

**Traditional BSN and RN to BSN Programs**

**§ 1491. Qualifications and Requirements.**

**16 CA ADC § 1491 BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS  
Barclays Official California Code of Regulations [Currentness](#)  
Title 16. Professional and Vocational Regulations  
Division 14. Board of Registered Nursing  
Article 9. Public Health Nurse**

**16 CCR § 1491**

**§ 1491. Qualifications and Requirements.**

**An applicant for a Public Health Nurse Certificate shall have a license, in active status, to practice as a registered nurse in California and shall have met the education and clinical experience requirements as follows:**

- (1) Possession of a baccalaureate or entry-level master's degree in nursing from a nursing school accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission, or the Commission on Collegiate Nursing Education. The baccalaureate or entry-level master's program must have included coursework in public health nursing, including a supervised clinical experience in public health settings; or**
- (2) Possession of a baccalaureate or entry-level master's degree in nursing from a nursing school which is not accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education, but the Board has determined that the nursing school's public health nursing coursework and the supervised clinical experience are equivalent to that of a nursing school accredited by a Board-approved accrediting body; or**
- (3) Possession of a baccalaureate degree in a field other than nursing and completion of a specialized public health nursing program that includes a supervised clinical experience at a baccalaureate school of nursing accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.**
- (4) Theoretical content for a Public Health Nurse Certificate shall include, but is not limited to, the following areas:**
  - (A) Physical, mental, and developmental assessment: child and adult;**

- (B) Surveillance and epidemiology: chronic and communicable diseases;**
- (C) Health promotion and disease prevention;**
- (D) Multicultural nursing concepts;**
- (E) Research methodology and statistics;**
- (F) Health teaching concepts and strategies;**
  - (G) Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual;**
  - (H) Assessment of health needs of individuals and families, to include environment, and interventions across the lifespan;**
- (I) Legal and health care financing issues;**
  - (J) Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection, intervention, treatment, and California reporting requirements;**
- (K) Case management/care coordination; and**
- (L) Emergency preparedness and response.**

**(5) A faculty member of the nursing program shall be responsible for coordinating students' clinical experience and supervision.**

**(6) Supervised clinical experience shall be:**

- (A) In public health settings with individuals, families, and community;**
- (B) Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum; and**

**(C) A minimum of 90 hours.**

**(7) Training in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that shall be at least seven (7) hours in length and shall be acquired through:**

- (A) A baccalaureate nursing program or a specialized public health nursing program; or**
- (B) A course of instruction in the prevention, early detection, intervention, California reporting requirements, and treatment of child neglect and abuse that is offered by a continuing education provider approved by the Board.**

**Note: Authority cited: Section 2715, Business and Professions Code.**

**Reference: Sections 2817 and 2818, Business and Professions Code.**

## **HISTORY**

- 1. New section filed 4-14-72; effective thirtieth day thereafter (Register 72, No. 16).**
- 2. Amendment filed 3-9-87; effective thirtieth day thereafter (Register 87, No. 11).**
- 3. Editorial correction of subsection (a)(2) (Register 90, No. 35).**

**4. Renumbering and amendment of former title 17, section 4501 to new title 16, section 1491 and amendment of Note filed 1-26-96; operative 2-28-96. Submitted to OAL for printing only (Register 96, No. 5).**

**5. Amendment of section and Note filed 9-2-98; operative 10-2-98 (Register 98, No. 36).**

**6. Amendment of section and Note filed 5-12-2005; operative 6-11-2005 (Register 2005, No. 19).**

**This database is current through 3/31/17 Register 2017, No. 13  
16 CCR § 1491, 16 CA ADC § 1491**

**END OF  
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