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2020

560 Nursing Perspectives II

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**XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES
SCHOOL OF NURSING**

Spring 2020

Course Number and Title: NURS 560 Nursing Perspectives II

Number of Credits: 3

Number of Theory Hours: 45 hours

Prerequisites: All first semester MIDAS courses

Co-requisites: All 2nd semester MIDAS courses

Course Description:

This course begins the application of the role of the Clinical Nurse Leader in caring for diverse clients across the life span. Principles of leadership, risk assessment, resource management and utilization of data to improve care are discussed. The role of the nurse in providing health counseling and education to guide clients in making informed choices for health care is discussed. Providing culturally competent spiritual care for diverse clients is addressed.

Course Objectives:

1. Analyze issues related to growth and development across the life span.
2. Integrate content from the physical, biological, technological, social, and behavioral sciences to understand holistic care for the dying client and their family.
3. Discuss ethical issues relevant to care of clients across the life span.
4. Apply information management principles for effective and efficient care of diverse clients.
5. Explore management and leadership principles essential for the care of diverse clients experiencing health-illness transitions across the life span.
6. Investigate theory guided best evidence for the care of clients across the life span.

Faculty:

Marie Reynolds, MSN, MS, RN, CNL

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Course Times and Location:

Tuesdays 10-12:45

Location: TBA

Texts:

All books used in NURS 550, 552, 553, 562, 563, 564, 565

Readings as assigned on Canvas

Teaching Strategies:

Lecture

Seminar discussion

Small group projects

Self-learning via case studies and quizzes

Grading Criteria:

Exam 1	15%
Quiz	3%
Study Guides (3 x 4%)	12%
CNL Competency or G&D Pres	10%
CNL Application Presentation	30%
HESI Case Studies	10%
Evolve Adaptive Quizzes	10%
HESI Exam	10%
Total:	100%

Grading Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	81-83
C+	78-80
C	75-77
F	< 75

HESI Case Studies:

Throughout the semester each student is to complete the following **6 HESI case studies**: (Medical-Surgical) 1) COPD with pneumonia, 2) Chronic kidney disease; (Obstetrics/Maternity) 3) Healthy newborn, 4) Preeclampsia; (Pediatrics) 5) Congenital heart disease, 6) Cystic fibrosis. Each student is to complete each of the case studies and achieve a **minimum of 80% for each study** (case studies can be repeated until that percentage is achieved). ALL case studies must be completed at the required percentage in order to receive the credit allotted to Case Studies for this course. No partial credit will be given. All case studies must be completed at the required percentage by **Tuesday April 7, 2020 at 8:00 AM**. The course faculty will check the Evolve website after that time to ensure that each student has met the requirement. **If ALL case studies are not completed by a student by this time, no credit will be given for the HESI Case Studies for this course.** Students are to work out of class and on their own to complete

the cases. **It is suggested that students complete each case study close to the time that similar content is being addressed in NURS 562/563 and 564/565.** The case studies are meant to reinforce didactic learning and serve as an additional preparation for the HESI exam at the end of the course. (10% of grade)

Elsevier Adaptive Quizzes (EAQs):

Throughout this semester, EAQs will be used to help students prepare for the HESI exam and as an additional tool to learn the nursing content being addressed during the semester. Students will do the following in regards to EAQs:

- 1) Students will design their own quizzes, selecting both the content area and the number of questions per quiz (eg. 5, 10, 15 etc. questions in increments of 5).
- 2) Each quiz should focus on **ONE** of the 3 content areas covered this semester (either medical-surgical, pediatrics, or maternity). Each content area should be further limited to focus on specific topics that have been/are being addressed in NURS 564 and NURS 562 (eg. Medical-surgical -- Cardiovascular; Medical-surgical -- Respiratory; Pediatric -- Preschool; Maternity -- Newborn).
- 3) Each student must complete a **minimum of 150 EAQ questions** for **EACH** reporting period (a minimum of 50 questions in medical-surgical nursing, 50 in pediatrics, and 50 in maternity). There are 3 reporting periods during the semester (every 4 to 5 weeks), therefore, **each student will complete a minimum total of 450 questions in the semester. (Each reporting period students are encouraged to complete more than the minimum questions).**
- 4) Each student will complete an EAQ progress report using the EAQ Progress Report Form and submit, at the beginning of class, on the established reporting dates: **Tuesday February 18, March 24, and May 5.** Faculty will check the EAQ site to verify that EAQ reports are accurate.
- 5) **Students should set a goal to achieve a minimum Mastery Level of 2 in all 3 content areas by the end of the second reporting period with 70% of answers correct.** A stretch goal would be to achieve a Mastery Level of 3 in any/all of the 3 content areas.
- 6) The required minimum total questions (450) must be completed in order to receive the percentage credit allotted to the EAQ questions for this course. No partial credit will be given. The required minimum total (450 questions) must be completed by **Tuesday, May 5, 2020 at 1:00 PM.** Course faculty will verify after this time, through the Evolve website, that each student has met the requirement. **If 450 EAQ questions have not been completed by this time, no credit will be given for the EAQ questions. No partial credit will be given.** Students are to work out of class and on their own to complete the EAQ questions. (10% of grade)

HESI EXAM:

All students are required to take the Health Education Systems, Inc. (HESI) exam as part of the course requirements and this exam will count for 10% of the course. This exam is a computerized test that serves as preparation for the licensing examination and will be administered during final exam week. The exam provides both a HESI score and a conversion score. The HESI score will be used to determine your grade. The following

scale will be used to determine your HESI exam grade for the course and will count for 10% of the course grade.

HESI Score:	Percent
900+	100%
850-899	90%
800-849	80%
750-799	75%
700-749	70%
650-699	65%
600-649	60%
Below 600	50%

Students must achieve a minimum HESI score of 900. Any student who does not achieve a minimum 900 HESI score must participate in remediation. The student will receive an “E” (incomplete) for the course until remediation is successfully completed, as determined by the course faculty (generally faculty select several HESI case studies to be completed). If remediation is not successful in the allotted time, the “E” will convert to an F for the course grade.

Study throughout the semester for the HESI exam is imperative. Topical areas on the HESI will include but are not limited to: adult nursing, pediatric nursing, and maternity nursing. Preparation for the HESI exam should include practicing NCLEX style questions from NCLEX Review books and other sources where these types of questions can be found.

Attendance Policy:

Reasonable attendance at all class meetings is expected. Should circumstances prevent a student from attending class, the student is expected to inform the faculty in charge of the class for that day prior to the class meeting (leave voice mail on office phone or email may be sent before the beginning of class). This is a professional courtesy. If a student is unable to attend a class, the responsibility of missed class content is the sole responsibility of the student. Tests and written assignments may include content covered in class or in assigned readings. Refer to Attendance Policy in Graduate Student Handbook for the School of Nursing.

Regarding exams, all students are expected to be present at the scheduled exam time. **A make-up exam may be taken in the event that a student is ill, however a physician's note is required and the need to take a make-up exam must be discussed with the professor in charge of that exam. The make-up exam must be taken within one week. The make-up exam may differ from the exam given at the scheduled time. **The University policy regarding academic honesty will be strictly enforced.****

Office of Academic Support:

The Office of Academic Support offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or danielss3@xavier.edu. The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

Office of Disability Services

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodation letter from Disability Services, it is essential that you email the letter and meet with Cassandra Jones as soon as possible to discuss your disability-related accommodation needs for this course. If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu. to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

Academic Honesty: (XU Policy)

“The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record, including letters of recommendation.”

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited as is the use of any work untruthfully submitted as one's own.

Penalties for violations of this policy may include a zero for that assignment or test, an "F" in the course and expulsion from the University. The dean of the college in which the student is enrolled is to be informed in writing of all such incidents, though the teacher has full authority to assign the grade for the assignment, test or course. If disputes of interpretation arise, the student, faculty member and chair should attempt to resolve the difficulty. If this is unsatisfactory, the dean will rule in the matter. As a final appeal, the academic vice president will call a committee of tenured faculty for the purpose of making a final determination.”

In addition to the Academic Honesty Policy of Xavier University, the American Nurses' Association's Code of Ethics includes provisions which hold nurses accountable for demonstrating integrity, knowledge development and competency to promote personal and professional growth. Students are expected to work toward meeting these standards throughout their coursework.

Class Etiquette:

- 1) Attend all classes & be “present” – actively participate in discussions
- 2) Be on time
- 3) Turn off cell phones
- 4) Laptops to be used for class content ONLY

Student Responsibilities:

Students are responsible for:

- 1) Prepare for all classes by reading and critically reflecting on material to share insights and experiences related to class content.
- 2) Attend all classes.
- 3) Submit all assignments on time and according to requirements.
- 4) Notify the professor as needed for assistance in facilitating understanding of course content or any concerns/problems.

Caveat: Upon extenuating circumstances, the content & schedule for this course may require modification.

**Nursing Perspectives II NURS 560
Class Schedule Spring 2020**

DATE	TOPIC	FACULTY
January 14 Class 1	Orientation Accountability, Advocacy & Ethics Growth & Development	Prof Reynolds & Dr. Bradley
January 21 Class 2	Growth & Development Infants, Toddlers, Preschoolers & Early School-Age	Dr. Bradley
January 28 Class 3	Growth & Development Student Presentations: 10-year-old to 15-year-old 16-year-old to 20-year-old 21-year-old to 30-year-old	Dr. Bradley
February 4 Class 4	Growth & Development Student Presentations: 31-year-old to 40-year-old 41-year-old to 50-year-old 51-year-old to 60-year-old	Dr. Bradley
February 11 Class 5	Growth & Development Student Presentations: 61-year-old to 75-year-old 76-year-old to 95+ year-old Spiritual Care & End of Life	Dr. Bradley
February 18 Class 6	Spiritual Care & End of Life *EAQ Progress Report Due	Dr. Bradley
February 25 Class 7	Exam #1	Dr. Bradley
March 3 Class 8	Think Like a Nurse: Prioritization Think Like a Nurse: Delegation	Prof Reynolds
March 10	<i>Off—Spring Break</i>	
March 17	<i>Extended Spring Break due to pandemic</i>	
March 24 Class 9	Leadership: CNL Essentials/Competencies 2 Student CNL Competency Presentation Lateral Integration of Care Risk Anticipation/Risk Analysis Quiz Study Guide 1	Prof Reynolds
March 31 Class 10	Aging Issues: <ul style="list-style-type: none"> • Intro to Aging • Physiologic Changes of Aging • Pain 2 Student CNL Competency Presentations Resource Management/Stewardship Informatics: Utilization of Data Study Guide 2	Prof Reynolds

	*EAQ Progress Report Due	
April 7 Class 11	Aging Issues: <ul style="list-style-type: none"> • Living with Chronic Conditions • Dementia & Delerium in the Older Adult • Depression 1 Student CNL Competency Presentation: Horizontal Leadership Study Guide 3	Prof Reynolds
April 14 Class 12	**3 CNL Application – Student Group Presentations *HESI Case Studies Due 8 AM	Prof Reynolds & Dr. Bradley
April 21 Class 13	**3 CNL Application – Student Group Presentations	Prof Reynolds & Dr. Bradley
April 28 Class 14	**3 CNL Application – Student Group Presentations	Prof Reynolds & Dr. Bradley
May 5 Class 15	NO IN CLASS Meeting *EAQ Progress Report Due (450 questions minimum total) SUBMIT to Canvas by 1 pm	Prof Reynolds & Dr. Bradley
May 5 Finals Week	Exam #2 (Prof Reynolds content & info from CNL concepts presentations) – TIME 8:30 to 10:20	Prof Reynolds
May 8 - 15	HESI Exam on line – proctored by Proctor U	Prof Reynolds & Dr. Bradley