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2012

498 Senior Seminar

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Xavier University
College of Social Sciences, Health and Education School of Nursing
Spring, 2012

Course Number & Title: NURS 498 Senior Seminar

Credits: 3

Prerequisites: All 300 level nursing courses

Course Description:

This seminar course taken in the last semester focuses on the student's transition to entry-level practice. An inspection of personal transitions within the practice of nursing are examined. This capstone course allows the student to explore the educational transition of the program and to anticipate the professional transition into practice. Leadership, management and delegation principles will be analyzed. Professional responsibilities of the holistic nurse are reviewed. Concepts emphasized relate to the nurse as an instrument of healing engaged in a transpersonal human caring process, self-care, care of the environment and the global community.

Objectives:

1. Evaluate nursing as a profession using professional attributes.
2. Develop a personal philosophy of nursing.
3. Debate legal and ethical issues that impact the profession, personal practice.
4. Demonstrate professional communication strategies with interdisciplinary teams.
5. Synthesize strategies in adopting a culture of safety in healthcare institutions.
6. Analyze effective leadership styles.

Time and Location: Friday, 12:30 pm-3:00 pm, Cohen Center, Room 34

Faculty: Kimberly P. Toole, MSN, CPNP, RN, NCSN
Cohen Center 105
Office Phone: 513-745-3095
Home Phone: 513-891-7271
Office Hours: Mon and Wed by appointment (also open door if I am in)

Required Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: American Psychological Association.

LaCharity, L. A., Kumagai, C. K., & Bartz, B. (2011) *Prioritization, delegation, and assignment (2nd ed)*. USA: Mosby. ISBN-10: 03230657081 ISBN-13: 978-0323065702

Nance, J. J. (2008). *Why hospitals should fly: The ultimate flight plan to patient safety and quality care*. MT: Second River Healthcare Press.

Required Texts: (You must purchase one)

Ohman, K. (2010). *Davis's Q & A for the NCLEX-RN examination*. Philadelphia, PA: F.A. Davis.

OR

Silvestri, L.A. (2011). *Comprehensive review for the NCLEX-RN examination* (5^h ed.). St. Louis, MO: Saunders Elsevier.

Recommended Text:

Boyd, D., Hinds, M. M., Hyland, J. R. & Saccoman, E. A. (Eds.). (2011). *Evolve Reach comprehensive review for the NCLEX-RN examination* (3rd ed.). St. Louis, MO: Mosby Elsevier.

Teaching/Learning Strategies: Readings, group discussion, NCLEX practice questions, case studies, guest speakers.

Attendance:

It is an expectation that you will come to class, especially since we only meet once a week. If you are ill, you must e-mail me before class.

****** There will be no penalties for the first excused absence. However, there will be a deduction of 1.5% of the final grade for each excused absence thereafter. An excused absence is defined by notifying the professor at least one hour prior to class and following the absence with a doctor's note the next time class meets or the student must clear the anticipated absence with the professor prior to class.

There will be a deduction of 2.5% of the final grade for each unexcused absence (vacation, ill without doctor's note, failure to call one hour prior to class, absent on days we have guest speakers).

Grading Criteria:

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|--|------|
| Group led Discussions | 25% |
| Scholarly Paper | 35% |
| Reflective Philosophy Conceptual Model | 10% |
| Resume | 10% |
| Post-exit HESI exam | 10% |
| HESI pharmacy exam | 5% |
| <u>Peer Evaluation</u> | 5% |
| Total | 100% |

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|--------------|------------------|
| Grade Scale: | 92-100 = A |
| | 91-84 = B |
| | 83-75 = C |
| | 74-66 = D |
| | 65 and below = F |

When calculating the course grades, students must pass the course (have a 75% or better) without the inclusion of the HESI score. The HESI cannot be used to pull a student from a non-passing status in the course to a passing status.

Course Requirements:

All students must attend the three-day Comprehensive Content Assessment sessions provided by Xavier University faculty. These are all day sessions. See topical outline below for dates. Absence from either of the three days will result in a 0.05 deduction from the final grade.

Pre-exit HESI exam:

Students who do not achieve a minimum of 900 on the pre-exit HESI exam must complete an individualized practice plan. Using the individualized practice plan as a guide, the student will complete NCLEX practice questions. The number of NCLEX practice questions required for each student will parallel with the individual student's HESI score. See outline below.

A HESI score of:

Greater than 899 = No NCLEX questions required

800-899 = 100 NCLEX questions

700-799 = 200 NCLEX questions

600-699 = 300 NCLEX questions

500-599 = 400 NCLEX questions

Less than 500 = 500 NCLEX questions

Reports of the practice question results must be submitted to the faculty member prior to taking the post-exit HESI exam. All reports must yield a minimum score of 80% to be accepted.

Completing the NCLEX practice questions is a requirement of this course. In the event a student does not complete the required number of questions, the student will receive an "I" for the course and will not be admitted into the Post-HESI exam. The "I" will remain until the questions are completed. If the questions are not completed in the allotted time, in accordance with University policy, the "I" will convert to an "F" for the course (See University Catalog).

Post-exit HESI exam:

Any student who does not achieve a minimum of 850 on the post-exit HESI exam must participate in individualized remediation. The remediation assignment can be found on Blackboard. This is deemed essential for the student's success on the NCLEX examination. If the student does not complete the remediation by the designated date or by the end of the semester, the student will receive an "I" for the course. The "I" will remain until the remediation is completed OR if remediation is not completed in the allotted time, in accordance with University policy, the "I" will convert to an "F" for the course (See University Catalog).

Group Scholarly Paper:

Each group of 3-4 students will write a group scholarly paper (See separate description for selection of topic). See topical outline below for the due date of the paper. The complete rubric for the Scholarly Paper will be on Blackboard.

Group Led Class Discussions:

Each of the groups of 3-4 students will lead a class discussion using the Nance text (See calendar). Directions and rubric for leading class discussions can be found on Blackboard. To increase the likeliness of dynamic discussions about the Nance text requires everyone to do the reading. Please do not create undue stress in your classmates by failing to prepare or participate.

Group Peer Evaluation:

Students will complete a peer evaluation for their group members. This evaluation encompasses the individual's professionalism, collaboration, and contribution to group work. The evaluation will be posted on Blackboard to download and complete. Evaluation is to be turned into faculty in class (see calendar).

Reflective Philosophy Conceptual Model:

Students will create a conceptual model reflecting their personal philosophy of nursing. The study will present model to the class on scheduled day. Please see the directions and rubric for the Philosophy Conceptual Model on Blackboard. Due date is listed on detailed calendar.

Resumes:

Each student will prepare a professional resume and bring a final copy to class on the assigned due date. Students will participate in peer critiques of the resumes. For FERPA purposes, the resume is to exclude the GPA. Please write GPA: XXX instead of actual GPA. Please make an appointment with the Career Center for assistance on resume writing. Due date listed on the detailed calendar.

Participation:

Most of the learning experiences will be class discussions and group work. To make it a worthwhile experience, students must actively participate in group work, as well as class discussions. It is my expectation that you will respectfully respond to classmates as well as to me in class, in group discussions, and in emails. As a part of an integrated learning process, students are expected to preview assigned readings, contribute to class discussions, and participate in all group activities. Although they are not counted in the final course grade, indicators of your participation will be noted and may influence borderline grades.

Disabilities:

Any student who feels he/she may need an academic accommodation based on the impact of a disability (e.g.: sensory, learning, psychological, medical, mobility) should contact me to arrange an appointment to discuss your needs as soon as possible. I rely on the Disability Services Office for assistance in verifying your eligibility for academic accommodations related to your disability. If you have not previously contacted Disability Services, I encourage you to do so at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons, Room 514 or e-mail Cassandra Jones at jonesc20@xavier.edu, to coordinate reasonable accommodations.

Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me personally to discuss your specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the 5th Floor of the Learning Commons Center to coordinate reasonable accommodations.

Academic Honesty/Professional Behavior: As a student at Xavier University and a future member of the nursing profession, it is expected that all students will abide by honest, respectful, and ethical behavior. Any type of behavior consisting of plagiarism, cheating, unauthorized assistance on assignments and tests, or copying from other students will not be tolerated. The Xavier University Catalog will be considered authoritative for policy and penalties attached to such behavior and will be enforced.

Respectful and professional decorum and demeanor is expected. This includes being attentive, timely, and putting forth your best efforts. Cell phone use, internet use and preparing materials for other classes, is not permitted during class time. Please feel free to eat and drink in class but do so in a way that is not disruptive to the class.

Nursing 498 SENIOR SEMINAR 2012 DETAILED CALENDAR

| Date | Class Topic | Assignments |
|-----------------|--|--|
| 1113/12 | Course Overview Information questionnaire View Flight 232 EDGT module access code | Bring the following from Blackboard (paper or laptop): Syllabus Scholarly Paper Rubric Philosophical Conceptual Model Rubric |
| 1120/12 | HESI PRE-TEST 12:30-3:00 Computer lab (HAL 4 & 21) | Complete Comprehensive Practice Test A on the Elsevier Evolve Website. |
| 1127112 | Delegation & Entry into Practice Case Studies Delegation Case Studies Class Discussion | LaCharity text: Prioritization, Delegation and Assignr pgs 1-8. Bring book to class Watch EDGT Transition Into Practice Module before class CHEESECAKE! |
| 2/3/12 | Pre-scenario conference Assessment tool Consent form | Meet at Kennedy Auditorium (Conaton) |
| 2/10/12 | Back Sim Lab- prioritization & delegation Taped Report and Prioritization Activity Nance Discussion (Group 1) | Nance Chapters 1-4 |
| 2/17/12 | Nance Discussion (Group II) NCLEX Questions and LaCharity Case Studies. | Nance Chapters 5-8 LaCharity text TBA |
| 2/24/12 | Scenario- Sim Lab | Assignment TBA |
| 3/2/12 | Nance Discussion (Group III) Resume building- feedback from discussion groups NCLEX Questions and Case Studies | Nance Chapters 9-12 Create your professional resume and cover letter Bring printed copy of both to class. Lacharity TBA |
| 3/9/12 | SPRING BREAK | ENJOY!! |
| 3116/12 | Nance Discussion (Group IV) Horizontal Violence/Incivility Role playing | Nance 13-Epilogue EDGT Modules-watch before class |
| 3/23/12 | Philosophy Conceptual Models presentations | Reflective Philosophy Conceptual Model Due for _presentation in class. |
| 3/30112 | Graduate Seniors Panel/Nurse Managers Panel | Be prepared to ask pertinent questions of both panels. Dress in business casual Rough draft due for group scholarly paper |
| 4/5/12 | EASTER BREAK | ENJOY! |
| Toes 4/10/12 | NCLEX review course 9am-5pm Location TBA | |

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|------------------|---|---|
| Tburs 4/12/12 | NCLEX review course 9am-5pm | |
| 4/13/12 | NO CLASS | |
| Mon 4/16/12 | NCLEX review course 9am-5pm | |
| 4/20/12 | NO CLASS | Group Scholarly Paper Due Group Peer Evaluations Due |
| 4/27/12 | HESI Post Exit Exam 12:30-3:00 Computer Lab TBA | **Submit NCLEX practice question report(s) as a ticket to take the HESI Post-exit exam (from remediation of pre-HESI) |
| 5/4/12 | Pharmacology Exam 10:00-11:30 am Computer Lab TBA | |
| Mon 5/7/12 | Remediation | Remediation Due Follow Remediation Directions on Blackboard (from HESI exam) |
| Fri 5/11/12 | Pinning | |
| Sat 5/12/12 | GRADUATION! | |

Caveat:

The schedule in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

Class Schedule:

Speakers will be coming to class. The class schedule may be adjusted to accommodate speaker availability. Assignment due dates are not expected to change.