

Xavier University

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Nursing Syllabi Spring 2018

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2018

### 484 Hispanic Focus Elective

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XAVIER UNIVERSITY  
College of Professional Sciences  
School of Nursing

**Course Number and Title** NURS 484 Hispanic Focus Elective

**Number of Credits** 3 credits (45 contact hours)

**Prerequisite: none** **Spanish 201 (for Hispanic Focus Certificate), NURS 132**

**Course Description** This course provides an in-depth look into the Hispanic culture and heritage, including health practices. The student will gain experience in using Spanish language through interaction with Hispanic individuals and communities. Classroom and experiential assignments are designed as upper level nursing course to promote cultural competence in caring for Hispanic individuals and communities.

**Course Objectives**

1. Analyze health disparities, geographical and cultural influences as they pertain to health care of Hispanic clients. (Articles ,class discussion)
2. Utilize knowledge of heritage and health care beliefs in planning holistic and transcultural nursing care of Hispanic individuals & aggregates. (Fieldwork)
3. Develop an evidence –based intervention plan addressing a health care concern in the Hispanic population. (paper & poster)
4. Practice verbal and nonverbal Spanish communication with members of the Hispanic community. (Field work)

**Related Essentials of Baccalaureate Education**

Essential III - As practitioners at the point of care, baccalaureate nurses are uniquely positioned to monitor patient outcomes and identify practice issues. Baccalaureate education provides a basic understanding of how evidence is developed, including the research process, clinical judgment, interprofessional perspectives, and patient preference as applied to practice. Professional nurses safeguard patient rights, including those of the most vulnerable patients, in situations where an actual or potential conflict of interest, misconduct, or the potential for harm are identified.

Essential V - Healthcare policies, including financial and regulatory policies, directly and indirectly influence nursing practice as well as the nature and functioning of the healthcare system. These policies shape responses to organizational, local, national, and global issues of equity, access, affordability, and social justice in health care. Healthcare policies also are central to any discussion about quality and safety in the practice environment.

Essential VI- Interprofessional Communication and Collaboration for Improving Patient Health Outcomes. Students apply inter and intraprofessional communication and collaborative skills to deliver evidence based , patient centered care. Ethical codes, core values ,advocacy, autonomy , safety and scope of practice are among the key concepts students demonstrate.

Essential VII- Clinical Prevention and Population Health- Students apply concepts of health promotion, disease and injury prevention across the lifespan. Students assess health/illness beliefs, values, attitudes and practices of both individuals, families and communities and use evidence based practices to guide teaching and evaluation throughout the lifespan.

Essential VIII- Professionalism and Professional Values. Students apply values of altruism, human dignity, integrity and social justice to demonstrate ethical behavior in all aspects of patient care throughout the life span.

Essential IX- Baccalaureate Generalist Nursing Practice- Students implement holistic, patient centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical and nursing management, across the health-illness continuum, lifespan and in all healthcare settings.

**Time and Location: Mondays 4- 6:30p; Cohen 143**

On campus time: TBA: 2.5 hour per week to be divided between on/off campus

Off campus: TBA at local agencies serving Hispanic population or total of 15 hours immersion over the semester. This could include Health Fairs, After-school tutoring, Mark ID, refugee resettlement, warehouse activities, English as second language education. To participate in any of these activities you must attend an orientation program & background check. Details to be discussed 1<sup>st</sup> day of class.

**Faculty:** Jackie Clippinger MSN, RN

Mary Beth Doyle MSN, RN

OFFICE: Cohen Room 111

Office Phone: 745-3749

E-MAIL: [clippingerj1@xavier.edu](mailto:clippingerj1@xavier.edu) + [doylem7@xavier.edu](mailto:doylem7@xavier.edu)

Office Hours: email for appointment

**Required text:**

Nazario, S. (2014). *Enrique's Journey*. New York, NY: Random House.

This class does not have a textbook. Students are expected to read the text before class. Students will bring any assigned reading materials to class and come prepared to discuss materials.

**Teaching/ Learning Strategies:** Field experiences, discussions, presentations, possible speakers,

**Attendance Policy: Attendance and participation in the class is expected,** all students have something of value to contribute to the class as well as to the education of others. It is our professional responsibility to share the benefit of our knowledge with our colleagues. Professional responsibility extends to be present and prepared for the field experience. Should it be necessary to be absent from class, **it is the student's responsibility to inform the course faculty member of needed absences prior to the class meeting.**

**Missed / late assignment policy**

Late submission of assignments will result in automatic 10% reduction in the grade. Assignments will not be accepted beyond one week post due date.

### **Evaluation Strategies:**

#### **Field Experiences/ Journal entries for each field experience**

**A minimum of 12-15 hours of field experience. Student Must keep own log of hours and provide a journal entry for each field experience. 30%**

**Student led discussion of a Hispanic culture 15%**

**Evidence Based Paper regarding a Health Issue/Concern in the Hispanic Community 25%**  
(To avoid duplication, students need to consult with instructor on topic)

**Poster of Health Issue/Concern 20%**

**Participation in class discussions, assigned reading & discussion 10%**

**TOTAL 100%**

#### **Grading scale:**

A	94-100	C+	77-79
A-	90-93	C	75-76
B+	87-89	C-	70-74
B	84-86	D	<70
B-	80-83		

#### **Professional Behavior:**

Refer to Student Handbook.

#### **XU Academic Honesty 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 one or more of the following: 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.

**Caveat**

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

### 484 Journal Reflection

	<b>Ratings</b>		<b>Pts</b>
This criterion is linked to a Learning Outcome Reflection on the experience	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
This criterion is linked to a Learning Outcome What did you learn about Hispanic Community?	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
This criterion is linked to a Learning Outcome What did you learn about yourself?.	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
This criterion is linked to a Learning Outcome How might this experience impact your practice as a nurse?	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
Total Points: 80.0			

### 484 Evidence Based Paper

	<b>Ratings</b>	<b>Pts</b>
This criterion is linked to a Learning Outcome Introduction – 1 -2 paragraphs; (What is this paper about? The purpose)	10.0 pts Full Marks	0.0 pts No Marks 10.0 pts
This criterion is linked to a Learning Outcome Background a. Identify the community: location, demographics, cultural heritage, b. Identified health need and the impact on the community. c. Provide background from the literature on this problem	20.0 pts Full Marks	0.0 pts No Marks 20.0 pts
This criterion is linked to a Learning Outcome Literature Review a. Identify two or more interventions that have been used to address the problem identified above. b. Critique the evidence to support each of the interventions c. Compare the applicability and cultural congruence of the interventions to this community.	20.0 pts Full Marks	0.0 pts No Marks 20.0 pts
This criterion is linked to a Learning Outcome Proposed intervention a. Chose one of the interventions from #3 for use with your community b. Support the use of this intervention with the literature and its appropriateness for the community identified—including cost considerations. c. Discuss how the intervention could be adapted and implemented in the community d. Discuss how you would engage the community and its leaders to solve the problem.	20.0 pts Full Marks	0.0 pts No Marks 20.0 pts
This criterion is linked to a Learning Outcome Expected Outcome(s ) a. Describe the outcome that you hope to achieve.	10.0 pts Full Marks	0.0 pts No Marks 10.0 pts
This criterion is linked to a Learning Outcome Mechanics: Paper is written in APA (6th ed.) format: · Title page follows APA guidelines for format. · Page headers and page numbers are formatted per APA guidelines. · Appropriate use of headings and line spacing (APA) · No new information is added into the conclusion, as it is an appropriate review of what has been discussed. · Reference page follows APA guidelines for format. · Minimal use of quotes · Citations of original works within the body of the paper (follow APA guidelines for In-Text Referencing). · Appropriate font, margins, color and white space are utilized.	10.0 pts Full Marks	0.0 pts No Marks 10.0 pts
This criterion is linked to a Learning Outcome Grammar/ spelling · Rules of grammar, usage, and punctuation are followed. · Spelling is correct. · Paragraph transitions are present, logical and maintain the flow throughout the paper. · The tone is appropriate to the content and assignment. · Sentences are complete, clear, and concise.	10.0 pts Full Marks	0.0 pts No Marks 10.0 pts

Total Points: 100.0

## 484 Poster Presentation

### Poster Presentation

<b>Criteria</b>	<b>Ratings</b>		<b>Pts</b>
This criterion is linked to a Learning Outcome Background	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
This criterion is linked to a Learning Outcome Statement of Problem	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Intervention proposed	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Expected Outcome	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
This criterion is linked to a Learning Outcome Content is accurate & current	15.0 pts Full Marks	0.0 pts No Marks	15.0 pts
This criterion is linked to a Learning Outcome Reading level and/ or language is appropriate to target audience/ Spanish is correct and appropriate	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome References in APA submitted separately	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
This criterion is linked to a Learning Outcome English translation provided	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
This criterion is linked to a Learning Outcome Presentation: Engaging; Engaged audience in the activity	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Presentation: Presented self as professional and knowledgeable but admitted if no knowledge.	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Total Points: 100.0			



## Professional Behavior: attendance and participation

### 484 Grading Rubric of Professional Behavior: attendance and participation

	<b>10 points</b>	<b>5 points</b>	<b>0-1 point</b>
Attendance	Less than 2 recorded absences from class and related experiences	2 to 3 recorded absences from class and related experiences	Greater than 3 recorded absences from class and related experiences
Participation	Full participation and engagement in class and assignments Student consistently reports on time and is prepared for class	Few episodes of poor participation and engagement Student is sometimes tardy and/or not well prepared for the class	Multiple episodes of poor participation and engagement Student is frequently tardy and/or not well prepared for class

## 484 Student Lead Discussions Rubric

### Student Lead Discussions Rubric

<b>Criteria</b>	<b>Ratings</b>		<b>Pts</b>
This criterion is linked to a Learning Outcome Describe in depth the geographical area of the population.	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
This criterion is linked to a Learning Outcome Describe the demographics and the culture of the majority of the population.	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
This criterion is linked to a Learning Outcome Discussion on health determinants affecting the population.	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
This criterion is linked to a Learning Outcome Analyze how culture and location impacts the health disparities.	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
This criterion is linked to a Learning Outcome Brief description of any current policies or interventions addressing the health disparities and issues	20.0 pts Full Marks	0.0 pts No Marks	20.0 pts
This criterion is linked to a Learning Outcome Identify at least 3 scholarly references in presentation and provide references separately using APA (6th. Ed)	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Professional appearance / leadership style and materials.	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
This criterion is linked to a Learning Outcome Engaged class participation and discussion with minimum of 2 questions .	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Total Points: 100.0			

**Xavier University School of Nursing  
College of Professional Sciences School of Nursing  
Spring, 2018**

**Course Number & Title:** NURS 498 Senior Seminar

**Credits:** 3 semester credits: 3 X 15 weeks = 45 theory hours

**Prerequisites:** All 300 level nursing courses: NURS 360, 361, 372, 373, 370

**Course Description:**

This seminar course to be 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.

**Course Objectives:**

Objective	BSN Essentials	Content/Concepts
1. Evaluate nursing as a profession using professional attributes.	Essential VIII: Professionalism and Professional Values Essential IX- Baccalaureate Generalist Nursing Practice	Professionalism, leadership concepts
2. Develop a personal philosophy of nursing.	Essential VIII: Professionalism and Professional Values Essential IX- Baccalaureate Generalist Nursing Practice	Nursing paradigm
3. Debate legal and ethical issues that impact the profession and personal practice.	Essential VIII: Professionalism and Professional Values Essential IX- Baccalaureate Generalist Nursing Practice	Legal and ethical issues in nursing & in health care, organ donation, assisted suicide, DNR, informed consent
4. Demonstrates professional communication strategies within interdisciplinary teams.	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential IX- Baccalaureate Generalist Nursing Practice	Interprofessional collaboration, communication, authority gradient, conflict resolution
5. Synthesize strategies in adopting a culture of safety in healthcare institutions.	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential IX- Baccalaureate Generalist Nursing Practice	Safety in health care, error prevention, culture of safety vs. blame, risk reduction
6. Analyze effective leadership styles.	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential IX- Baccalaureate Generalist	Leadership concepts, transactional vs. transformational leaders, manager vs. leader.

	Nursing Practice	
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**Time and Location:** **Section 01 Cohen Rm 187 Mon & Wed 11:00 am-12:15 pm**  
**Section 02 Cohen Rm 190 Mon & Wed 11:00 am-12:15 pm**  
**Section 03 Hailstones Rm 17 Mon & Wed 10:00 am-11:15am**  
**Section 04 Cohen Rm 187 Mon & Wed 2:00 pm -3:15 pm**

**Faculty:****Section 01**

Kim Toole, DNP, APRN, CNP  
 Cohen Center 105  
 Office Phone: 513-745-3095  
 E-mail: [toolek@xavier.com](mailto:toolek@xavier.com)  
 Office Hours: Monday after class and by appointment

**Section 02**

Jennifer Bradley, Ph.D., RN, AHN-BC, ACC  
 Cohen Center 124  
 Office Phone: 513-745-1915  
 E-mail: [bradleyj10@xavier.edu](mailto:bradleyj10@xavier.edu)  
 Office Hours: Monday and Wednesday after class and by appointment

**Section 03**

Patricia McMahon DNP, NP-C, RN

**Section 04**

Cohen Center 188d  
 Office Phone: 513-745-3852  
 E-mail: [mcmahonp2@xavier.edu](mailto:mcmahonp2@xavier.edu)  
 Office Hours: Monday and Wednesday 3:15-4:15 and by appointment

**Required Text and Resources:**

- ATI
- LaCharity LA., Kumagai CK., Bartz B. (2014) Prioritization, Delegation, and Assignment. Practice Exercises for the NCLEX Examination. 3<sup>rd</sup> edition. St. Louis, Missouri: Elsevier.
- Porter-O'Grady, T. & Malloch, K. (2016). Leadership in nursing practice. (2<sup>nd</sup> ed.). Burlington, MA: Jones & Bartlett.
- Nance, J. J. (2008). Why Hospitals Should Fly. Bozeman, MT: Second River Healthcare Press

**Instructional Methods:** Readings, class discussion, case studies, small team work/projects, simulation, NCLEX practice questions, journaling.

**Attendance:**

It is an expectation that you will come to class and participate in discussion. Should circumstances prevent you from attending class, it is your responsibility to **e-mail the professor prior to class**. Fulfilling this responsibility and courtesy is professional behavior. **There are no make-up quizzes unless absence is for a medical reason and the student supplies a physician excuse for the class missed. There are no make-up assignments.**

**Grading Criteria:**

Journals (medication activity, professional role/advocacy, personal philosophy)	15%
Team Assignments (Ethics case Study, Nance bookclub)	35%
Leadership Teaching Assignment	20%
Resume	5%
Weekly ATI assessment & post-assessment assignment	15%
ATI comprehensive predictor exam	5%
Attendance	5%
<hr/>	
Total	100%

Grade Scale:

94 - 100	= A
90 - 93	= A-
87 - 89	= B+
84 - 86	= B
80 - 83	= B-
77 - 79	= C+
75 - 76	= C
70 - 74	= C-
67 - 69	= D+
64 - 66	= D
60 - 63	= D-
< 60	= F

**Journals**

There are three required reflective journal entries. Students are expected to respond in a thoughtful, reflective manner to discuss the assigned topic. Due dates are listed on the course calendar.

- Journal #1 Medication Activity- See description and rubric below.
- Journal #2 Professional Role and Advocacy- See description and rubric below.
- Journal #3. Personal Philosophy- See description and rubric below.

**Resume Building**

Each student will prepare a professional resume and bring a hard copy of the resume to class on the assigned date listed on calendar, as well as post on Canvas. (See Canvas for rubric and instructions.) **There will not be individual feedback on the resume from the professor. There will be peer review. The student may request an appointment with the professor for resume review and feedback.**

**Team Assignments**

Students will work in small assigned teams for team projects. Teams will work on three team course assignments (Bookclub, Ethics Case Study, Leadership Teaching/Discussion) and will earn a team grade for this section of the course. Specific instructions and grading rubrics can be found below on syllabus. Due dates are listed on the course calendar. **One letter grade will be deducted from the student's score for not being present for the presentation.**

**Weekly ATI Assessment Assignment**

Students will complete weekly ATI pre-quiz, ATI focused review, assessment and post-assessment assignments. Due dates for submission are found on the ATI calendar. Timeliness of completion of assignment is included as part of this portion of the course grade.

**Proctored ATI Comprehensive Assessment A and ATI Comprehensive Assessment B**

Students will sit for **two proctored ATI comprehensives assessments** on the dates noted on the topical outline contained within this syllabus.

**Comprehensive Predictor ATI exam**

Students will sit for **one proctored comprehensive predictor exam** on the date noted on the topical outline contained within this syllabus. This exam counts for 5% of total grade.

**Late Submissions**

Success in this course includes devising a personal study schedule and adhering to it. **Five points will be deducted for each day any course assignment is late.**

**Class Participation/Leadership/Fellowship:**

The expectation is that students will attend class and participate actively on their team as well as in all class discussions. Students will elect a team leader for each project that will be responsible for organizing the team process. It is expected that all students will respond in a respectful manner to everyone in the classroom during class and small team discussions. As a part of an integrated learning process, students are expected to complete assigned readings prior to class, contribute to class discussions, and participate in team activities. Students are expected to be engaged in class.

**Academic Honesty:**

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 or copying from other students' work will not be tolerated. No photos of quizzes or test questions are permitted. The Xavier University Catalog and School of Nursing Baccalaureate Handbook will be considered authoritative for policy and penalties attached to such behavior and will be enforced.

### **Professional Behavior**

Respectful and professional decorum and demeanor is expected. This includes being attentive, timely, and putting forth your best efforts regarding all assignment. Cell phone or laptop use, internet use, or preparing materials for other classes, is not permitted during class time. Class may not be recorded unless permission from professor is obtained. Please feel free to eat and drink in class but do so in a way that is not disruptive to the class.

### **Social Media Policy**

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. On line content and behavior has the ability to enhance or undermine not only an individual but also Xavier University, and the profession of nursing. Violations may expose the offender to criminal and civil liability. It is important to avoid disclosing any HIPAA or academic protected information regarding patients, clinical sites, or peers. Any student found to have violated this policy will be subject to disciplinary action as set forth in school of nursing student handbook. For example infractions may result in utilization of the Professional Conduct Policy.

The following are taken from the American Nurses Association Social Networking Recommendations and modified to serve as a guide to students to avoid potential problems.

1. Standards of professionalism are the same on-line as in any other circumstance.
2. Never post photographs or any information gained in a nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs these boundaries.
4. Do not post inflammatory or unflattering information about peers, patients, clinical sites and/or their employees on any social media site. Make every effort to present yourself as mature, responsible, and professional.
5. Do not take photos or recordings of a patient in your clinical setting or peers in their clinical or classroom learning environment without obtaining special permission utilizing the appropriate forms.
6. Promptly report any breach of confidentiality or privacy to your faculty member.
7. Do not share any protected health information. (HIPAA)

Source: <http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit>

Please refer also to Xavier University Student Handbook:

- Respect for Others 13.3, page 19;
- Harassment Policy 19.18 page 53 & 54;
- Online Communities 20.3, page 70

<http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf>

For potential consequences of inappropriate use of social and electronic media and common myths and misunderstandings refer to the below site:

[https://www.ncsbn.org/Social\\_media-guidlines.pdf](https://www.ncsbn.org/Social_media-guidlines.pdf)

More information can be found at American Nurses Association Social Media /Social Networking Principles Toolkit  
[HTTP://WWW.NURSINGWORLD.ORG/FUNCTIONALMENUCATEGORIES/ABOUTANA/SOCIAL-MEDIA/SOCIAL-NETWORKING-PRINCIPLES-TOOLKIT](http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit)

**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](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514.

**Students with Disabilities** Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

**Journals:**

There are three required journal entries. Students are expected to respond in a thoughtful, reflective manner to discuss relevant concepts from class and texts. Journals will also be used to monitor student progress this semester. Due dates are listed on the course calendar.

- **Journal #1 Medication Activity-** Students are expected to complete the activity as described in the assignment and then complete the journal by answering the listed questions.

**Journal #1 Medication Activity Rubric**

**4 = Excellent 3 = Good 2 = Average 1 = Poor**

Criteria	Points Earned				Comments
Student fully participated in activity.	4	3	2	1	
Student discusses safety concepts.	4	3	2	1	
Students identifies strategies to improve medication adherence	4	3	2	1	
Student identifies challenges and barriers as well as how the challenges/barriers can be addressed for patients.	4	3	2	1	
Student discusses what personal learning/insight occurred as a result of deep reflection on successes and challenges.	4	3	2	1	
Total Points = 20	/20				



- **Journal #2 Professional Role and Advocacy-** Students are expected to attend/visit a professional organization or agency and discuss personal learning such as how this organization or agency impacts the nursing profession and/or nursing leadership.

**Journal #2 Professional Organization/Agency Meeting Rubric**

**4 = Excellent      3 = Good      2 = Average      1 = Poor**

<b>Criteria</b>	<b>Points Earned</b>				<b>Comments</b>
Student includes address of meeting, date of attendance, name, and phone number of contact person.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Student discusses the mission, vision/goals of the professional organization/agency.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Student discusses benefits of the professional organization/agency/meeting and how this organization/agency/meeting.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Student discusses how this organization/agency promotes nursing leaders	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Student discusses personal learning/insights resulting from attending meeting or visiting organization/agency.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
<b>Total Points = 20</b>	<b>/20</b>				

- **Journal #3. Personal Philosophy-** Students are expected to develop and discuss their own personal philosophy of nursing and leadership.

**Journal #3 Rubric**

**4 = Excellent      3 = Good      2 = Average      1 = Poor**

<b>Criteria</b>	<b>Points Earned</b>				<b>Comments</b>
Student discusses appropriate leadership concepts.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Student identifies successes and reflects on the ability to build on new insight or skill attainment in transition to nursing role.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Student identifies and discusses challenges in preparation for taking NCLEX, as well as how the specific challenges will be addressed.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Student reflects on own personal philosophy of nursing using all four metaparadigm concepts: person,	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	

health, environment, and nursing.				
Student addresses/reflects on how personal philosophy of nursing has grown over the last four years.	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Total Points = 20	<b>/20</b>			

**Team Assignments/Projects**

**Team Project #1: Psychosocial Integrity- Ethical Case Studies**

- a. Each team will be assigned an ethical case study to discuss and to answer the listed questions.
- b. On the assigned date, each team **will facilitate a class discussion** of the case study.
- c. The team will be graded using the following rubric:

**4 = Excellent 3 = Good 2 = Average 1 = Poor**

<b>Criteria</b>	<b>Points Earned</b>				<b>Comments</b>
Overview of ethical issue was comprehensive yet succinct.	4	3	2	1	
Response to case study was based on evidence based practice and reliable data.	4	3	2	1	
Knowledge of ethical principles was evident.	4	3	2	1	
All team members demonstrated evidence of preparation; presentation is well organized and flows from speaker to speaker.	4	3	2	1	
Each team member participated and provided his/her perspective.	4	3	2	1	
Team facilitated class discussion in an engaging way demonstrating a clear understanding of the issues; team is responsive to audience questions.	4	3	2	1	
Total Points = 24	<b>/24</b>				

2. Team Project #2: Bookclub-Safe & Effective Care
  - a. Each student will read John Nance’s book: “Why Hospitals Should Fly.”
  - b. Each team will conduct a book club to discuss the book using the discussion questions provided. Be insightful. Do not summarize the book.
  - c. The team will be graded using the following rubric:

**Bookclub-Safe & Effective Care Presentation Rubric**

**4 = Excellent 3 = Good 2 = Average 1 = Poor**

Criteria	Points Earned				Comments
Answers were accurate, comprehensive and insightful.	4	3	2	1	
Discussion was based on accurate content and evidence based practice, as well as reliable data.	4	3	2	1	
Knowledge of principles of leadership and safety and quality was evident.	4	3	2	1	
Team discussed/answered questions with adequate depth demonstrating a clear understanding of the issues.	4	3	2	1	
All team members demonstrated evidence of contributing. Each team member participated and provided his/her perspective. <b>Peer rating form (evaluations) completed.</b>	4	3	2	1	
Total Points = 20	/20				

**3. Team Project #3: Leadership Topic**

- a. Each team will be assigned a leadership topic from text to develop and present in class.
- b. The team will be graded using the following rubric:

**4 = Excellent 3 = Good 2 = Average 1 = Poor**

Criteria: Key Information	Points Earned				Comments
Overview of leadership topic was comprehensive yet succinct.	4	3	2	1	
Presentation was based on evidence based practice and reliable data	4	3	2	1	
Discussion activity was creative and engaging for the class, requiring the students to participate	4	3	2	1	
Content is well-organized, well- planned and well-executed. Slides easy to read.	4	3	2	1	
All team members demonstrated evidence of preparation; presentation was well organized and flowed from speaker to speaker Each team member participated and provided his/her perspective with professional attire.	4	3	2	1	

	/20	
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**2018 TOPICAL OUTLINE (COURSE CALENDAR)**

<b>Date</b>	<b>Topic</b>	<b>Assignments for Class (Homework Before Class)</b>	<b>Class Activities</b>	<b>Due Dates</b>
<b>Week 1 1/8</b>	Course Overview	Review Syllabus, Assignments, ATI Calendar	<ul style="list-style-type: none"> <li>Review Syllabus &amp; Course Expectations, &amp; Assignments</li> <li>Team projects; (Nance book), journals</li> </ul>	
<b>1/10</b>	ATI Orientation	ATI Plan	<ul style="list-style-type: none"> <li>Katts Model</li> <li>Group Sign-Up</li> </ul>	
<b>Week 2 1/15</b>	<b>MLK Day- No Class</b>			
<b>1/17</b>	Prioritization, Delegation, Making Assignments	1. Read: LaCharity Part 1: Intro: Prioritization, Delegation, & Assignment Decisions 2. Read Porter-O'Grady & Malloch Ch. 12 3. Review posted delegation documents	<ul style="list-style-type: none"> <li>Class Discussion on delegation</li> <li>Be prepared to discuss delegation questions pg. 449-451</li> </ul>	
<b>Week 3 1/22</b>	ATI Comprehensive Assessment A <b>3:00-4:15 pm</b>			
<b>Week 3 1/24</b>	Prioritization, Delegation, Making Assignments cont.	ATI assignments  Read: LaChaity Case Study 3 LaCharity Part 1: Introduction: Prioritization, Delegation, & Assignment Decisions Read Porter-O'Grady & Malloch Ch. 12	<ul style="list-style-type: none"> <li>Class Discussion on delegation cont.</li> <li>Be prepared to discuss delegation questions pg. 449-451</li> <li>Explain Medication Activity</li> </ul>	

<p><b>Week 4</b> <b>1/29</b></p>	<p>Present Team Project #1 Psychosocial Integrity-Ethics Case Studies</p>	<p>ATI assignments Porter-O'Grady &amp; Malloch Ch. 6</p>		
<p><b>1/31</b></p>	<p>Ethical Case Studies cont.</p>	<p>ATI assignments Porter-O'Grady &amp; Malloch Ch. 6</p>		
<p><b>Week 5</b> <b>2/5</b></p>	<p>Transitioning to the Professional Role  <b>Arrupe Room 3-4:15 pm</b></p>	<p>ATI assignments  Read: Porter-O'Grady &amp; Malloch Chapter, 385-386</p>	<ul style="list-style-type: none"> <li>• PANEL of managers</li> <li>• Bring one question on an index card that will be collected at the beginning of class to ask the managers</li> </ul>	<p><b>Journal #1 Due</b></p>
<p><b>2/7</b></p>	<p>Bradley &amp; Toole: Building a Resume and Interviewing- Cohen 187  McMahon: Change and Innovation- <b>Student led class</b></p>	<p>ATI assignments  Bradley &amp; Toole Read: Porter-O'Grady &amp; Malloch Chapter 10  McMahon: Read: Porter-O'Grady &amp; Malloch Chapter 1</p>	<ul style="list-style-type: none"> <li>• Bradley &amp; Toole Guest Speaker: Andrea Mersmann</li> <li>• McMahon: LaCharity Case Study 21 Childbearing</li> </ul>	
<p><b>Week 6</b> <b>2/12</b></p>	<p>Transitioning to the Professional Role cont.  <b>Arrupe Room 3-4:15 pm</b></p>	<p>ATI assignments  Read: Porter-O'Grady &amp; Malloch Chapter, 385-386</p>	<ul style="list-style-type: none"> <li>• PANEL of new grad RNs</li> <li>• Bring one question on an index card that will be collected at the beginning of class to ask the new graduate RNs</li> </ul>	
<p><b>2/14</b></p>	<p>McMahon: Building a Resume and Interviewing  Bradley &amp; Toole: Change and Innovation- <b>Student led class</b></p>	<p>ATI assignments  McMahon: Read: Porter-O'Grady &amp; Malloch Chapter 10</p>	<ul style="list-style-type: none"> <li>• McMahon-Guest Speaker: Andrea Mersmann</li> <li>• Bradley &amp; Toole: LaCharity Case Study 21 Childbearing</li> </ul>	

		Bradley & Toole: Porter-O'Grady & Malloch Chapter 1		
<b>Week 7</b> <b>2/19</b>	Conflict Resolution Skills for  Clinical Leaders: <b>Student led class</b>	ATI assignments  Porter O'Grady & Malloch Chapter 4	<ul style="list-style-type: none"> <li>• Be prepared to discuss leadership questions or issues from assigned readings pg. 158-159</li> <li>• Practice Interviewing (Role Play)</li> <li>• Peer review of resume</li> </ul>	<b>Resume Due</b>
<b>2/21</b>	Test Taking Strategies	ATI assignments		
<b>Week 8</b> <b>2/26</b>	Leadership: The Foundation of Practice Partnership- <b>Student led class</b>	ATI assignments  Porter O'Grady & Malloch Chapter Ch 7	<ul style="list-style-type: none"> <li>• Be prepared to discuss leadership questions or issues from assigned readings</li> <li>• LaCharity Pediatrics Case Study 19</li> </ul>	
<b>2/28</b>	Policy, Legislation, Licensing, and Professional Leadership Nurse Roles: <b>Student led class</b>	ATI assignments  Porter O'Grady & Malloch Chapter 11	<ul style="list-style-type: none"> <li>• Be prepared to discuss leadership questions or issues from assigned readings</li> <li>• LaCharity Cancer Case Study 11</li> </ul>	
<b>Week 9</b> <b>3/5-3/9</b>		<b>Spring Break!!!</b>		

<b>Week 10</b> 3/12	Off (test pay-back)	ATI assignments	No Class	
<b>3/14</b>	Leadership: <b>Student led class</b> Person of the Leader: The Capacity to Lead	ATI assignments Porter O’Grady & Malloch Chapter 3	<ul style="list-style-type: none"> <li>• Be prepared to discuss questions from assigned readings</li> <li>• LaCharity Pain Case Study 10</li> </ul>	
<b>Week 11</b> 3/19	Leadership: <b>Student led class</b> Accountability and Ownership: The Centerpiece of Professional Practice	ATI assignments Porter O’Grady & Malloch Chapter 14 Capacity to Lead	<ul style="list-style-type: none"> <li>• Be prepared to discuss leadership questions from assigned readings</li> <li>• LaCharity Case Study 20- Mental Study</li> </ul>	
<b>3/21</b>	No Class independent test preparation	ATI assignments		<b>Journal #2 Due</b>
<b>Week 12</b> 3/26	<b>ATI Comprehensive Assessment B</b> <b>3:00-4:30</b>			
<b>3/28</b>	No class	<b>Read Nance</b>		
<b>Week 13</b> 4/2	<b>No Class</b>			
<b>4/4</b>	<b>Orientation to Virtual ATI</b>  Safe and Effective Care National Safety Goals		<ul style="list-style-type: none"> <li>• Review National Patient Safety Goals (JCAHO)/ Present Case Scenarios</li> </ul>	
<b>Week 14</b> 4/9	<b>Safe and Effective Care</b> Cont.		<ul style="list-style-type: none"> <li>• Review National Patient Safety Goals – Present Case Scenarios</li> </ul>	
<b>4/11</b>	Safe and Effective Care Cont.		<ul style="list-style-type: none"> <li>• Present Case Scenarios</li> </ul>	
<b>Week 15</b> 4/16	<b>Leadership: Navigating the Care Network- Shared Governance</b> <b>Arrupe Room 3-4:15 pm</b>	Porter O’Grady & Malloch Chapter 2	<ul style="list-style-type: none"> <li>• Panel of nurses</li> </ul>	<b>Journal #3 Due</b>
<b>4/18</b>	Leadership: Agency/Organization/Advocacy		<ul style="list-style-type: none"> <li>• Be prepared to briefly discuss your agency/ organization visit and how nurses</li> </ul>	



			can advocate for patient/families nursing through this organization	
<b>Week 16</b> <b>4/23</b>	<b>Bookclub: Why Hospitals Should Fly by John Nance</b>		<ul style="list-style-type: none"> <li>• Bookclub discussion; answer questions</li> </ul>	
<b>4/25</b>	No class : Prep for ATI Comprehensive Predictor			
<b>Week 17</b> <b>4/30</b>	<b>ATI Comprehensive Predictor Exam</b> <b>3-5 pm</b>			
<b>5/2</b>	<b>Exam Week- No class</b>			
<b>5/4</b>	Live ATI NCLEX Review			
<b>5/5</b>	Live ATI NCLEX Review			
<b>5/6</b>	Live ATI NCLEX Review			
<b>5/11</b>	<b>Pinning</b>			
<b>5/12</b>	<b>Graduation</b>			

**Caveat: The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires and room availability.**

**Schedule for Hispanic Focus  
NURS 484**

**SCHEDULE SUBJECT TO CHANGE PER ORIENTATION WITH SU CASA**

Week / Date	Agenda	Class Topic
Week 1 Jan 8	Introductions Syllabus <ul style="list-style-type: none"> <li>• Virtusonline.org</li> </ul> Review of potential experiences Students choose Hispanic population	Overview of Hispanic Health <ul style="list-style-type: none"> <li>• Cultural competence/ sensitivity/ humility</li> <li>• Giger &amp; Davidhizer Transcultural Model</li> <li>• Health determinants and disparities</li> <li>• Virtusonline.org</li> </ul> <b>• Paper, health promotion activity, and assessment reflect are all due by 0800 April 9</b> <i>Please submit as you finish the assignments.</i>
Week 2 Jan 15	Martin Luther King Day	No class
Week 3 Jan 22	Book Discussion: Enrique's Journey Ch 1-3  Students Leading the discussion on a Specific Hispanic group	<ul style="list-style-type: none"> <li>• Enriques Journey Chapters 1-3</li> <li>• 3 students to present on specific Hispanic group</li> </ul>
Week 4 Jan 29	SuCasa week /Time for Orientation  Goal is to complete orientation by this date	<ul style="list-style-type: none"> <li>• Field Experience</li> </ul>
Week 5 Feb 5	Book Discussion: Enrique's Journey Ch 4-6  Students Leading the discussion on a Specific Hispanic group	<ul style="list-style-type: none"> <li>• Enriques Journey Chapters 4-6</li> <li>• 3 students to present on specific Hispanic group</li> </ul>
Week 6 Feb 12	Su Casa	<ul style="list-style-type: none"> <li>• Field Experience</li> </ul> <b>• Paper, health promotion activity, and assessment reflect are all due by 0800 April 9</b> <i>Please submit as you finish the assignments.</i>
Week 7 Feb 19	Students Leading the discussion on a Specific Hispanic group	<ul style="list-style-type: none"> <li>• 2 students to present on specific Hispanic group</li> </ul>
Week 8 Feb 26	Su Casa	<ul style="list-style-type: none"> <li>• Field Experience</li> </ul>
Mar 5	Spring Break	No Class

Week 9 Mar 12	Su Casa	<ul style="list-style-type: none"> <li>• Field Experience</li> </ul>
Week10 Mar 19	Students Leading the discussion on a Specific Hispanic group	<ul style="list-style-type: none"> <li>• 2 students to present on specific Hispanic group</li> </ul>
Week11Mar 26	Su Casa	<ul style="list-style-type: none"> <li>• Field Experience</li> <li>• <b>Paper, health promotion activity, and assessment reflect are all due by 0800 April 9</b></li> </ul> <i>Please submit as you finish the assignments.</i>
Tuesday March 27	Alfombra at Xavier University	10am -2pm in GSC at Xavier
Week 12 April 2	EASTER MONDAY	<ul style="list-style-type: none"> <li>• 1 student to present on specific Hispanic group</li> </ul>
Sun. April 8	Su Casa Health Fair ???	Location: CINTAS (?) set up, work booth, tear down activities
Week13 April 9	Student Poster Presentations	<b>**Paper, health promotion activity, and assessment reflect are all due by 0800 April 9</b> 4-5 Students to present Hispanic Health Promotion Poster
Week14 April 16	Student Poster Presentations	<ul style="list-style-type: none"> <li>• 4-5 Students to present Hispanic Health Promotion Poster</li> </ul>
Week15 April 23	Wrap Up and Evaluations Book Discussion: Enrique's Journey Ch 7-8, epilogue and afterword	<ul style="list-style-type: none"> <li>• Wrap up &amp; Evaluations</li> <li>• Book Discussion: Enrique's Journey Ch 7-8, epilogue and afterword</li> </ul>