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550 Nursing Perspectives I

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

Fall 2018

COURSE NUMBER AND TITLE: NURS 550 Nursing Perspectives I

NUMBER OF CREDITS: 3 Credits

NUMBER OF THEORY HOURS: 45 Contact Hours

PRE-REQUISITES: Admission to the MIDAS program

CO-REQUISITES: None

FACULTY/ OFFICES: Linda W. Moore, PhD, RN, CNL; Office 130 B; Phone 745-1008; email: moore@xavier.edu

Marie Reynolds, MSN, MS, RN, CNL; Office 131A; Phone 745-1902; email reynoldsm@xavier.edu

OFFICE: Office Hours By Appointment (Please email faculty if you need to set up an appointment)

COURSE TIMES AND LOCATION: Tuesday and Thursday 1:00 – 2:15
Location: Cohen 187

COURSE DESCRIPTION:

This course introduces the student to nursing as a profession and discipline. Content includes discussion of the roles of the professional nurse, the scope of practice, nursing history with emphasis on the holism philosophy that emanated directly from Florence Nightingale, professional organizations, and ethical/legal rights and responsibilities. Also addressed are introductory concepts of cultural diversity, leadership, holistic nursing and organizational behavior. Curricular concepts introduced include transition, critical thinking, communication (written and oral), and nurse as an instrument of healing.

COURSE OBJECTIVES:

1. Explores the roles and responsibilities of the professional nurse.
2. Investigates the major historical transitions that have influenced the development of modern nursing within healthcare delivery.
3. Demonstrates essential skills necessary for graduate level scholarly endeavors.
4. Examines culture as it impacts health.
5. Develops an awareness of own culture and the culture of others.

6. Discusses organization structures and leadership principles as they apply to the Clinical Nurse Leader (CNL).

TEXTS / LEARNING RESOURCES:

American Psychological Association (2010). *Publication manual*. (6th ed.). Washington, DC, Author.

Black, B. P. (2017). *Professional nursing: Concepts and challenges*. (8th ed.). Philadelphia: Saunders.

Giger, J.N. (2017). *Transcultural nursing: Assessment & intervention*. (7th ed.). St. Louis: Mosby.

ANA.(Most Recent Edition). Foundational Documents: *Social Policy Statement, Code of Ethics, Standards of Practice* (Purchase in Bookstore)

Nugent, P. M. & Vitale, B. A. (2015). *Fundamentals SUCCESS: A Q & A Review. Applying Critical Thinking to Test Taking*. (4th Ed). Philadelphia: Davis.

Additional Assigned Articles available on Canvas.

TEACHING STRATEGIES:

- Lecture
- Discussion
- Seminar
- Online exercises
- Presentations
- HESI Case Studies
- Evolve Adaptive Quizzes
- HESI Examination

COURSE 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 |

EVALUATION METHODS:

| | |
|--|----------------------------|
| Orientation Learning Modules | 5% |
| Paper (5%) and PowerPoint (3%) | 8% |
| Professional Module Study Guides (6 guides; 2% each) | 12% |
| Transcultural Study Guides/Discussion Board (5 guides; 2% each) | 10% |
| Nurse Leader Presentation (groups) | 10% |
| Cultural Group Presentation (groups) | 10% |
| Clinical Application (groups of 2) | 20% |
| HESI Case Studies | 10% |
| Evolve Adaptive Quizzes (EAQ) | 5% |
| HESI Exam | <u>10%</u> 100% |

ORIENTATION LEARNING MODULES:

Students are required to complete the Orientation Learning Modules as a required assignment for NURS 550. All newly enrolled students should have received an e-mail invitation from School of Nursing Faculty advising them to complete the Orientation Learning Modules as part of this course. (5% of grade)

After the modules have been completed, students will be awarded a Completion Certificate. Upon receipt of the completion certificates, students are to submit a copy of the certificate to NURS 550 Canvas/Assignment.

It is expected that students who successfully complete the Atomic Learning Modules possess basic computer competencies and information literacy skills (including APA and plagiarism avoidance) essential for success in the nursing program. Students are encouraged to return to the modules as often as needed anytime throughout the duration of their nursing program.

PAPER AND POWERPOINT:

All students will complete and submit to Canvas/Assignments a paper and a PowerPoint. The purpose of this assignment is to demonstrate competencies in scholarly writing, APA, and PowerPoint preparation. The rubrics for the assignments are posted on Canvas. (Paper: 5% of grade. PowerPoint: 3% of grade.)

PROFESSIONAL ISSUES STUDY GUIDES:

During the semester, you will have **6 Professional Issues Study Guides** assigned (see calendar). These study guides will be focused on the readings assigned for that class period. They will be used to promote thoughtful reflection regarding current issues of import to the nursing profession. Professional Issues study guides must be completed and submitted **at the beginning** of the class for which they are assigned. Late study guides **will not** be accepted. Please make copies of the guides and answers for your use during class discussion. Each guide will account for 2% of the course grade (12%) total.

TRANSCULTURAL STUDY GUIDES:

Cultural content, for the most part, will be taught on-line (outside of class). You will be asked to read and reflect on content and then complete a study guide. There are a total of 5 Transcultural Study Guides (2% each for a total of 10% of the course grade). Study Guides for Culture content are on Canvas in the Culture folder (Study Guides 7-11).

For Dr. Moore's classes on Culture (see calendar) submit those study guide answers as hard copy to Dr. Moore **on due date** (place in mailbox outside Dr. Moore's door). **NOTE: Study Guide #11 is an interview with someone from another culture, so prepare early for this guide.**

For the Culture content that Professor Reynolds is responsible for (see calendar) submit the answers to those study guides on Canvas. Open the Study Guide, answer the questions, save as a Word Document, Attach, and Submit. Follow the Instructions for the Due Dates and Times. Study Guides must be **submitted by defined due dates (see course calendar/schedule)**.

Late guides **will not** be accepted.

PRESENTATIONS:

Small group presentations: nurse leaders (10% of grade), a selected culture (10% of grade), and Clinical Application of Critical Thinking/Clinical Reasoning (20% of grade). Rubrics are posted on Canvas for all 3 presentations. PowerPoints are to be posted on Canvas prior to the presentation and made available to the class.

HESI CASE STUDIES:

Throughout the semester each student is to complete the following 5 HESI case studies: 1) Altered Nutrition, 2) Fluid Balance, 3) Mobility, 4) Perioperative, and 5) Pain. 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 **Thursday November 29, 2018 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 552, 553, and 554. 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)

Evolve Adaptive Quizzes (EAQs):

Elsevier Adaptive Quizzes will be used to assist in preparing for the HESI exam and as a tool to enhance learning of nursing content from first semester courses. Each student should complete a **minimum of 100 questions for each reporting period** throughout the semester. There are 2 reporting periods for the semester (hard copies of reports are due by the beginning of class time on the following dates: **Oct 9 and Dec 4**). In the event that we are not scheduled to have class on these dates, please place your report outside Dr. Moore's office door in the mailbox by 1:00 PM. **A minimum total of 200 EAQ questions are to be completed by the second report. A minimum of 200 questions must be completed by December 4 in order to receive the 5% allotted. If 200 questions are not completed by the due date, no amount of credit will be given for the EAQs and you will not receive the 5%. No partial credit will be given. Faculty will be checking the EAQ site to verify your work.**

NOTE: If you complete more than the 100 question minimum during a report period, you still must complete the 100 question minimum the next report period. The goal is to answer questions across the semester, not to complete all 200 questions in one report period.

Students will design their own quizzes selecting the topic and the number of questions per quiz. **Topics that are pertinent for this semester include: Content Area – Fundamentals (focus on Fundamental Skills or Health and Physical Assessment OR Client Needs – Basic Care and Comfort).** Students can select the # of questions they want per quiz in increments of 5 (e.g. 5, 10, 15, 20, etc).

There are 3 levels of Mastery that students can achieve. This semester most students will be in the Level 1 Mastery, but strive to achieve a higher level. Remember, you may be getting questions about content that you have not yet covered in the course work, but that's OK. Read the rationale for the correct answers and learn as you go. Toward the end of the semester you will hopefully recognize more content and receive higher scores. EAQs are being used to give you some experience answering NCLEX style questions on Fundamentals content.

Use the EAQ Report Form to report your progress. This form is on Canvas under the Files tab, and in the Course Documents folder. Please download and track your progress. **Submit reports that are typed. For each report period, submit all previously completed reports, stapled together so that faculty can see your progress across the semester. You must sign and date the form in order to receive credit for completing the questions.**

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 “M” (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 “M” will convert to an F for the course grade.

NOTE: Please use the questions in the Fundamentals Success text by Nugent and Vitale and the EAQ throughout the semester as a way to prepare for the HESI exam.

ATTENDANCE POLICY:

Reasonable attendance at all class meetings is expected. Should circumstances prevent a student from attending class, the student should inform Dr. Moore or Professor Reynolds prior to the class meeting (send email or leave voice mail on office phone). 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.

STUDENT SUPPORT:

It is our goal that this class be an accessible and welcoming experience for all students.

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 to coordinate reasonable accommodations.

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.

Occasionally, students may experience personal problems or difficulties during the term that can be emotionally disturbing and may seriously interfere with learning. If this should happen to you, please meet with the faculty to see what can be worked out. In addition, the University provides supportive services for students. For more information, go to:

<http://www.xavier.edu/sss>

CLASSROOM ETIQUETTE:

Participate in discussions. Be attentive. Be respectful of others by not having side conversations. **Turn cell phones off/vibrate. NO TEXT MESSAGING!** Do not work on other course materials during this classroom time (no laptops opened in class EXCEPT to current classroom materials). Be on time to class.

STUDENT RESPONSIBILITIES:

Students are responsible for:

1. Reading and critically reflecting on material related to class content.
2. Attending all classes and *preparing prior* to class in order to share insights and experiences concerning assigned readings.
3. Submitting all assignments on time and according to requirements.
4. Notifying the professor as needed for assistance in facilitating understanding of course content or any concerns/problems.

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.”

Caveat: The schedule and expectations of this course are subject to change in the event of extenuating circumstances.

CLASS SCHEDULE
Perspectives I --- NURS 550
Fall 2018

| DATE | TOPIC | ASSIGNMENTS/READINGS | FACULTY |
|--------------------------------|---|---|-----------------------------|
| CLASS #1 8/21 | Overview of Course Transition into Professional Education | (No Readings Assigned) | Moore & Reynolds |
| CLASS #2 8/23 | Transition into Professional Education | (No Readings Assigned) | Moore & Reynolds |
| CLASS #3 8/28 | Advanced Searching and Citation Tools NOTE: XU School of Nursing Library Liaison BRING LAPTOP to CLASS | NOTE: PowerPoint and paper on Nurse Leader in APA format with cover sheet and reference page DUE 9/27/18. Orientation Module certificates of completion DUE 9/20/18. | Reynolds |
| CLASS #4 8/30 | PROFESSIONAL MODULE: Orientation/Introduction to MIDAS Program Guest Speaker: Celia Kendall, Elsevier | No assigned readings. | Moore |
| CLASS #5 9/4 | PROFESSIONAL MODULE: Review Key Points Student Handbook Why Choose Nursing? | Review Xavier University SON Handbook Online www.xavier.edu/nursing/Current-Students.cfm **Professional Issues Study | Moore |

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| | Guest Speakers: MIDAS II | Guide #1 Due-- (See Reading List for Dr. Moore) | |
| CLASS #6 9/6 | PROFESSIONAL MODULE: Shaping Your Professional Identity | **Professional Issues Study Guide #2 Due- (See Reading List for Dr. Moore) | Moore |
| CLASS #7 9/11 | PROFESSIONAL MODULE: Nursing Educational Paths: A Historical Journey | **Professional Issues Study Guide #3 Due - (See Reading List for Dr. Moore) | Moore |
| CLASS #8 9/13 | PROFESSIONAL MODULE: Nursing Education & Practice: Where Are We Today? | (See Reading List for Dr. Moore) | Moore |
| CLASS #9 9/18 | PROFESSIONAL MODULE: What is Nursing? What is Nursing's Scope of Practice & Relationship with Society | **Professional Issues Study Guide #4 Due-- (See Reading List for Dr. Moore) | Moore |
| CLASS #10 9/20 | PROFESSIONAL MODULE: Shifting Paradigms: Viewing the World with a "Nursing Perspective" Jesuit Identity | (See Reading List for Dr. Moore) REMINDER: Orientation Module certificates DUE. Submit to Canvas/Assignments | Moore |
| CLASS #11 9/25 | PROFESSIONAL MODULE: Legal Aspects of Nursing | **Professional Issues Study Guide #5 Due (See Reading List for Dr. Moore) | Moore |
| CLASS #12 9/27 | PROFESSIONAL MODULE: Legal Aspects of Nursing | REMINDER: **2 page paper (APA format), 4 slide powerpoint DUE. Submit to Canvas/Assignments. | Moore |
| CLASS #13 10/2 | PROFESSIONAL MODULE: Ethical Aspects of Nursing | (See Reading List for Dr. Moore) | Moore |
| NO CLASS 10/4 | FALL HOLIDAY | | |
| CLASS #14 | PROFESSIONAL | **Professional Issues Study | Moore |

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| 10/9 | MODULE: Introduction to the Clinical Nurse Leader Role | Guide #6 Due (See Reading List for Dr. Moore) EAQ REPORT DUE | |
| CLASS #15 10/11 | PROFESSIONAL MODULE: NCLEX Blueprint HESI/NCLEX Review Questions | No readings assigned. | Moore |
| CLASS #16 10/16 | PROFESSIONAL MODULE: History of Nursing: Nurse Leader Presentation | **Student Presentations of Nurse Leaders | Reynolds |
| CLASS #17 10/18 | PROFESSIONAL MODULE: History of Nursing: Nurse Leader Presentation | **Student Presentations of Nurse Leaders | Reynolds |
| CLASS #18 10/23 | CULTURE MODULE: Transcultural Nursing: The Specialty Culture Defined | Giger Ch 1 Purnell & Paulanka Ch 1 (e- reserves) | Reynolds |
| CLASS #19 10/25 | CULTURE MODULE: Self-Assessment CRITICAL THINKING MODULE: : Think Like a Nurse: What Does That Mean? | **Study Guide #7 Due: post to Canvas by 1 PM. Tanner Article (see reading list) | Reynolds |
| CLASS #20 10/30 | CULTURE MODULE: US Culture & US Diversity CRITICAL THINKING MODULE: Think Like a Nurse: | Purnell & Paulanka Ch 2 (e-reserves) The Naciremas –posted on Canvas **Study Guide #8 Due: Post to Canvas by 1:00 PM. Tanner Article (see reading list) | Reynolds |

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| | Clinical Reasoning Skills | | |
| CLASS #21 11/1 | CULTURE MODULE: Cultural Diversity in Health Care CRITICAL THINKING MODULE: Think Like a Nurse: Clinical Reasoning Skills | Course Links: TJC, TCNS, CLAS Standards **Study Guide #9 Due: Post to Canvas by 1:00 PM Tanner Article (see reading list) | Reynolds |
| CLASS #22 11/6 | CULTURE MODULE: Cross Cultural Communication: Verbal and Non-Verbal Cultural Influences on Space, Time, & Social Organization | Giger Ch. 2 **Study Guide #10 Due – Hard copy in Dr. Moore’s office door mailbox by 1:00 PM Giger Ch 2,3,4,5 NOTE: <u>NO</u> FORMAL IN- CLASS SESSION | Moore |
| CLASS #23 11/8 | CULTURE MODULE: CULTURE MODULE: Cultural Encounters “Interpersonal Interview” | Giger Ch 6 &7 **Study Guide #11 Due – Hard copy in Dr. Moore’s office door mailbox by 1:00 PM NOTE: <u>NO</u> FORMAL IN- CLASS | Moore |
| CLASS #24 11/13 | CULTURE MODULE: Culture & Health Presentations | Student Presentations | Reynolds |
| CLASS #25 11/15 | CULTURE MODULE: Culture & Health Presentations | Student Presentations | Reynolds |
| CLASS #26 11/20 | CULTURE MODULE: Culture & Health Presentations Student Presentations | Students Presentations | Reynolds |
| NO CLASS 11/22 | <i>Thanksgiving Holiday</i> | | |

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| CLASS #27 11/27 | Clinical Application Assignment: CRITICAL THINKING MODULE: Student Presentations | Student Presentations | Reynolds |
| CLASS #28 11/29 | Clinical Application Assignment: CRITICAL THINKING MODULE: Student Presentations | **Student Presentations ***DUE: <u>HESI Case Studies DUE by 8:00 AM</u> | Reynolds |
| CLASS #29 12/4 | Clinical Application Assignment/CRITICAL THINKING MODULE: Student Presentations | **Student Presentations EAQ REPORT DUE | Reynolds |
| CLASS #30 12/6 | Clinical Application Assignment/CRITICAL THINKING MODULE: Student Presentations | **Student Presentations | Reynolds |
| 12/13 | HESI EXAM 10:30-12:20 (per XU Exam Schedule) HESI suggests 1 ½ hrs | In a scheduled computer lab- --TBA | Moore/Reynolds |