



<b>Name of Department:</b> <b>Instructor Name:</b> <b>Office Location:</b> <b>Office Hours:</b> <b>E-mail:</b> <b>Telephone:</b> <b>Class Meeting Days/Times:</b>	Nursing Marji Campbell, MSN, RN, CNE Nursing Education, RM 111A 0900-1130 M-Th + as arranged marjic@unm.edu 505-925-8872 Varied, see schedule
<b>Syllabus/Spring 2018</b>	
<b>Title of Course:</b>	NURS 245 Professional Seminar
<b>Course Description:</b>	This course explores theoretical application of nursing practice to develop expertise in management and leadership roles. Emphasis is on professional role development.
<b>Credit and Contact Hours</b>	1 credit hour- equivalent of 50 minutes contact time per week or 13.3 hours/semester. Seminar format with limited days of attendance
<b>Pre-requisites/ Co-requisites</b>	Admission into UNM-Valencia Nursing Program and satisfactory completion of all previous NURS courses in the Nursing Program. Co-requisites: NURS 242, NURS 243.
<b>Semester/graduate learning outcomes</b>	<ol style="list-style-type: none"> <li>1. Participate in professional nursing practice that is patient-centered and culturally appropriate for individuals, families, and communities.</li> <li>2. Functions effectively as a member of the interprofessional healthcare team for the delivery of healthcare for quality patient outcomes.</li> <li>3. Deliver nursing care that is evidence based in a variety of healthcare settings.</li> <li>4. Apply the principles of quality improvement to nursing practice within a variety of healthcare settings.</li> <li>5. Integrate principles of safe nursing care into nursing practice.</li> <li>6. Utilize technologies for the management of information and in the delivery of patient care.</li> </ol>
<b>Student Learning Outcomes:</b>	Upon completion of this course, students will <ul style="list-style-type: none"> <li>• Plan transition to function effectively as a member of the interprofessional healthcare team (G.O. 2)</li> <li>• Utilizes technologies for the management of information. (G. O. 6)</li> </ul>
<b>Textbooks Required:</b>	No new textbooks required; please bring Castillo text to class
<b>Disabilities Policy:</b>	In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), any student needing academic accommodations should first contact Equal Access Services at 925-8560 (Student

	<p>Services Bldg.) It is also imperative that you take the initiative to bring such needs to the instructor's attention, as your instructor is not legally permitted to inquire. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow.</p>
<p><b>Title IX Policy:</b></p>	<p>In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered responsible employees. This designation requires that any report made to a faculty member, TA, or GA regarding sexual misconduct or gender discrimination must be reported to the Office of Equal Opportunity and the Title IX Coordinator. For more information on the campus policy regarding sexual misconduct, see: <a href="https://policy.unm.edu/university-policies/2000/2740.html">https://policy.unm.edu/university-policies/2000/2740.html</a></p>
<p><b>Course Communication</b></p>	<p>Blackboard is the repository for all things related to this course. You will need to check it at least daily. All email communication related to this course is expected to be through Blackboard messaging. Emails sent through this method will be responded to within 48 hours. Sending course related messages through the UNM email system will not guarantee response or that they were received.</p> <p><b>Cell phone and Pager Policy, Academic Dishonesty, Attendance Policy and Policies on Classroom Behavior are found in the current UNM-Valencia Student Nurse Handbook</b></p> <p>Attire: Due to the nature of this course structure, you are to wear professional business attire to each seminar session. The Board of Nursing experiences require official uniforms and student ID to be worn.</p>
<p><b>Academic integrity</b></p>	<p>Having academic integrity is paramount to your success in any class. Plagiarism or cheating is not tolerated. Any instance of this will result in a grade of zero for that assignment. Here is the link to the UNM Academic Dishonesty Policy: <a href="https://policy.unm.edu/regents-policies/section-4/4-8.html">https://policy.unm.edu/regents-policies/section-4/4-8.html</a>. The policy states:</p> <p>Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or who otherwise fails to meet the expected standards. Any student judged to have engaged in academic dishonesty in course work may receive a reduced or failing grade for the work in question and/or for the course.</p> <p>Academic Dishonesty is defined as:  "Academic dishonesty" includes, but is not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or</p>

without the University; and nondisclosure or misrepresentation in filling out applications or other University records.

### Course Outline

#### Teaching Methods:

NURS 245 will use a seminar format. Within this framework, various methods may be incorporated, to include: lecture, audio-visual materials, guided discussions, group projects, role playing, self-evaluation, written assignments, computer and online activities, decision-making exercises, standardized exams, and practice professional interviews.

#### Evaluation/Grading Policies:

To be eligible to graduate the student must pass NURS 245 with a minimum of 75% (C) overall course average. Failure to successfully complete this course will result in a failing grade and ineligibility for graduation. **There is no rounding of any score or course grade (examples: a 74.99% is not rounded to a 75%. A score of 90.99% is not rounded to a 91%).**

The course grade is based on the below listed components. Late assignments will result in a one (1) letter grade penalty for each day the assignment is late. No assignment will be accepted if more than three (3) days late.

Group Presentation	55%
Resume, Cover Letter & Interview	25%
Reflective statement following BON visit	5%
Kaplan Management/Professional Issues Exam	10%
Portfolio	5%

#### Grading Scale:

98-100 A+	84-87 B	70-74 C-	0-59 F
94-97 A	81-83 B-	67-69 D+	
91-93 A-	78-80 C+	64-66 D	
88-90 B+	75-77 C	60-63 D-	

Management of Care Focused Review exams in Kaplan are prerequisites for the Kaplan Management/Professional Issues Exam. Full Kaplan policy is in the current UNM-Valencia Student Nurse Handbook and is available in the nursing classroom.

**Spring 2017 NURS245 Professional Seminar Course Schedule and Weekly Objectives**

<b>Week</b>	<b>Date</b>	<b>Objectives</b>	<b>Content</b>
<b>2</b>	<b>1/22/2018 1300-1600</b>	<ul style="list-style-type: none"> <li>• Orientation to course</li> <li>• Assign group presentations</li> <li>• Resume writing presentation by Sarah Clawson, UNM-Valencia Career Services Manager</li> </ul>	<b>Resume writing</b>
<b>5</b>	<b>2/12/2018 1300-1600</b>	<ul style="list-style-type: none"> <li>• Define the term delegation (GLO 2)</li> <li>• Define the term prioritization (GLO 2)</li> <li>• Discuss barriers to successful delegation (GLO 2)</li> <li>• Apply priority setting guidelines to patient care (GLO 1)</li> <li>• Develop a resume including objectives, qualifications, skills, experience, work history, education, and training. (GLO 6)</li> <li>• Compose job search letters including cover letter, thank-you letter, and acceptance and rejection letters. (GLO 6)</li> <li>• Discuss components of the interview process. (GLO 2)</li> <li>• Discuss the factors involved in selecting the right position. (GLO 2)</li> </ul>	<b>Management of Care and Delegation</b>  <b>Resume and Cover letter due</b>  <b>Practice interviews</b>
<b>6</b>	<b>2/26/2018 1300-1600</b>	<ul style="list-style-type: none"> <li>• Objectives specific to presentation topic</li> </ul>	<b>Presentations</b>
<b>4</b>	<b>3/1&amp;2/2018 0800-1600</b>	<ul style="list-style-type: none"> <li>• Discuss the role of the Board of Nursing in New Mexico</li> <li>• Identify key personnel and define their roles within the NMBON</li> </ul>	<b>Board of Nursing Attendance Tamaya Resort, Bernalillo</b>  <b>Kaplan focused review test due</b>
<b>9</b>	<b>3/5/2017 1330</b>	<ul style="list-style-type: none"> <li>• Achieve benchmark on Kaplan Exam</li> </ul>	<b>Kaplan Exam</b>
<b>5</b>	<b>3/9/2018</b>		<b>Reflective statement due</b>
<b>10</b>	<b>3/26/2018</b>		<b>Kaplan remediation due</b>
<b>15</b>	<b>5/4/18</b>		<b>Portfolio due</b>

**\*Unless otherwise noted, all completed assignments, and Kaplan remediation are due by 11:59pm on the due date. Any submissions after this time are considered late and subject to the late submission policy.**

***This Syllabus, including the Course Schedule, is subject to change at the discretion of the instructor as needed and in accordance with UNM Valencia Academic Policies.***

## Cover Letter and Resume Rubric

	Excellent – 25 points	Good – 20 points	Fair – 10 points	Poor – 5 points
Content and Information	Resume contains personal and contact information and reflects position for which you are applying. Cover letter addresses specific position and why you are the best person for the job. Volume of content included is appropriate.	Resume is missing some information or is not specific to position or cover letter does not address specific position. Content included is too much or too little.	Resume is missing several categories and does not reflect position at all; cover letter does not address specific position	Resume and cover letter missing most content needed.
Format	Individual points bulleted and categories well defined. Letter properly formatted.	Categories not clearly defined.	Does not follow clear and concise format.	Does not follow clear and concise format and resume/cover letter are poorly written.
Spelling/grammar	No errors.	2-3 errors.	5-6 errors.	Many errors.
Attractiveness	Text fonts and sizes are well chosen, attractive and neat.	Text fonts are readable.	Fonts are difficult to read or distracting.	Fonts are difficult to read or distracting and unattractive.

# Group Assignment

Group projects will be presented on February 26, 2018. Content should focus on important information for new graduates. Presentations will be limited to 45 minutes. Topics will be assigned randomly and will include:

**NCLEX-RN – making a personal test plan & taking the test  
Delegation & management of care  
Quality improvement**

You are *required* to prepare at least one handout for class members that will assist students remember the key information you present. Have fun and use your imaginations as you plan to present in a way that will be helpful and interesting to your classmates. I will copy the handouts for you if you wish; please get them to me prior to the presentation date. Please let me know ahead of time if you need any special equipment. The sky is the limit for this project. Unless lecture is your very favorite way to learn, try to come up with a more interesting way to present your information.

You will be graded by your group on group participation and the class and instructor will grade you on presentation. Rubrics for both follow. The average of 1/3 group participation, 1/3 class evaluation of presentation and 1/3 faculty evaluation of presentation will be calculated for final grade.

## Rubric for Group Grade

<b>Group attendance</b>	<b>20-</b> attended all scheduled group meetings	<b>15-</b> attended almost all group meetings and communicated with members when did not attend	<b>10-</b> attended some meetings or attended most but did not communicate with members about absences	<b>5-</b> attended few group meetings	<b>0-</b> did not attend scheduled group meetings
<b>Input</b>	<b>20-</b> contributed many exciting ideas and provided resources	<b>15-</b> contributed some ideas and resources to the group project	<b>10-</b> made very few contributions of ideas or resources	<b>5-</b> did not contribute ideas or resources	<b>0-</b> contributions negatively affected group work
<b>Process</b>	<b>20-</b> made significant, helpful contributions and worked hard on this project	<b>15-</b> made contributions and did some work on this project	<b>10-</b> made some contributions and did some work on the project	<b>5-</b> very few contributions and little work toward accomplishing the group goal	<b>0-</b> contributed no work toward this group project

<b>Output</b>	<b>20-</b> group output reflects a significant part of this member's work	<b>15-</b> group output reflects some of this member's work	<b>10-</b> group output reflects a small amount of this member's work	<b>5-</b> group output reflects very little of this member's work	<b>0-</b> group output reflects no contribution from this member
<b>Other factors: leadership, communication &amp; group process</b>	<b>20-</b> demonstrated excellence in leadership, communication and ability to work in a group	<b>15-</b> performed well in the areas of leadership, communication and ability to work in a group	<b>10-</b> average performance in leadership, communication and the ability to work in a group	<b>5-</b> poor performance in leadership, communication and the ability to work in a group	<b>0-</b> performance in the areas of leadership, communication and ability to work in the group negatively affected this group

### Group Presentation Grade for Group Project

<b>Clarity of presentation</b>	<b>20-</b> the presentation was done in a logical manner and was understandable throughout	<b>15-</b> most of the information was presented clearly and logically	<b>10-</b> some of the material presented was difficult to follow or understand	<b>5-</b> most of the material presented was difficult to follow or understand	<b>0-</b> almost all of the material presented was difficult to follow or understand
<b>Quality of presentation delivery</b>	<b>20-</b> volume and speed of delivery was appropriate; any technology/tools used was/were appropriate and helpful	<b>15-</b> speakers were sometimes difficult to understand (too soft, too fast, etc; technology/tools added to the presentation	<b>10-</b> often difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	<b>5-</b> usually difficult to understand speakers, some technology/tools did not add to effectiveness of presentation	<b>0-</b> most or all presenters were difficult to hear or understand, technology/tools used did not add to effectiveness of presentation

<b>Coverage of required contents</b>	<b>20-</b> topic was thoroughly covered including prioritization of material	<b>15-</b> topic was thoroughly covered	<b>10-</b> coverage of topic was marginal	<b>5-</b> most information about the topic was not adequately covered	<b>0-</b> almost no pertinent information was provided
<b>Quality of handout</b>	<b>20-</b> the handout/s added a lot to the presentation and my understanding of the topic	<b>15-</b> the handout/s added some to the presentation and my understanding of the topic	<b>10-</b> the handout/s is/are somewhat helpful	<b>5-</b> the handout/s is/are only slightly helpful, it/they is/are confusing in areas	<b>0-</b> the handout/s is/are unclear or confusing and therefore not helpful
<b>Usefulness of material presented</b>	<b>20-</b> I feel significantly better prepared to enter nursing practice than before the presentation	<b>15-</b> I feel somewhat better prepared to enter nursing practice than before the presentation	<b>10-</b> I feel slightly better prepared to enter nursing practice than before the presentation	<b>5-</b> I'm not sure if I'm better prepared enter nursing practice than before the presentation	<b>0-</b> this presentation was not helpful in preparing me to enter nursing practice than before the presentation

### NM BON Reflective Statement Rubric

Required components: reflection and analysis of events that occurred during all of the proceedings as well as discussion of potential effects on your personal transition to practice and ability meet objectives listed in syllabus

	Excellent	Good	Fair	Poor	Points
Depth of reflection	Writing demonstrates an in-depth reflection on the event, including supporting details and examples. <b>60</b>	Writing demonstrates a general reflection on the event, including some supporting details and examples. <b>40</b>	Writing demonstrates a minimal reflection on the event, including a few supporting details and examples. <b>20</b>	Writing demonstrates lack of reflection on the event, with no details. <b>5</b>	
Required components	Writing surpasses the required components of the selected topic. <b>20</b>	Writing includes the required components of the selected topic. <b>15</b>	Writing includes the a few components of the selected topic. <b>10</b>	Writing does not include the required components of the selected topic. <b>5</b>	
Structure & Organization	Writing is clear, concise, and well organized with	Writing is mostly clear, concise, and organized	Writing is unclear, and thoughts are not well	Writing unclear, disorganized.	



	the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner. <b>10</b>	with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner. <b>7</b>	organized. Thoughts are not expressed in a logical manner. <b>5</b>	Thoughts make little to no sense. <b>2</b>	
Grammar	There are no spelling or grammar errors in the reflective statement. <b>10</b>	There are no more than three spelling or grammar errors in the reflective statement. <b>7</b>	There are more than five spelling or grammar errors in the reflective statement. <b>5</b>	There are numerous spelling or grammar errors per page of writing reflection. <b>2</b>	
				Total points awarded	

## Portfolio Rubric

Points possible:	<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>	<b>0</b>	Points awarded
Clinical folder	Skills checklist is up to date and includes skills checked of during skills lab and clinicals. All signatures included		Skills checklist is incomplete		Skills checklist not included	
Clinical folder	Clinical readiness checklist is complete and copies of supporting documents are included		Some supporting documentation missing		Clinical checklist not included	

Academic portfolio	Table of contents is complete and accurate for documents in portfolio		Table of contents present but not complete		No table of contents	
Academic portfolio	At least one example of work from each class taken this semester is included	One example of work is missing	Some examples of class work included	Only one example of academic work is included	No representative work included	
Academic portfolio (separate from rest of academic portfolio)	Kaplan test results are included with areas needing further study highlighted and detailed study plan for NCLEX preparation		Kaplan results included without assessment of areas of needing further review		No Kaplan information included	