NURS 138, Professional Role Development IV, Sections 1 & 2  
Fall 2016

Contact Information

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Office Hours: By appointment

Class Days/Time: Friday 9-12

Classroom: Dr. Ricardo Ballin Clark 302  
Dr. Kathy Abriam-Yago & Ms. Teri Lind HB 407

Prerequisites: Successful completion of NURS 127A, NURS 127B, NURS 137, NURS 147A, NURS 147B or NURS 139

GE/SJSU Studies Category: Meets Area S requirement for GE

Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on the Learning Management System (CANVAS). Announcements will be posted on the LMS. You are responsible for regularly checking with the messaging system through MySJSU.
Course Description
Focus is on demonstration of the professional nurse role. Includes integration of theoretical concepts in the practice setting. Encompasses models and theories of nursing management and leadership, communication, cultural competence, economics, health disparities, quality improvement, ethics, and safety.

Course Goals and Learning Objectives

GE Learning Outcomes (GELO)

“Courses to meet Areas R, S, and V of SJSU Studies must be taken from three different departments or distinct academic units.”

Upon successful completion of this program, students will be able to:

GELO 1 Students will be able to describe how identities (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age) are shaped by cultural and societal influences within contexts of equality and inequality; [Assignment 1.1]

GELO 2 Students will be able to describe historical, social, political, and economic processes producing diversity, equality, and structured inequalities in the U.S.; [Assignment 5.1, 6.1]

GELO 3 Students will be able to describe social actions which have led to greater equality and social justice in the U.S. (i.e. religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age); [Assignment 5.1, 6.1]

GELO 4 Students will be able to recognize and appreciate constructive interactions between people from different cultural, racial, and ethnic groups within the U.S. [Assignment 10.1, 15.1]

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Apply effective leadership and management styles to given situations and diverse organizational cultures, recognizing the situation and context. (PLO 8, 9) [Quiz 1, Assignment 15.1, 15.2 Senior Project and Paper]

2. Incorporate principles of prioritization and delegation into simulated and real situations. (PLO 2, 3, 9, 11) [Graded group activity 2.4 Prioritization & Delegation exercises]

3. Analyze decision-making models using problem solving, ethical decision-making, cultural competency, and quality improvement frameworks regarding the management of client care. (PLO 2, 3, 9) [Quizzes, Assignment 9.1, 10.1, 11.2, 15.1]

4. Identify the supervisory and coaching role and behaviors of the professional nurse that influence performance and outcome. (PLO 8, 9) [Quiz 1 & 2]

5. Apply principles of economics to resource management: [Quiz 4]
   a. in the handling of infectious and hazardous materials (PLO 3, 9, 12)
   b. in the managing of human resources (PLO 3, 9, 12)
c. in identifying cost reduction measures (PLO 3, 9, 12)

6. Apply priority setting and effective time management strategies to enhance personal and professional productivity. (PLO 3, 9) [Assignment 15.1 Senior Project and Paper]

7. Differentiate the essential components of patient advocacy with diverse patient groups in situations in which the student has or has not acted as an advocate. (PLO 3, 4, 5, 9) [Assignment 9.1]

8. Identify strategies to overcome barriers in interdisciplinary and intercultural communication. (PLO 4, 8) [Quiz 5, Assignments 5.1, 6.1, 15.1]

9. Evaluate ethical issues, theories, values and principles encountered in practice, including cost containment, health disparities, use of technology, and patient rights. (PLO 3, 4, 5, 9) [Assignment 5.1, 6.1, 9.1, 10.1, 15.1]

10. Relate how the principles of quality improvement are implemented in the organization and affect the outcomes of patient care, including measurement of quality and nursing sensitive indicators. (PLO 3, 4, 7, 9) [Assignment 11.2]

11. Identify situations of cultural discordance and breakdown (PLO 11, 12) [Assignment 10.1]

12. Identify resources available to generate outcomes/benchmarks for best clinical practice. (PLO 3, 4, 9) [Assignment 11.2]

13. Identify steps and actions for interpersonal and intercultural conflict resolution. (PLO 3, 5, 8) [Quiz 5]

14. Critique approaches to care that result in less than desired outcomes or adverse effects. (PLO 3, 4, 5, 9) [Quiz 6, In class activity]

15. Apply root cause analysis and failure mode effects analysis to situations of error and near miss. (PLO 2, 9) [Quiz 6, In class activity]

16. Identify safety as a system property. (PLO 2, 4) [Quiz 6, In class activity]

17. Identify the RN role in preventing errors. (PLO 2, 4, 5, 9) [Quiz 6, In class activity]

18. Describe examples of how technology and information management are related to the quality and safety of patient care. (PLO 4, 5, 7) [Assignment 11.2]

19. Apply coaching, encouragement and motivation techniques in selected situations. (PLO 8) [Assignment 14.1]

**Required Texts/Readings**

**Textbook**


**Online Course:** Culturally Competent Nursing Care: A Cornerstone to Caring Go to: https://ccnm.thinkculturalhealth.hhs.gov/Content/Introduction/Introduction1.asp


G:\GE Course Report\NURS138Fall2016.Docx
Nursing practice act with rules and regulations (most recent). Sacramento, CA:

California Board of Registered Nursing. Can be purchased from www.lexisnexis.com/bookstore for $16.00 Contains ALL regulations and related statutes such as Title 16, Education Code, and relevant parts of the business and professional code.

Other readings (or recommended readings)
Can be found on Canvas

Library Liaison (Optional)

Our research librarian is Ms. Suzie Bahmanyar, Health & Science Librarian Liaison to the Department of Biological Sciences, Nutrition, Food Science, and Packaging, and the School of Nursing. Her contact information is: Dr. Martin Luther King, Jr. Library, San Jose State University, One Washington Square, San Jose, California 95128-0028. Her office phone number is 408-808-2654 and her email address is: Suzie.bahmanyar@sjsu.edu

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

Course requirements and assignments

Writing assignments are indicated with an asterisk**. Students are to follow these general directions for any writing assignments.

1. Please write in the first person. Do not refer to yourself as the nurse or we or they.
2. Follow general APA formatting for spacing and headings.
3. Cite references using APA format and a list of references should appear at the end of the paper.
4. If you have difficulty writing, go the writing center or engage an editor. Do not waste your time and sabotage your grade by turning in something that has not been carefully proofread.
5. Use the rubrics that are designed for the assignment. Grading is based on the rubric.
6. Papers turned in late will receive a 10% reduction in total points for every day that it is late.

1. **Assignment 1.1 Cultural Competence and Discordance Activity and Paper Part 1 & 2 draft. 1500-2000 word paper with the following objectives (entire assignment can be found on the Learning Management System).
   1. Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds
2. Identify an approach to support patient-centered care for individuals and groups whose values differ from own
3. Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care
4. Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values
5. Analyze differences in communication style preferences among patients and families, nurses and other members of the health team

2. Assignment 2.1 Read: Chapter 1: Nursing Leadership, Management and Motivation and Chapter 11 Strategic Planning and Organizing of Patient Care for Quality and Safety

Pre-work: After completing the reading assignment complete the quiz 1 on Canvas.

3. Assignment 3.1 Complete and turn in Emotional Intelligence Activity. Read Chapter 11 Strategic Planning and Organizing of Patient Care for Quality and Safety. After completing the reading assignment complete the quiz 2 on Canvas.

4. Assignment 4.1 Read: Chapter 16: Culture, Generational Differences and Spirituality Complete assessment tools within the chapter (do not turn in). Culture paper part 1 & 2 final due.

5. Assignment 5.1 Online Assignment Parts 1 & 2 go to: https://ccnm.thinkculturalhealth.hhs.gov/Content/Introduction/Introduction1.asp Read the course introduction. Complete Course I Delivering Culturally Competent Nursing Care & II Using Language Access Services Submit evidence of completion to Canvas assignment area


8. Assignment 8.1 Read: Chapter 8 Delegation of Patient Care, Chapter 11: Strategic Planning and Organizing of Patient Care for Quality and Safety, Chapter 12: Time Management and Setting Patient Care Priorities. Culture paper draft part 3-6 due.

Pre-work: After completing the reading assignment complete the quiz 4 on Canvas.

The California Nurse Practice Act (Excerpts on Canvas)

Read the PDF file of the ANA's Principles of Delegation (draft)

View presentation on managing your time

*8. Assignment 9.1 Turn in Moral distress paper (due 24 hours before class)
   1. Read article Understanding and Addressing Moral Distress by Elizabeth Epstein and Sarah Delgado
   2. In no less than 500 words describe a distressing moral event that you encountered as a nursing student. How did you deal with this situation? In reflecting on this event, apply
the AACN's suggested approach to address moral distress and critique whether this approach might have been effective or not.

3. Discuss implications of power, oppression, and disparities as they may have affected the outcome of the situation.


Read: Chapter 5: Interprofessional Teamwork and Collaboration, Chapter 11: Strategic Planning and Organizing of Patient Care for Quality and Safety, Chapter 14: Legal Aspects of Health Care, Chapter 15: Ethical Aspects of Health Care

Quiz 5 on canvas

*9. Read: Chapter 13: Quality Improvement and Evidenced Based Patient Care

10. Assignment 10.2 Quiz 6.


11. Assignment 11.1 Read Chapter 13: Quality Improvement and Evidence-Based Patient Care, Chapter 3: Nursing Today pages 83-107, Chapter 6: Change, Innovation and Conflict

*Assignment 11.2: Assignment 10.1 Cultural discordance paper - final draft due. Measuring Outcomes: Each one of you is working in at least one clinical unit or setting. If not, notify us right away. Each unit now measures at least one outcome, some units are measuring several. Obtain information the outcome (s) that your unit is measuring, including any measurements done over time. Answer the following questions about it (them).

Is it a nursing sensitive outcome or indicator?

How long has it been tracked

Is it a measure of process, outcome, structure, or performance, or a combination of these? Be ready to explain how.

Does the outcome being measured have any implications for leadership?

Does the outcome being measured have any implications for management?

*12. Assignment 14.1 Mentoring assignment due Curriculum Revisions N 138

*13. Assignment 15.1 SENIOR PROJECT DUE 5/13/15. You are to write a Senior paper based on 1-8 of the Project guidelines listed in Directions for Senior N 138 Project. The paper should be no less than 1000 words (double-spaced and APA formatting) addressing your experience. You are to use terminology that you have learned in class such as benchmarking, negotiating, and autocratic (whatever fits your project). Address issues of culture, power, oppression and discrimination as appropriate. Your grade for the Senior project will be based on the scoring rubric.

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14. Assignment 15.2 Presentation on Senior project. No more than 20 minutes. Must clearly describe outcomes (measurable indicators) of project.

**Graded Group Activities**

Graded Group Activities (GGA's) are assigned throughout the semester to groups of 2-5 students. Oral presentations should follow the scoring rubric provided in the LMS. Each group presentation should be about 30 minutes long.

**GGA 1.1:** Asian residents are the first responders to a Code CPR. The Code leader, a black advanced practice nurse arrives and noting that the MD performing compressions had his hands several centimeters below the sternum knelt beside him and quietly repositioned his hands. The code was a success, the patient moved to CCU. The residents came to her and chastised her for daring to correct them publicly. You are the nurse.

What do you do?

Discuss gender, role, and power differentials. What cultural and historical aspects may be coming into play?

What does the California Nurse Practice act say about what the nurse should do?

Do you think ignorance of the nurse’s role is widespread among physicians? Other health care professionals? patients? Consumers?

Discuss mutual respect, tolerance, and disdain.

**GGA 1.2:** Situation 1: The nurses in your new labor and delivery unit all avoid taking care of Indian women and assign you to care for them. What do you believe is the cause of this?

Develop a plan for changing the feelings about caring for patients of this culture.

**GGA 1.3:** Situation 2: The patient in room 430 is in custody. He has a history of drug and alcohol abuse. You enter the room and introduce yourself as you do with all of your patients. He hurls a string of obscenities at you. Develop a plan for preparing yourself to deal with the verbally abusive patient.

**GGA 1.4:** Situation 3 There are three distinct cultures of working nurses on your unit. One is the dominant culture and they were educated in Pacific rim countries. The other is a group of older nurses educated in the U.S.; the third is a group of newer, younger nurses educated in the U.S. (mostly SJSU) of mixed ethnicity. Develop a plan for decreasing the barriers between these three working groups.

**GGA 2.1:** Each student is to provide a chart (you may write on the board) or bring a prepared chart of how the unit that you are assigned to is organized. Be able to answer the following questions. (At least two different hospitals should be represented)

1. What categories of staff nurses are on the unit, and what is the difference between them?
2. Who (category – not the name of the person) is in charge of the daily activities on the unit?
3. What support personnel are assigned and present on the unit?
4. Is there a management structure for the unit and what is it?
5. Who does the manager report to?
6. Is shared governance in place?
7. What are the councils and do they work?

8. Give a brief description of upper management of your facility.

**GGA 2.2:** IOM Recommendation 1: Remove scope of practice barriers (See resources below***)

**GGA 2.3:** IOM Recommendation 3: Implement nurse residency programs (See resources below***)

**GGA 2.4:** Members of this group are to discuss and present the time management tools in Chapter 12 to the rest of the class, using examples. Include in discussion: (1) the Pareto Principle (2) ABC of prioritizing include review of table 12-3; (3) Maslow’s hierarchy; (4) The triangle hierarchy in Ch. 12.

Each member of the group is to then lead a small group through the prioritization and delegation exercises.

Prioritization and Delegation Exercises (print out from Canvas)

**GGA 2.5:** Discuss 3 cost savings methods that have been tried at a facility and explain the positives and negatives of those methods.

Additionally, create a game or activity where the audience will have to guess the correct amount of various unit budget costs (include some supplies, bed cost, care costs, medication costs, surgical or other intervention costs, and anything else that is important for nurses to know).

**GG 2.6:** 1. Discussion: Question for group discussion: Why should a nurse behave ethically? (There are several possible reasons discussed in the text.) Make a powerful argument for ethical behavior. If you are not in class answer this in a paragraph and get it to your instructor no later than 4 days after class.

2. Power point slides with discussion points

**GGA 2.7:** Graded group activity 5: Five students will meet with instructor early in semester and choose an ethical issue and debate it in front of the class. The issue is related to nurses dealing with futile care.

Directions:

Select an ethical issue that deals with futile care and phrase, as a question starting with the word “Should.”

Select a moderator for the group. The moderator will introduce the issue and be responsible for the debate flow adhering to time requirements.

Divide the group into two subgroups. One subgroup will argue for the question and the other subgroup will argue against the question.

Be sure to consider all pertinent ethical principles, any conflict between principles, relationship to ethical codes, legal implications, people involved and impacted, and any relevant sociocultural, political, or religious aspects. All points should be grounded in the literature.
Each group member must articulate a position. Be sure to credit your sources. Be familiar with you part so you can “talk it” versus “read it.”

GGA 2.8: The presenting students will provide the summary of the article "unreported errors in the intensive care unit" for both Mr. L and Mr. C outlining the sequence of events without naming the errors. Then they will divide the class into groups and have each group find and name 1-2 errors. The presenting group will point out the errors that were not mentioned by the class as well as the category of errors: communication, and failure of collaboration. Method for improvement in reporting errors will be discussed in class and the posttest will be reviewed.

GGA 2.9: IOM Recommendation 7: Prepare and enable nurses to lead change to advance health. (See resources below***)

***Go to: The Future of Nursing: Leading Change, Advancing Health - Institute of Medicine
• Read the report brief • Read: Chapters 2: The Health Care Environment, Chapter 13: Quality Improvement 7 & Chapter 6: Change Innovation and Conflict • Read: The Future of Nursing: Leading change advancing health brochure and report recommendations. ALL group activity: Please see detailed instructions and scoring rubric on CANVAS to organize your presentation. Each small group will choose one recommendation from the report and using the outline below identify creative solutions to having this change occur

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Aligned with GELO or CLO</th>
<th>Maximum Points</th>
<th>Percentage of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Intelligence</td>
<td>CLO 1</td>
<td>10.0</td>
<td>3 %</td>
</tr>
<tr>
<td>Mentoring</td>
<td>GELO 1; CLO 19</td>
<td>5.0</td>
<td>2 %</td>
</tr>
<tr>
<td>Quality Indicator Activity</td>
<td>CLO 10, 12</td>
<td>30.0</td>
<td>10 %</td>
</tr>
<tr>
<td>Moral Distress Paper</td>
<td>CLO 7, 9</td>
<td>25.0</td>
<td>8 %</td>
</tr>
<tr>
<td>Graded Group Activity</td>
<td>Varies dependent on assignment</td>
<td>50.0</td>
<td>17 %</td>
</tr>
<tr>
<td>Think Cultural Competence online course</td>
<td>GELO 2,3,4</td>
<td>30.0</td>
<td>10 %</td>
</tr>
<tr>
<td>Cultural competence paper</td>
<td>GELO 1, 4</td>
<td>50.0</td>
<td>17 %</td>
</tr>
<tr>
<td>HESI/Bridge paper</td>
<td>CLO 16</td>
<td>10.0</td>
<td>3 %</td>
</tr>
<tr>
<td>Quizzes</td>
<td>CLO 1,3,4, 5,8,13,14,16,17</td>
<td>30.0</td>
<td>10 %</td>
</tr>
<tr>
<td>Senior Project Presentation</td>
<td>CLO 1</td>
<td>10.0</td>
<td>3 %</td>
</tr>
<tr>
<td>Senior Project Paper</td>
<td>CLO 1, 2,3,4,5,6,8,9,13,14,16,19</td>
<td>50.0</td>
<td>17 %</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>300.0</td>
<td>100 %</td>
</tr>
</tbody>
</table>

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation
is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Grading Policy**

1. Evaluation is a continuous process and is the responsibility of both the instructor and the student.
2. Late assignments are not accepted unless there has been an agreement previously between the faculty member and the student. If you are turning in an assignment late, attach an email confirmation between us that states that both of us were aware of the assignment being late.
3. Students are expected to complete all assignments and grades for individual assignments will be posted on Canvas.
4. While it is possible to get an A in this class, students should not expect an automatic A. The subject of leadership is essential to the success of the baccalaureate nurse and should not be taken lightly.
5. No handwritten assignments will be accepted.

**Grading Scale for 3 Unit Courses = 300 Points Total**

<table>
<thead>
<tr>
<th>Point Spread</th>
<th>Percentages</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>281 – 300</td>
<td>94 – 100%</td>
<td>A</td>
</tr>
<tr>
<td>269 – 280</td>
<td>90 – 93%</td>
<td>A-</td>
</tr>
<tr>
<td>260 – 269</td>
<td>87 – 89%</td>
<td>B+</td>
</tr>
<tr>
<td>248 – 259</td>
<td>83 – 86%</td>
<td>B</td>
</tr>
<tr>
<td>239 – 247</td>
<td>80 – 82%</td>
<td>B-</td>
</tr>
<tr>
<td>230 – 238</td>
<td>77 – 79%</td>
<td>C+</td>
</tr>
<tr>
<td>218 – 229</td>
<td>73 – 76%</td>
<td>C</td>
</tr>
<tr>
<td>209 – 217</td>
<td>70 – 72%</td>
<td>C-</td>
</tr>
<tr>
<td>200 – 208</td>
<td>67 – 69%</td>
<td>D+</td>
</tr>
</tbody>
</table>
Percentages calculated to the nearest .5% and rounded up (218/300 = 72.6%).

### Classroom Protocol

This is your final Professional Role Development Class!
You are expected to act like a professional nurse including attending and participating in classes and activities, arriving on time, respectful behavior toward your peers and the faculty, cell phones set on mute.

### University Policies

#### General Education

Students are strongly encouraged to satisfy GE Areas R, S, and V with courses from departments other than the major department. Completion of, or co-registration in, a 100W course is strongly recommended. A minimum aggregate GPA of 2.0 in GE Areas R, S, & V shall be required of all students (University Policy S12-9).

#### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

#### Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your
private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  o It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras;
video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
HESI -- A Tool for NCLEX-RN Exam Success

In preparation for taking the NCLEX-RN exam, and as part of the nursing program, students, unless they are part of the Bridge Program, will be required to participate in the HESI. HESI is progressive and sequential. THIS PROGRAM IS MANDATORY FOR ALL UNDERGRADUATE NURSING STUDENTS. At the beginning of each semester students are required to pay directly to HESI online and register for their resources and permits for exams. Each semester, different resources and content exams will be administered. This course has been selected to give the following exam(s): Leadership. Students will receive 10 points for participating in the exam.

- From one to five percent of the total points in this course will be awarded to students achieving the specific scores on the semester ATI exam.
- When, where, and how (computer or paper/pencil) the exam(s) will be given is dependent on faculty and university resources. Details will follow during the semester.
- For additional information please review the general information on the School of Nursing Website (http://www.sjsu.edu/nursing) under the heading: “IMPORTANT NEW REQUIREMENTS” and HESI web site XXXXXXXX
- 5 points will be given for HESI overview and 5 points at the test at the end of the class.

Alternate Assignment for Bridge Students

--See Canvas
NURS 138/Professional Role Development VI – Leadership—Fall 2016 Schedule

(Note: This is an abbreviated course calendar to give you an overview of where we are going. The schedule is subject to change with fair notice and notice will be made available in the announcement area on Canvas. Comprehensive course calendar on Canvas.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/26</td>
<td>Introductions: Course overview, review of course syllabus, detailed explanation of assignments, sign-ups for assignments, explanation of the use and relevance of HESI for this course – COMBINED CLASS</td>
</tr>
<tr>
<td>2</td>
<td>9/2</td>
<td>Cultural discordance, tools for cultural competency, managing conflict</td>
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<tr>
<td>3</td>
<td>9/9</td>
<td>Working in Diverse Organizational Cultures Culture and Leadership and Management</td>
</tr>
<tr>
<td>4</td>
<td>9/16</td>
<td>Essential characteristics of leaders, Leadership and Management Principles; Leading and managing in a multicultural environment – COMBINED CLASS</td>
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<tr>
<td>5</td>
<td>9/23</td>
<td>Change Theory and Cultural Competence: Do we have a problem here?</td>
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<tr>
<td>6</td>
<td>9/30</td>
<td>Prioritization, Delegation, and Supervision Time and Resource Management</td>
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<tr>
<td>7</td>
<td>10/7</td>
<td>HESI Presentation – COMBINED CLASS _________</td>
</tr>
<tr>
<td>8</td>
<td>10/14</td>
<td>Patient advocacy, Moral distress, Moral courage, Incivility, Bullying (covering issues coming from cultural clashes)</td>
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<tr>
<td>9</td>
<td>10/21</td>
<td>Week Off</td>
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<tr>
<td>10</td>
<td>10/28</td>
<td>Errors, Breakdowns (including issues r/t cultural communication) and the IOM</td>
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<tr>
<td>11</td>
<td>11/4</td>
<td>Quality Improvement and Managing Outcomes</td>
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<tr>
<td>11</td>
<td>11/11</td>
<td>Veteran’s Day—No class</td>
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<tr>
<td>12</td>
<td>11/18</td>
<td>Occupational Opportunities and Interviewing</td>
</tr>
<tr>
<td>12</td>
<td>11/25</td>
<td>Happy Thanksgiving!—No Class</td>
</tr>
<tr>
<td>13</td>
<td>12/2</td>
<td>HESI/Bridge paper (Available on Canvas) Due</td>
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<tr>
<td>14</td>
<td>12/9</td>
<td>Poster Day—NO class</td>
</tr>
</tbody>
</table>

Online Cultural Competence—NO IN PERSON CLASS!