



St. George's University

School of Arts and Sciences

Department of **Computers and Technology**

DRAFT

GENERAL COURSE INFORMATION

Course Code and Title: MATH120 College Mathematics
Number of Credits: 3
Days and Times: Monday - Thursday 1:00 pm – 3:00 pm
Semester and Year: Spring 2020
Classroom Location: TBA
Pre-requisite(s): Placement test or MATH001

Course Lecturer Name(s): Stefan Hypolite
Course Director Name: Dr. Aleksandr Myllari

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3210 shypoli1@sgu.edu
Course Director Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu

Course Lecturer(s) Office Hours: Mon & Wed 11:00 am – 1:00 pm , Tue 10:30 am – 12:30pm,
Thur 2:00 pm – 4:00 pm, Fri 1:30 pm – 3:30 pm
Course Director Office Hours: Tue, Thu 2:30 – 5 pm
Course Lecturer(s) Office Location: Zoom
Course Director Office Location: Building D, (Leeward Hall) 2d. Floor

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link
<https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course is designed for Arts and Sciences majors and it provides a working knowledge of college-level mathematics and its applications. The following topics will be covered in this course: Computation, Measurement, Algebra, Relations, Functions and Graphs, Geometry and Trigonometry, Matrices and Vectors.

Course Objectives:

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This course aims to help students develop and demonstrate problem solving strategies using mathematical concepts and to communicate mathematical ideas orally and in writing.

Student Learning Outcomes:

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

1. Perform operations on real numbers and polynomials.
2. Simplify algebraic, rational, and radical expressions.
3. Solve both linear and quadratic equations and inequalities.
4. Graph linear, quadratic etc. functions.
5. Solve and graph exponential and logarithmic equations.
6. Make basic operations with matrices and vectors; apply matrices to solve systems of linear equations

Program Outcomes Met By This Course:

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Thinking Mathematically, 5th Edition, Robert Blitzer, Miami-Dade College, Pearson Prentice Hall.

Supplementary Readings/Resources:

Course Grading Requirement:

Midterm exam	25%
Final exam	25%
Assignments	10%
Pop-up Quizzes	15%
In-Class Quizzes 1,2	20%
Class participation and attendance	5%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

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Week 1 -

- **Course syllabus and Review, Computation, Algebra I Expressions & Formulas, Linear Equations (Solve) Applications of Linear Equations, Ratio, Proportion & Variation**

Week 2

- **Algebra II
Inequalities & Quadratic Equations
Relations, Functions and Graphs**

Week 3–

- **AP, GP Progression,**

Take Home 1

In Class Quiz 1

Midterm Exam

Week 4

- **Matrices Add, Subtract, multiply matrices. Determinant (2x2 , 3x3).**

Week 5

- **Inverse of a matrix (2x2 , 3x3)
Geometry
Take Home # 2**

Week 6

- **Exponential and logarithmic functions and equations
Introduction to Statistics: (Mean, Mode, Median)**

In Class Quiz 2

- **Final Examination**

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is nottolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

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Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

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“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

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“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Assignments and exercises must be submitted on or before the due date and time. Any assignments turned in after this time will be considered late and will receive an immediate 5% deduction with additional 5% deductions occurring each full day (24 hours) the assignment is not received.

Classroom/Online Etiquette Procedure:

Before entering the class, students are required to turn off all cell phones, beepers and any other form of technologies that are not required for the class and could disrupt class. When using Sakai you are expected to communicate and behave in an ethical manner.

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Policy/Procedure Related to the Department:

Click or tap here to enter text.

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St. George's University
School of Arts and Sciences

Department of Computers and Technology

GENERAL COURSE INFORMATION

Course Code and Title: MATH220 Statistics
Number of Credits: 3
Days and Times: Tue & Thurs 5:30pm - 6:45pm
Semester and Year: Spring 2020
Classroom Location: TBA
Pre-requisite(s): MATH120

Course Lecturer Name(s): Dr. Aleksandr Myllari
Course Director Name: Dr. Aleksandr Myllari

Course Lecturer(s) Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu
Course Director Contact Information: (473) 444-4175 ext. 3728 amyllari@sgu.edu

Course Lecturer(s) Office Hours: Tue, Thu 2:30 – 5 pm
Course Director Office Hours: Tue, Thu 2:30 – 5 pm

Course Lecturer(s) Office Location: Building D, (Leeward Hall) 1st. Floor
Course Director Office Location: Building D, (Leeward Hall) 1st. Floor

Course Support: Carina Francois, cfrancois@sgu.edu, Ext. 3601

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

The course is designed to assist the student in acquiring a good intuitive grasp of statistics, specifically in terms of what it is, how and when to apply various statistical methods, how to interpret the results and draw meaningful conclusions from the data. The course gives introduction to concepts in probability, basic statistical inference procedures of estimation, confidence intervals and hypothesis testing.

Course Objectives:

1. Summarize data graphically by displaying data using methods from descriptive statistics;

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2. Interpreting data in tables graphically by using histograms, frequency distributions, box-and whisker (five-number summary);
3. Find measures of central tendency for data sets: mean, median, and mode; find measures of variation for data sets: standard deviation, variance, and range; relative positions of data and distinguish among scales of measurements and their implications; distinguish between populations and samples; and identify the standard method of obtaining data and the advantages and disadvantages of each.
4. Standardize a normally distributed random variable, use normal distribution tables to find probabilities for normally distributed random variables and the t-distribution, and use the Central Limit Theorem to find probabilities for sampling distributions.
5. Construct and interpret confidence intervals for proportions and means.
6. Identify the basics of hypothesis testing and perform hypothesis testing for means, proportions and standard deviations from one population, and difference of means and proportions from two populations, including finding and interpreting p-value and examining Type I and Type II error.
7. Find linear least-squares regression equations for appropriate data sets, graph least-square regression equations on the scatter plot for the data sets, and find and apply the coefficient of correlation.
8. Use the chi-square distribution to test independence and to test goodness of fit.

Student Learning Outcomes:

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

1. Identify the similarities and differences between the various measures of central tendency
2. Use the frequency distribution to compute the various measures of central tendency
3. Compute the various measures of variations and explain their usefulness
4. Construct and interpret stem-and-leaf plot
5. Construct and interpret a dot plot
6. Define key concepts (probability, event, sample space, experiment)
7. Explain the classical and relative frequency approaches to probability
8. Explain the addition rules and the concept of mutual exclusive
9. Explain the multiplication rule and the concept of independence
10. Explain marginal and conditional probability
11. Define random variables
12. Compute the expected value, variance, and standard deviation of random variables
13. Calculate probabilities using the binomial and Poisson formulae
14. Explain the features of the normal distribution; find probabilities using the normal distribution table
15. Explain the features of the t-distribution; find probabilities using the t-table
16. Explain the main elements of the central limit theorem
17. Determine point estimates for population mean, standard deviation and proportion
18. Determine interval estimates for population mean and proportion where the population standard deviation is either known or unknown
19. Determine the critical values associated with 90% ,95%, and 99% degree of confidence
20. Define a hypothesis test; explain the type of errors, the type of test
21. Define the significant level of the test, the power of the test
22. Explain the steps in carrying out a test using the traditional method
23. Explain the steps in carrying out a test using the p-value
24. Construct a one tail or two tail test about a population mean, population proportion
25. Compute and interpret the correlation coefficient, r
26. Compute the constant and slope coefficient of the regression equation
27. Explain the features of a contingency table

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28. Explain the features of the chi square distribution
29. Use the chi square statistic to carry out a test of independence

Program Outcomes Met By This Course:

N/A

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- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Mario F. Triola, “Elementary Statistics”

Supplementary Readings/Resources: Click or tap here to enter text.

Course Grading Requirement:

Midterm exam	25%
Final exam	40%
Assignments	10%
Quizzes	10%
Labs	10%
Class participation and attendance	5%

Course Requirements:

Students will be required to:

- be prepared for class;
- contribute thoughtful ideas to class discussions;
- conduct themselves in an appropriate manner, including being respectful of the opinions of others;
- listen carefully to instructions given by lecturer; if you do not understand, ask the lecturer.

Course Schedule:

Week 1 –

- **Introduction to Course**
- **Measures of central tendency (mean, mode, median, trimmed mean, weighted mean, harmonic mean, geometric mean)**
- **Frequency distribution (grouped or ungrouped data)**

Week 2 –

- **Measures of variation (range, standard deviation, empirical rule, coefficient of variation,**
- **Measures of relative standing (z score, quartiles, percentiles)**

Week 2&3 –

- **Charts, Graphs (histogram, bar chart, pie chart, dot plot, stem-and-leaf-plot, scatter plot, time-series graph,**

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Week 3 &4 –

- **Probability and Probability Distribution**
- **Fundamentals**
- **Addition rule (mutually exclusive)**
- **Multiplication rule (independence, conditional)**

Week 5 –

- **Probability and Probability Distribution**
- **Random variables**
- **Permutation and Combination**
- **Binomial distribution**
- **Poisson distribution**

Week 6 –

- **Probability and Probability Distribution**
- **Normal Probability Distributions**
- **T-distribution**
- **Estimates and Sample Sizes**
- **Sampling and Sampling distribution**
- **Central limit theorem**

Week 7 –

- **Midterm Review**

Week 8 –

- **- Midterm Examination**

Week 9 –

- **Estimates from samples**
- **Estimating population mean**
- **Estimating population proportion**

Week 10 –

- **Hypothesis Testing**
- **Testing a claim about a mean**

Week 11 –

- **Hypothesis Testing**
- **Testing a claim about a population mean**
- **Testing a claim about a population proportion**

Week 12 –

- **Correlation and Regression**

Week 13 –

- **Regression**
- **Contingency Tables**

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- **Test of independence**

Week 14 –

- **Contingency Tables**
- **Test of independence**

Week 15 –

- **Review**

Week 16 –

- **Final Examination**

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Policy/Procedure Related to the Department:

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 320: Gerontological Nursing with Practicum
Number of Credits: 4
Days and Times: Tuesdays and Thursdays; 11:30 am-12:45 pm (Practicum live sessions); Fridays 1:00 pm – 3:00 pm
Semester and Year: Spring & Summer 2020
Classroom Location: St. Andrew Hall – Middle room
Pre-requisite(s): NURS 300: Adult Health I: 20 – 64 years with lab

Course Lecturer Name(s): Jule Lindsay; Jennifer Solomon
Course Director Name: Jule Lindsay

Course Lecturer(s) Contact Information: jsolomon@sgu.edu ext 3758
Course Director Contact Information: jlindsay@sgu.edu ext 3118

Course Lecturer(s) Office Hours: 0900am-1200Noon-Mon,Tues,Wed,Fri 0900am-1000am
Course Director Office Hours: 0900am-1200Noon-Mon,Tues,Wed,Fri 0900am-1000am
Course Lecturer(s) Office Location: Leeward Hall (downstairs)
Course Director Office Location: Leeward Hall (downstairs)

Course Support: Rocksann Burris (rburris01@sgu.edu ext. 3755) & Kandis Roberts (krobert3@sgu.edu)

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course provides students with a comprehensive examination and understanding of the aging process including the broad structural and societal issues regarding aging. The normal physical, psychosocial, and cultural aspects of the aging process will be explored. Students will explore methodological research and theoretical issues of aging; interdisciplinary perspectives on aging; social aspects, and health care needs of the elderly. The role of the nurse and implications for promoting health in the least restrictive environment will be explored. It will include discussions of

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geriatric syndromes, complexity of co-morbidities while managing health outcomes. Students will be given the opportunity to bring theory and practice together in a practicum within the community and other settings.

Course Objectives:

1. Identify physiological, psychosocial, and emotional changes which occur with the aging process which affect the nursing care needs of geriatric clients .
2. Identify risk factors and variables associated with the incidence of health care problems among the elderly.
3. Discuss cross-cultural theories, concepts and issues of aging including: attitudes toward aging, old age, variations in health status, and health care seeking behaviors
4. Cite relevant social policy and ethical-legal knowledge into the development of advocacy strategies for the older population
5. List the different approaches/tools for the diagnosis of common conditions affecting older adults.

Student Learning Outcomes:

1. Describe the most common gerontological theories useful in improving health care for the elderly
2. Describe the most common conditions affecting older adults
3. Explore positive approaches to the complex and challenging aspects of providing care for and with older people, both in hospitals and other institutional settings and in their own homes
4. Use appropriate theories of nursing practice to develop an adequate care plan

Program Outcomes Met By This Course:

NPO-1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO-2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO-3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO-6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO-7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO-8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

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- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Essentials of Gerontological Nursing, Meredith Wallace, 2007

VSim class code: F4DBE7EA

Supplementary Readings/Resources: See resources on Sakai

Course Grading Requirement:

Written Assignments	8%
Quizzes	10%
Class Presentations	7%
Mid-Term	20%
Essay - Scholarly Paper	10%
Class Participation	5%
Final	30%
Completion of Simulation	3.34%
Attendance & Engagement	3.33%
Reflective Diary	3.33%
Total	100%

Course Requirements:

Students will be required to:

1. Be prepared for classes by doing the required reading necessary for class.
2. Engage in classroom discussions in a respectful manner.
3. Conduct themselves in an appropriate manner.
4. Engage in active listening skills during class.

Course Schedule:

Week	Lecture	In class	Assignments
1	-Introduction to Gerontological Nursing Read Ch 1, 8	-Review of course outline -Discuss stereotypes about ageing -Dementia care	Case Study Guest Speaker: Dementia

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<p>2</p> <p>Quiz</p>	<p>Discuss/Explore Biological Theories of Ageing</p> <p>Read Ch 1</p>	<p>Define/Explore concepts of:</p> <ul style="list-style-type: none"> -Ageism -Senescence -Ageing -Free Radical Theory -Telomere Theory <p>Concept-Map</p> <p>Case study</p>	<p>Class presentation</p> <p>Each group will discuss the significance of the Theories to the care of the Elderly.</p> <ul style="list-style-type: none"> -Mutation Theory vs Cross-Linkage Theory -Autoimmune Theory vs Genetic Theory -Nutrition Theory vs Cell Theory -Stress Theory vs Replacement Theory
<p>3</p>	<p>Functional Changes in the Elderly Population</p> <p>Ch 3</p>	<ul style="list-style-type: none"> -Discuss Functional Assessment -Discuss Geriatric Assessment -Explore Functional Changes: <ul style="list-style-type: none"> -Digestive system -Immune system -Endocrine system -Musculoskeletal System 	<p>Concept map</p> <p>Continue with lecture</p>
<p>4</p>	<p>Psychosocial Theories of Ageing</p>	<p>Discuss/Explore:</p> <ul style="list-style-type: none"> -Disengagement Theory 	<p>Video</p>
		<ul style="list-style-type: none"> -Activity Theory -Continuity Theory -Life –Course Theory -Maslow’s Hierarchy -Erikson’s Theory -Havighurst’s Theory 	
<p>5</p>	<p>Palliative Care:</p> <ul style="list-style-type: none"> -End of life planning 	<p>Grief and Bereavement:</p> <ul style="list-style-type: none"> -Kubler-Ross Model -Engle’s Grieving Process -Myths of Grief 	<p>Class Presentation</p> <p>Each group will present on one of the following topics:</p> <ul style="list-style-type: none"> -Palliative care for the dying patient.

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<p>Quiz</p>	<p>Ch 11</p>	<p>-Strategies to initiate discussions on death -Bill of Rights for the dying</p>	<p>-Euthanasia (Active) -Euthanasia (Passive) -Invasion of Privacy/Confidentiality</p> <p>Guidelines for presentation</p> <p>-Define terminology -Discuss Ethical/Legal issues regarding topic -Discuss Nursing Implications/Considerations -Family/ Care giver Stressors</p>
<p>6</p>	<p>Ethical, Legal and Regulatory Issues that affect the elderly</p> <p>Ch 9, 13</p>	<p>Ethical Issues:</p> <p>-Decision making capacity/Competency -Autonomy -Principles of Beneficence/Non Maleficence -Informed consent - Legal Issues: -Negligence -Battery</p>	<p>Individual Scholarly Paper</p> <p>Discuss and analyze the impact of economic, political, social and demographic forces on the delivery of health care system in Grenada.</p> <p>Guidelines for Assignment</p> <p>I. Introduction: Outline the purpose and focus of topic.</p> <p>II. Background: Research and summarize topic.</p> <p>III. Discussion: discuss research findings. How does this affect the elderly? How does this impact the family? How does this affect the community?</p>

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			<p>IV. Conclusion: Reworded statement about your topic. -APA Format -2000 words -Times New Roman -12 Font -Cover page/Reference</p>
7	<p>Physiological Changes in the Elderly</p> <p>Ch 3, 6</p>	<p>-Discuss the effects of physiological changes on the elderly:</p> <p>-Musculoskeletal System</p> <p>-Renal Changes</p> <p>-Genitourinary system</p> <p>Case Study/Concept Map</p>	<p>Class Presentation:</p> <p>Each group will discuss the effects of aging on the following systems:</p> <p>I. Cardiovascular System</p> <p>II. Respiratory system</p> <p>III. Integumentary system</p> <p>IV. Nervous system</p> <p>Guidelines for Presentation</p> <p>I. Define disease condition.</p> <p>II. Discuss signs and symptoms.</p> <p>III. Nursing considerations.</p> <p>IV. Community Resources</p> <p>Health Promotion Strategies</p>
8	Midterm		
9	<p>Health Promotion and Maintenance: Physiological Health Concerns</p> <p>Ch 5, 13</p>	<p>Benefits of a Healthy Life Style:</p> <p>-Regular exercise</p> <p>-Weight reduction</p> <p>-Immunization for influenza</p> <p>-Smoking cessation</p>	<p>Class Presentation</p> <p>Each group will choose and present on a health promotion/maintenance topic in the Elderly Population; topic must be approved by teacher.</p>

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<p>Quiz</p>			<p>Suggested topics but not limited to:</p> <ul style="list-style-type: none"> I. Heart disease II. Cancer III. Nutrition IV. Sensory Impairment <p>Guidelines of Presentation</p> <ol style="list-style-type: none"> 1. Define disease condition. 2. Discuss signs and symptoms. 3. Prevention of disease condition 4. Nursing considerations. 5. Nursing interventions. 6. List community Resources
<p>10</p> <p>Quiz</p>	<p>Biological assessment of the Elderly Population</p> <p>Ch 5, 9</p>	<ul style="list-style-type: none"> -Sleep disorders in the Elderly (Insomnia) -Activity and Safety - Fall Prevention -Sensory/Stimulation -Sexuality -Case Study 	<p>Case Study</p> <p>Concept-Map</p>

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11	Cognitive Changes in the Elderly Population	<ul style="list-style-type: none"> -Delirium -Depression -Mental Health Assessment -Mini-Mental State Exam 	<p>Class Presentation</p> <p>Each group will present on:</p> <ol style="list-style-type: none"> 1. Alzheimer's disease 2. Vascular dementia 3. Parkinson's disease 4. Lewy bodies disease <p>Guidelines for Presentation</p> <ol style="list-style-type: none"> 1. Define disease condition. 2. Discuss signs and symptoms. 3. Nursing considerations. 4. Community Resources 5. List Diagnostic Tests
12	Psychological Changes of the Elderly Population	<ul style="list-style-type: none"> -Elderly Abuse -Financial Abuse -Religion/Spirituality -Teaching older adults <p>Case Study/ Concept Map</p>	<p>Class Presentation</p> <p>Each group will present on one of the following topics:</p> <ul style="list-style-type: none"> -Physical Abuse -Emotional Abuse -Sexual Abuse -Neglect <p>Guidelines for Presentation</p> <ul style="list-style-type: none"> -State definition of topic -Discuss risk factors for elderly abuse -State signs and symptoms of Elderly Abuse -Prevention strategies of Elderly Abuse -Reporting Elderly Abuse

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13	Nutrition and Elimination in the Elderly Population	<p>Discuss factors affecting Nutritional/Elimination Status</p> <p>Assess Nutritional Status:</p> <ul style="list-style-type: none"> -Screen for Malnutrition -Discuss Mini Nutritional Assessment -Nutrition-Drug Interaction -Religion-Based Dietary Restrictions 	<p>Group Assignment/Presentation</p> <p>Nutritional Assessment</p> <ul style="list-style-type: none"> -Students will list meals provided to patients in the clinical settings during clinical hours. - Discuss dietary intake, caloric values, fluid intake etc. -Compare the constituents of the patient's intake of food to the National Food Pyramid. -Explain the importance of maintaining a balanced diet in the Elderly Population -Consider factors that affect their Nutritional Status. -Provide health teaching to patients based on findings. -Students will write 2-3 pages of their findings and present to class.
14	<p>Life Transition:</p> <ul style="list-style-type: none"> -Relationship with Family and Elderly 	<ul style="list-style-type: none"> -Advanced directives -Durable power of attorney -Dimensions of end-of-life care 	<p>Class Presentation</p> <p>Each group will present on one of the following topics:</p> <ul style="list-style-type: none"> -Hospice care -Assisted Suicide -Funeral planning -Care of the body after death

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			Guidelines for Presentation: -Define terminology -Discuss Ethical/Legal issues regarding topic -Discuss Nursing Implications/Considerations -Family/ Care giver Stressors
15	Course Wrap-Up	Course Review	Case Study

POLICY INFORMATION

Plagiarism policy: Academic Integrity

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Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

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Examination Attendance

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“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

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“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

It is expected that you are accountable for your assignments. Any individual who is not able to meet the assigned deadline may meet with the instructor for consideration on an individual basis prior to the due date of the assignment.

Classroom/Online Etiquette Procedure:

Students are expected to exhibit professional conduct at all times in the classroom and clinical setting. Courteous and respectful behavior is an expectation for every student. No cell phone use in classroom or during clinical hours.

Policy/Procedure Related to the Department:

N/A

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 322 Introduction to Statistics and Practicum
Number of Credits: 3
Days and Times: Fridays 9 am– 11 am
Semester and Year: Summer 2020
Classroom Location: Virtually via Zoom
Pre-requisite(s): NURS 100

Course Lecturer Name(s): Jennifer Solomon
Course Director Name: Jennifer Solomon

Course Lecturer(s) Contact Information: Jsolomon@sgu.edu
Course Director Contact Information: Jsolomon@sgu.edu

Course Lecturer(s) Office Hours: Open via appointment
Course Director Office Hours: Open via appointment

Course Lecturer(s) Office Location: Leeward hall (downstairs)
Course Director Office Location: Leeward Hall (downstairs)

Course Support: Rocksann Burris rburris01@sgu.edu, 3755

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course develops statistical literacy and statistical reasoning knowledge and skills, enabling students to critically read and evaluate healthcare and nursing literature. The emphasis is on understanding the relevance and use of statistics in nursing research. Published nursing research articles in peer reviewed nursing and healthcare journals will be used to motivate each topic covered in class.

Course Objectives:

To demonstrate an understanding of statistics and the role this data plays in healthcare. Demonstrate ability to collaborate and communicate with other healthcare professionals in managing high quality, safe, cost-effective care for patients with complex health care needs. The purpose of the course is

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to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes and will be able to:

1. List the methods for exploring data and to describe patterns and departures from patterns
2. Describe the sampling and experimentation including planning and conducting a study
3. Evaluate statistical evidence in nursing literature

Student Learning Outcomes:

1. Describe the basic concepts of nursing including healthcare delivery, critical thinking, ethical decision making, prioritization, nursing process, health education, health promotion, and health assessment.
2. Use appropriate assessment tools and techniques as the basis for delivering nursing care.
3. Compare and contrast alternative approaches and priorities of care dependent on the patient's needs.
4. Describe basic principles of statistical analysis, in terms of definitions and calculation of descriptive statistics, central tendency, range, and probability

Program Outcomes Met By This Course:

NPO 1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO 4. Utilizes evidence-based practices to guide planning, implementation, monitoring and evaluation of health education and health promotion activities. (Caring interventions)

NPO 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

SAS Grading Scale: Grades will be assigned as follows:

- A = 89.5% or better
- B+ = 84.5 - 89.4%
- B = 79.5 - 84.4%
- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Stewart, Antony. Basic statistics and epidemiology: a practical guide. CRC Press, 2016.

Lewis, S. L., Dirksen, S. R., Heitkemper, M. M., & Bucher, L. (2014). Medical-surgical nursing: assessment and management of clinical problems, single volume. Elsevier Health Sciences.

VSIM class code: E1EBD444

Supplementary Readings/Resources: Khan academy

See resources on Sakai

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Course Grading Requirement:

C+

Assignment	Grade
Panopto lecture view	10%
Simulations (16)	35%
Stat Questions	20%
Engagement	20%
Professionalism	5%
Reflective essay	10%

Course Requirements:

Lap top with internet capability

VSim Medical Surgical

Course Schedule:

Live via Zoom over view of syllabus Monday 25th 11 – 1pm

Online lectures via Panopto to be completed between the 25th May and 26th June.

Sakai questions to be completed by the 20th June.

Practicum

The pandemic forced the suspension of in-hospital rotations on March 17, and we still have no clear future date for returning. For these reasons, and to keep our nursing students progressing towards graduation, we developed this program: students can fulfill half of the clinical requirement by successfully completing a virtual program. The other half, at least, must be an in-person, in-hospital rotation. We see the virtual clinical as a temporary solution to a difficult, unprecedented problem and look forward to returning to training nursing students in a real health care delivery setting in the unpredictable but hopefully not too distant future.

While this virtual curriculum does not include real patient contact and immersion in health care delivery, once able we will offer these in clinical experiences. Nonetheless, for these virtual experiences we have developed an intensive, innovative and comprehensive curriculum that will provide nursing students with valuable learning experiences.

The curriculum and practicum will have the following components:

- Preparation and reading for virtual clinical practice through independent reading and watching on-line Med Education and Nursing (NLN) videos.
- Completion and grading of virtual simulations
- Zoom meetings with a designated clinical faculty member to hear student reports and lead discussions.
- Simulation Skills Lab experience at the SGU simulation center (once campus is open).

Student study assignments for each week will be posted on Sakai. For each Zoom preceptor session, students will be prepared to report on their assignments, answer questions and engage in discussions with the preceptor and other students. The preceptor will take attendance and grade every student based on their participation and knowledge of assigned subject matter. These sessions are student-centered.

We agree with studies that demonstrate that students remember 10% of what they hear in lectures but 90% of what they report. For this reason, preceptors will not be lecturing. They are present to

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help students understand the material and develop skills such as clinical reasoning and nursing diagnosis. The virtual simulations will be scrutinized and questioned in the same way the hospital debriefing sessions. Additional reading, videos and resources will be placed on Sakai.

Students will be assessed on the following:

- Clinical Reasoning: Assessed by preceptors during clinical questioning including nursing diagnosis, prioritization and evidence based practice.
- Clinical Skills: Incorporate virtual simulation and assessment these are graded and monitored.
- Professionalism: Attendance, participation in group sessions and completion of preceptor assignments and quizzes
- Communication: Assessed by preceptor during live sessions Live Sessions. All students will be expected to contribute, present and answer questions.

Monday and Wednesday Complete a Med-Surg V Sim (20 hours)

25th May - Carl Shapiro Acute Myocardial Infarction – Ventricular Fibrillation

27th May - Doris Bowman Post-op Abdominal Hysterectomy – Opioid Intoxication

2nd June - Jennifer Hoffman Acute Severe Asthma

3rd June - Kenneth Bronson Pneumonia – Severe Reaction to Antibiotic

8th June - Lloyd Bennett Post-op Hip Arthroplasty – Blood Transfusion Reaction

10th June - Marilyn Hughes Lower Leg Fracture – Compartment Syndrome

15th June - Skyler Hansen Diabetes – Hypoglycemia

17th June - Stan Checketts Preoperative Bowel Obstruction – Fluid & Electrolyte Imbalance

22nd June - Vernon Watkins Post-op Hemicolectomy – Pulmonary Embolism

24th June - Vincent Brody COPD – Spontaneous Pneumothorax

Tuesday and Thursday Complete NLN ACE V simulations <http://www.nln.org/professional-development-programs/teaching-resources/veterans-ace-v>

One simulation per week (20 hours) Simulations are in Resources on Sakai

May 26th Randy Adams

June 2nd Butch Sampson

June 16th Jenny Brown

June 23rd Eugene Shaw

The Cases will be presented via Zoom on Friday 9 – 11 (VSim) and 1 – 3pm (NLN ACE V)

Total of 50 hours of Simulation.

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Assignment Submission Procedure:

Assignments will be submitted via Sakai late submissions will not be accepted.

Classroom/Online Etiquette Procedure:

Professionalism and participation is expected. Please mute microphones unless speaking. All forums and online discussion should be conducted respectfully and professionally.

Policy/Procedure Related to the Department:

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Virtual simulation will be used along with other online resources. Internet connection is required.

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St. George's University

School of Arts and Sciences

Department of **Nursing and Allied Health Sciences**

GENERAL COURSE INFORMATION

Course Code and Title: NURS 406 Professional Development and Transition to Practice

Number of Credits: 5
Days and Times: 25 May to 26 June refer to course schedule
Semester and Year: Summer 2020
Classroom Location: Online via Zoom
Pre-requisite(s): NURS 326

Course Lecturer Name(s): Jennifer Solomon
Course Director Name: **Jennifer Solomon**

Course Lecturer(s) Contact Information: Jsolomon@sgu.edu, 3755
Course Director Contact Information: Jsolomon@sgu.edu

Course Lecturer(s) Office Hours: By appointment
Course Director Office Hours: **By appointment**

Course Lecturer(s) Office Location: Leeward Hall (downstairs)
Course Director Office Location: Leeward Hall (downstairs)

Course Support: **Rocksann Burris** (rburris01@sgu.edu, 3755) & **Kandis Roberts** (krobert3@sgu.edu, 3769)

Course Management tool: To learn to use Sakai, the Course management tool, access the link <https://apps.sgu.edu/members.nsf/mycoursesintro.pdf>

COURSE CURRICULUM INFORMATION

Course Description:

This course will draw upon knowledge from both first- and second-year courses and introduce professional development concepts aimed at student transition into the practice environment. As such, students are required to consider, value and interpret practice through critical self-appraisal and reflection on practice. In addition, perspectives of transition to professional practice will be discussed and analysed. Concepts include, work expectations, critical review of the role of evidence for practice, scope of practice, reflection on practice, "caring for self", the role of the

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nurse in health care, developing a professional portfolio and strategies to support lifelong learning.

Course Objectives:

1. Consider elements that will enable effective transition to registered nurse.
2. Demonstrate awareness of the diverse population and avenues of the registered nurse.

Student Learning Outcomes:

Upon completion of the course the student will be able to:

1. Identify one's own professional development needs by engaging in reflective practice.
2. Create a personal development plan for reflective practice and lifelong learning which considers personal, professional and organizational needs including professional nursing organizations.
3. List personal and professional skills related to prospective careers.
4. Analyze strategies to facilitate the transition to professional practice for beginning Registered Nurses.

Program Outcomes Met By This Course:

NPO 1. Integrates nursing and health care knowledge, skills and attitudes to provide safe, ethical and effective patient centered nursing care, representing the patients' preferences, values, and needs within the context of their families, communities and the health care delivery system. (Nursing practice)

NPO 2. Demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing. (Professional conduct)

NPO 3. Engages the patient to understand the link between health promotion strategies and health outcomes across the life cycle. (Health promotion and maintenance of wellness)

NPO 4. Utilizes evidence-based practices to guide planning, implementation, monitoring and evaluation of health education and health promotion activities. (Caring interventions)

NPO 5. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. (Nursing leadership and Management)

NPO 6. Utilizes appropriate communication and interpersonal skills to engage in, develop and disengage from therapeutic relationships with individuals and groups. (Communication)

NPO 7. Utilizes critical thinking skills and professional judgment to inform decision-making in the delivery of health care. (Clinical decision making and intervention)

NPO 8. Identifies one's own professional development needs by engaging in reflective practice in the context of lifelong learning and to participate in processes to shape the health care delivery systems and advance the profession. (Professional reflection and visioning)

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- C+ = 74.5 - 79.4%
- C = 69.5 - 74.4%
- D = 64.5 - 69.4%
- F = 65% or less

Course Materials:

Text: Chang, E. and J. Daly 2016 Transitions in nursing: preparing for professional practice. Fourth Edition. Chatswood, Elsevier Australia.

VSim Class code: 4157A7B2

Supplementary Readings/Resources: Additional resources will be placed on Sakai

Course Grading Requirement:

C+

Presentation (two)	10%
Goals	10%
Joint project completion	10%
Midterm reflection	10%
End of term reflection	10%
Resumé	5%
Simulations	20%
Professionalism and Engagement	25%

Course Requirements:

As this course is delivered online and attendance is required a suitable laptop and connectivity is expected.

Course Schedule:

Discussion and content topics outline

Professional Role Development

- Identify elements for personal development
- Explore differing models and frameworks for reflective practice and professional development.
- Discuss the challenges and strategies for successful for role transition from student to registered nurse
- Discuss how to develop professionally through interviewing, a professional portfolio and networking.

Core Concepts of Professional practice

- Discuss theory practice gap in relation to transition to an RN
- Discuss the role of Professional nursing organizations for the individual
- Discuss the impact of evidence based practice, standards and guidelines that inform practice

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- Identify elements of the new role and scope of practice, including assignment, delegation, supervision and teamwork.

The Concept of Career and Lifelong Learning

- Discuss differing career pathways and further education tracks or requirements.
- Discuss models and frameworks for learning including adult learning and learning concepts ie. competency based education [demonstrating achievement of specified knowledge, skills, and abilities] learning domains cognitive [acquiring knowledge], affective [developing values and attitudes] and psychomotor [skills associated with nursing practice]; awareness of personal learning style [visual, auditory, and others])

Course Outline

May 25th 9 am – 3pm

Pre-Activities: Read Peace and Power Chapter 10 found in Sakai and watch video

Review Syllabus and Course Assignments.

Discuss special projects, co-leadership, and collaboration with SJSU students. Research topic and reflective practice

To compare 5 reflective models

To identify benefits and barriers to reflective practice

To integrate reflective practice for life-long learning

28th May 1 – 4pm Presentation with Group discussion

Group presentations groups of two/three

Read the articles posted in resources. Summarise, critically discuss the main arguments and evaluate the article to peers.

Is there a place for reflective practice in the nursing curriculum?

Service Learning as a Framework for Competency-Based Local/Global Health Education

What Is Health Equity? And What Difference Does a Definition Make?

The experience of transition from nursing students to newly graduated registered nurses in Singapore

Personal goals and objectives via discussion board post and reply to two other posts by the 3rd June. Continue discussion incorporating critiques submit final goals by the 10th June via Sakai.

June 8

1pm – 3pm

Dr. McKinnon

Dr. Solomon Research groups: Bring your research articles to Zoom

Dr. McKinnon

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- Cultural Humility
- Vulnerable Population and Community Assessment
- Resume

Group Time: Work in small groups and report to the class- Guidelines for collaboration

Dr. Solomon

- Culturally sensitive communication
- Stakeholder engagement, Health Fair

June 8-15

Times Vary Collaboration with Global Partners with Guidelines, participation in projects. Joint projects will be assigned. NO SIMULATION CASES OR PRESENTATIONS.

June 15

Midterm: Reflection on collaboration with Global Partners. Provide a one page paper discussing how your personal goals and course learning objectives are being met. Identify successes and areas to improve on. Submit via Sakai

1000-1.00 pm Individual meetings for Midterm – please make a Zoom appointment. Be prepared to discuss one of the discussion and content topics

1 Professional Role Development

2 Core Concepts of Professional practice

3 The Concept of Career and Lifelong Learning

June 18 1pm – 3pm.

Ms. Nelson

- Global Leadership
- Building Resilience
- Self care for successful professional nursing practice

Group Activity- Create a plan of self care

Dr. Solomon

- Ethics during crisis

Resume Due June 26th via Sakai

June 22 1 pm – 3pm Dr. McKinnon Ms. Nelson Dr. Solomon

Mock Interviews

June 25th 1pm – 3pm Group Research/Project Presentation

(Historians will present on 25th of June)

Final individual evaluations-Building on your midterm evaluation: Add to the one-page midterm paper discussing how your personal goals and course learning objectives were met.

Practicum

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The pandemic forced the suspension of in-hospital rotations on March 17, and we still have no clear future date for returning. For these reasons, and to keep our nursing students progressing towards graduation, we developed this program: students can fulfill half of the clinical requirement by successfully completing a virtual program. The other half, at least, must be an in-person, in-hospital rotation. We see the virtual clinical as a temporary solution to a difficult, unprecedented problem and look forward to returning to training nursing students in a real health care delivery setting in the unpredictable but hopefully not too distant future.

While this virtual curriculum does not include real patient contact and immersion in health care delivery, once able we will offer these in clinical experiences. Nonetheless, for these virtual experiences we have developed an intensive, innovative and comprehensive curriculum that will provide nursing students with valuable learning experiences.

The curriculum and practicum will have the following components:

- Preparation and reading for virtual clinical practice through independent reading and watching on-line Med Education and Nursing (NLN) videos.
- Completion and grading of virtual simulations
- Zoom meetings with a designated clinical faculty member to hear student reports and lead discussions.
- Simulation Skills Lab experience at the SGU simulation center (once campus is open).

Student study assignments for each week will be posted on Sakai. For each Zoom faculty session, students will be prepared to report on their assignments, answer questions and engage in discussions with the faculty and other students. The faculty will take attendance and grade every student based on their participation and knowledge of assigned subject matter. These sessions are student-centered.

We agree with studies that demonstrate that students remember 10% of what they hear in lectures but 90% of what they report. For this reason, faculty will not be lecturing. They are present to help students understand the material and develop skills such as clinical reasoning and nursing diagnosis. The virtual simulations will be scrutinized and questioned in the same way the hospital debriefing sessions. Additional reading, videos and resources will be placed on Sakai.

Students will be assessed on the following:

- Clinical Reasoning: Assessed by faculty during clinical questioning including nursing diagnosis, prioritization and evidence based practice.
- Clinical Skills: Incorporate virtual simulation and assessment these are graded and monitored.
- Professionalism: Attendance, participation in group sessions and completion of faculty assignments and quizzes
- Communication: Assessed by faculty during live sessions Live Sessions. All students will be expected to contribute, present and answer questions.

Monday and Wednesday Complete a Med-Surg V Sim (20 hours)

25th May - Carl Shapiro Acute Myocardial Infarction – Ventricular Fibrillation

27th May - Doris Bowman Post-op Abdominal Hysterectomy – Opioid Intoxication

2nd June - Jennifer Hoffman Acute Severe Asthma

3rd June - Kenneth Bronson Pneumonia – Severe Reaction to Antibiotic

8 – 15th – Joint projects with San Jose State

17th June - Stan Checketts Preoperative Bowel Obstruction – Fluid & Electrolyte Imbalance

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22nd June - Vernon Watkins Post-op Hemicolectomy – Pulmonary Embolism
24th June - Vincent Brody COPD – Spontaneous Pneumothorax

Tuesday and Thursday Complete NLN ACE V simulations <http://www.nln.org/professional-development-programs/teaching-resources/veterans-ace-v>

One simulation per week (20 hours) Simulations are in Resources on Sakai

May 26th Randy Adams
June 2nd Butch Sampson
June 16th Jenny Brown
June 23rd Eugene Shaw

The Cases will be presented via Zoom on Friday 9 – 11 (VSim) and 1 – 3pm (NLN ACE V)

Total of 50 hours of Simulation.

Writing Goals and Objectives Due: First draft 3rd June Final 10th June via Sakai

Purpose: The purpose of this activity is to focus you on particular performance outcomes as you learn the practice of nursing in a global setting. An objective is a statement explaining what you specifically want to learn and do this semester. It should include how to you intend to accomplish it and by when.

By completion of this activity, each student will:

- Produce a list of 3-5 main performance goals with subsets of objectives for your global experience and special project

Directions

- Goals and objectives are composed of an active verb with objective outcomes. The goal statement tends to be more general, such as:

I will integrate multidisciplinary communication with staff, faculty and instructor.

- As a subset of objectives to this goal statement you might include:
 - a. I will chart with 100% accuracy
 - b. I will be open to coaching and feedback about my performance;
 - c. I will report changes in the patient's conditions immediately;
 - d. I will seek out experienced resources before performing any procedure I am unsure of or don't know;
 - e. I will seek clarification on any orders, medications, lab values, policies I am unsure of;
 - f. I will develop a weekly update of detailed notes and keep it in a log;

Goals and objectives are not the same as the course objectives, yet you may use the course objectives as guidelines for writing your goals and objectives. What you are writing are your personal objectives for your preceptorship. Therefore, they should be written in the 1st person.

It is suggested that you write 3-5 main goals related to general nursing practice such as goals around safety, communication, leadership, ethics, culture, etc. Then break them down into observable or measurable behaviors as in direction #1.

SUBJECT: Will always be "I" will...

CHOOSE AN ACTIVE VERB

Prioritize Safely and correctly Administer Differentiate

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Deliver care	Integrate	Select
Report to	Arrange	Formulate
Communicate with	Assemble	Set up
Offer alternatives	Analyze	Implement
Assess and record	Calculate	Apply
Write or develop	Calculate	Develop

If you use a verb like recognize, accompany it with an action verb like recognize and respond, recognize and report.

Time frame: In some cases you want to accomplish the objective by the end of the semester. In other cases, you want to complete it during week one or some other specific time frame.

Accountability: How are these objectives to be measured? The next part of your statement should indicate either the percentage of time you are going to be doing this or the way someone else could measure your performance.

So, here are some examples:

(I) will safely and correctly administer all assigned IV push medications on my patient, with my faculty in attendance (the word “all” means 100%)

(I) will prioritize patient care needs using a triage type system, and verify correct prioritization with my faculty, until she has checked me off in this area

(I) will include patients in planning their own care by listening to their needs and incorporating suggestions into the plan of care at least 50% of the time.

Journal Notes Due Mid and End of term (two in total)

You are required to keep a journal of your experiences. Write a reflective peice discussing how your personal goals and course learning objectives are being met. Identify successes and areas to improve on. Submit via Sakai

RESEARCH APPLICATION ACTIVITY Due 25th June

PURPOSE:

The purpose of this two part activity is to help the student understand the relationship between research and practice and identify how research can be applied to global health and the Course. This will be a group activity. The class will be divided into 4 groups of 4. Each group will select one research topic to collaborate on. The 4 assigned areas are

Group one: marginalized populations

Group two: health literacy

Group three: health care systems and access

Group Four: health promotion and literacy

OBJECTIVES:

By completion of this activity, the student will:

1. Brainstorm an issue that is a clinical research problem for the assigned topic area. You can look at the issue from multiple perspectives.
2. Conduct a literature search on a topic that relates to their assigned research topic, selecting (at least) four research articles on that topic.
3. Identify how research can assist you in providing a framework in which to view the research topic and guide you in developing a strategy on which to complete the project
4. Explore and reflect why this type of research is used for this topic
5. Evaluate the four research articles in terms of research methods and findings
6. Present the research findings on a poster, PowerPoint, Photo Journal or other type of presentation to your classmates

DIRECTIONS:

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1. Using appropriate databases and other resources, narrow the research to a certain area. Check with the nursing school librarian. The research topic must apply to your specific clinical assignment.
2. From your literature search, your group will select four research articles published within the last 5 years, on which to build this activity. You may have more, but you must have a minimum of four research articles. Each article needs to be a report of a research study -- not simply a literature review or an abstract. If you have difficulty differentiating between a "research report" and a "research review," please talk seek assistance. You may include research representing a variety of research strategies, including qualitative and quantitative studies from various disciplines.
3. Write an outline (see worksheet) of each article summarizing the purpose, methods, sample, research findings, significance to your nursing practice, and limitations to your practice. All group members will be presenting the information to your classmates. Prepare a presentation according to the criteria that follow showing the application of research findings. The presentations will be given on 17th June to the San Jose Faculty and Students these will be graded.

GRADING OF RESEARCH APPLICATION ACTIVITY

Selection of four research articles:

The group has done a literature search and has selected four research articles, published within the last 5 years, on a topic related to nursing in the clinical setting. Be prepared to describe when and how you found this research article.

Evaluation and understanding of research:

The group's summary and presentation provides evidence that they understand the research methods and findings sufficiently to explain them in their own words to others.

The group will submit via turn it in the bibliography and a summary outline. Please attach a copy of each research article. The outline is neat, well organized, and free of spelling errors; the bibliography is APA format and includes the 4 research articles. The summary is neat, well-organized, free of spelling errors no more than 500 words for each article.

Presentation

The presentation is clearly presented and demonstrates the group's efforts to make the information understandable and interesting to the audience. Please submit the following worksheet on the day of the presentation.

RESEARCH APPLICATION ACTIVITY WORKSHEET & OUTLINE

Projects purpose

Type of Study

Sampling technique

Sample size and descriptors

Summary of main 2-3 findings

Limitations

Implications 1-3

5 Writing Your Resume

Due Date: June 26th.

An important step in getting your first or a new nursing position is developing a resume that

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accurately depicts your skills and experience but also sets you apart from all the other applicants. Your global service learning experience will help you stand out. Start thinking about how the classes and your international project should be highlighted in your resume. Your resume will be due at the end of the course and it will be gently critiqued.

Additionally, you should begin compiling the following information:

- Contact information
- Employment experience
- Skills
- Extracurricular Activities, Awards
- Relevant Coursework and Internships
- Publications and Research
- References

Critically summarize and present articles

Due Date: May 28th

Summary is one of the most prominent features of academic writing because it gives students access to the ideas of others. Academic writing requires you to research the work of others, develop your own ideas on the topic, and then to think about how your ideas relate.

POLICY INFORMATION

Plagiarism policy: Academic Integrity

The St. George's University Student Manual (2019/2020) states as follows:

“Plagiarism is regarded as a cardinal offense in academia because it constitutes theft of the work of someone else, which is then purported as the original work of the plagiarist. Plagiarism draws into disrepute the credibility of the Institution, its faculty, and students; therefore, it is not tolerated” (p. 48).

Plagiarism also includes the unintentional copying or false accreditation of work, so double check your assignments **BEFORE** you hand them in.

Be sure to do good, honest work, credit your sources and reference accordingly and adhere to the University's Honor Code. Plagiarism and cheating will be dealt with very seriously following the university's policies on Plagiarism as outlined in the Student Manual.

Your work may be subject to submission to plagiarism detection software, submission to this system means that your work automatically becomes part of that database and can be compared with the work of your classmates.

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Attendance Policy:

Attendance Requirement

The St. George's University Student Manual (2019/2020) states as follows:

“Students are expected to attend all classes and or clinical rotations for which they have registered. Although attendance may not be recorded at every academic activity, attendance may be taken randomly. Students' absence may adversely affect their academic status as specified in the grading policy. If absence from individual classes, examinations, and activities, or from the University itself is anticipated, or occurs spontaneously due to illness or other extenuating circumstances, proper notification procedures must be followed. A particular course may define additional policies regarding specific attendance or participation” (p. 9).

Examination Attendance

The St. George's University Student Manual (2019/2020) states as follows:

“All matriculated students are expected to attend all assigned academic activities for each course currently registered. Medical excuses will be based on self-reporting by students. Students who feel they are too sick to take an examination or other required activity on a specific day must submit the online SAS medical excuse, which is available on Carenage. Students are only allowed two such excuses a year. Upon consultation with the Director of University Health Service, the third excuse will result in a mandatory medical leave of absence. The policies regarding make-up examinations are at the option of the Course Director” (p.46).

For additional specific examination policies and procedures, refer to the St. George's University Student Manual (2019/2020), pages 31 through 37.

Student Accessibility and Accommodation Services Policy:

The St. George's University Student Manual (2019/2020) states as follows:

“A student with a disability or disabling condition that affects one or more major life activities, who would like to request an accommodation, must submit a completed application form and supporting documentation to the Student Accessibility and Accommodation Services (SAAS) located in the Dean of Students Office. It is highly recommended that students applying for accommodations do so at least one month before classes begin to allow for a more efficient and timely consideration of the request. If a fully completed application is not submitted in a timely fashion, an eligibility determination may not be made, and accommodations, where applicable, may not be granted prior to the commencement of classes and/or examinations” (p. 8).

Assignment Submission Procedure:

Click or tap here to enter text.

Classroom/Online Etiquette Procedure:

Click or tap here to enter text.

Policy/Procedure Related to the Department:

Click or tap here to enter text.

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The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

SCHOOL OF ARTS AND SCIENCES
SUMMER 2020 REGISTRATION SCHEDULE
June 2, 2020 - July 17, 2020

Crse Prefix	Crse No.	Cr	Course Title	Day(s)	Start	End	Instructor
MATH	120	3	College Mathematics	Mon, Tue, Wed, Thur	1:00 PM	3:00 PM	Stefan Hypolite
MATH	220	3	Statistics	Mon, Tue, Wed, Thur	2:00 PM	4:00 PM	Sally-Ann Clement
NURS	320	4	Gerontological Nursing with Practicum	Practicum dates: Monday, June 15 th – Friday, June 26 th , 2020			Jennifer Solomon
NURS	322	3	Intro to Statistics & Practicum	Lecture dates: Monday 25 th & Tuesday 26 th May, 2020	9:00 AM	5:00 PM	Jennifer Solomon
				Practicum dates: Wednesday, May 27 th – Friday, June 12 th , 2020	TBA		
NURS	406	5	Professional Development Transition to Practice	Lecture & Practicum dates: Monday, May 25 th – Friday, June 26 th , 2020	9:00 AM	5:30 PM	Jennifer Solomon

SYLLABI
SAVED

YES

YES

YES

YES

YES