



Service Learning 1
NURS 3882-101
Fall 2022

Faculty/Course Coordinator

Stacey Machado, DNP, MS, BSN, RN

Office

Centennial Hall 440N
Office: (940) 397-4046
Cell: (580) 583-5457

Office Hours

By Appointment

Email: Desire2Learn (D2L) is required for this course and is the preferred site for all communications between the course coordinator and students. If, for any reason, access to D2L is a problem, please notify MSU Distance Education at <http://distance.mwsu.edu/distance/OPRS/OPRS.asp>, or feel free to contact the course coordinator by campus email at Stacey.machado@msutexas.edu.

Prerequisites

NURS 3803: Introduction into Health Care Systems; NURS 3811: Health Assessment Competencies Clinical; NURS 3812: Health Assessment Competencies; NURS 3821: Medical Terminology; NURS 3833: Foundations in Clinical Concepts and Competencies; NURS 3843: Foundations in Clinical Concepts and Competencies Clinical; NURS 3503: Nursing Research;

Co-requisites

NURS 3853: Concepts in Caring for the Adult Client; NURS 3863: Concepts in Caring for the Pediatric Client; NURS 3873: Concepts in Mental Health Care; NURS 4123: Data analysis; NURS 3813: Concepts of Pharmacology in Nursing Practice

Course Description

Service Learning I is a self-paced community service course for nursing students enrolled the second semester of the Accelerated Second Career Program. Focus is on participating in experiences that reinforce concepts taught in nursing courses. Emphasis is on using the nursing process as a framework for assessment of individual client needs within the community service organization setting; and developing, implementing, and evaluating appropriate plans of care.

Credit Hours

Two (2) credit hours, (0-6)

Learning Experiences

Reading assignments, group presentations, and self-study modules.

AACN Essentials

For further information regarding the AACN Essentials identified for each course objective, refer to <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>.

DEC Competencies

In the DEC Competencies below, the following designations apply: I: Provider of Patient Centered Care, II: Coordinator of Care, and III: Patient Safety Advocate and IV: Member of a Health Care Team. For further information regarding the competencies identified for each course objective, refer to <http://www.bon.texas.gov/about/pdfs/delc-2010.pdf>

Course Objectives	AACN Essentials	DEC Competencies
1. Describe the skills necessary for identifying and addressing health needs of the client in a community service organization.	I II V VII	I: A, B, C II: A, B, E, G III: B, C
2. Demonstrate therapeutic communication techniques when interacting with clients and other members of the health care team/community service organization.	VI	I: A, B, C IV: A
3. Utilize the nursing process to establish nursing diagnoses relevant to the physical, cultural, and social needs of the client in a community service organization	VI VII	I: A, B, C II: A, B, E, G III: B, C
4. Develop, implement, and evaluate appropriate plans of care.	VI, VII	II: E III: B
5. Demonstrate patient teaching for health promotion and disease prevention in a community service setting.	VI VII	I: A, B, C II: E, F, G III: B

Course Objectives	AACN Essentials	DEC Competencies
6. Utilize legal and ethical concepts to provide safe and effective care of the client in community service setting.	IV VI VIII	II: E III: B
7. Describe the role of nurse as patient and community advocate.	I, VII, VIII	II: E, F, G IV: B, C, D

Required Textbooks (No new texts required)

Midwestern State University BSN Handbook found at: [MSU Texas BSN Handbook](#)

Recommended/optional texts or reference books

American Psychological Association (APA) Style Manual (7th ed.). **OR** [here](#) (on-line tutorial)

Nursing texts from pre-requisite/co-requisite nursing courses

Nursing reference books from pre-requisite/co-requisite courses

Course Content

Participation in 90 hours of Service Learning activities is required.

Examples of some Service Learning organizations/agencies include:

- United Way
- YMCA
- Girls/Boys Club
- Big Brothers/Big Sisters
- Head Start
- Homeless shelter
- Area food bank
- Salvation Army
- Habitat for Humanity
- Hospice centers
- Health Department (various programs)
- Pregnancy help agencies
- The Kitchen/Meals on Wheels
- Other organizations per faculty approval

Community Health Fair (spring semester)

Great Day of Service (spring semester)

Student Learning Outcomes and Assessment Methods

1. Students will develop a sense of self-understanding. (Assessment method: 90% of the students will receive a satisfactory score on their reflection journals.)

2. Students will demonstrate an understanding of the psychosocial, economic and physical challenges experienced by vulnerable populations. (Assessment method: 90% of the students will score at least a 74% on the written assignment of this course.)

Evaluation Methods

Grading Scale

Grading Scale Letter Grade	Grading Scale Numerical Conversion
A	90-100
B	80-89
C	74-79
D	65-73
F	≤64

*The final course grade will be calculated in the following manner:

Evaluation Components	Percentage of Final Grade
• *Completion of 90 hours of Community Service	30%
• *Teaching/Learning Activity for Community Agency Clientele	30%
• *Vulnerable Population Assignment (Research Paper)	30%
• *Self-Reflection in Journal Entries (at least weekly)	10%
• *Total	100%

*There will be no rounding of grades. According to Wilson School of Nursing, a student enrolled in the BSN nursing program must earn a minimum grade of 74% or better to be considered passing and/or continue on in the ACCEL BSN program.

Student Learning Activities Related to Evaluation Methods:

Community Service Volunteering (30% of Course Grade)

Students must complete a total of 90 clock hours of volunteering with community organizations/agencies in order to successfully complete this course. All 90 hours may be done in a single agency, or time may be divided amongst a maximum of three agencies/organizations. The volunteer hours can relate to COVID either through contact tracing, taking specimens, or directing traffic such as at voting polls, delivering food to Covid patients from the Food Bank, etc.

Students will contact organizations/agencies in which they wish to volunteer, and will self-schedule days/timeframes with that agency. After making initial contact, students will complete a Collaborative Learning Contract which will be signed/dated by the

student and by the volunteer coordinator/agency's point of contact. The signed contracts will be returned to course faculty for filing.

Students will complete the Service Learning Time Line Record at the close of each service learning experience and will have the entry signed by an agency/organization representative. The Time Line Record will be turned in to the course faculty member **by 1700p.m. CST on the last day of classes, Friday, December 2, 2022.**

Satisfactory completion of this requirement will earn the student the grade of 100%. Failure to complete this course requirement will earn the student automatic course failure.

Recommended Community Service Hours Breakdown:

Clinical Activity	Total Hours
Volunteer Community Service Rotations	75 hrs.
Teaching/Learning Activity (development, organization, and implementation of teaching/learning activity)	10 hrs.
Research Paper Outline & Paper – (research, organizing, and development of final paper)	5 hrs.
*Total Community Service Hours	90 hrs.

Teaching/Learning Activity for Community Agency Clientele (30% of Course Grade)

Students will submit a teaching/learning activity based on the following learning outcomes which correlate with the steps of the nursing process:

1. Assess learning needs among agency's/organizations adult clientele.
2. Prioritize teaching goals for identified clientele. Due to COVID, use your vulnerable population.
3. Analyze teaching implications related to the educational needs of the identified adult learners.
4. Apply strategies to manage challenges to learning effectiveness.
5. Evaluate the role of the family/caregiver in clientele teaching, if applicable.
6. Apply the basic steps in the teaching-learning process to your clientele population.
7. Relate the physical, psychologic, and sociocultural characteristics of the client to the teaching-learning process.
8. Select, design, and present at least one appropriate teaching strategy for the identified population/client.
9. Select appropriate methods to evaluate client/family teaching.

This activity will be prepared using the learning objectives noted above as a guide. Based on the needs assessment, this activity may be completed in the form of a presentation to clients or agency staff or to your peers; or in the form of a poster/informational handouts/brochures/etc. to leave at the facility or present to your peers. Feel free to use your imagination and creative talents in completing this assignment. If preparing written/printed educational materials for an organization or agency, make certain they are written using age-appropriate lay terms. Upload a copy/photo/image of any posters, presentation materials if applicable.

A paper, to explain how the student utilized the nursing process in this assignment, is to accompany the teaching/learning activity and should be typewritten according to APA (7th edition) style guidelines, and double-spaced. The body of the paper is to be no more than four pages in length (i.e. excluding the title and reference pages). The paper should include a title page and a reference page.

This assignment will be due in its entirety (paper placed in course D2L Drop Box folder labeled "*NURS 3882_Teaching/Learning Activity_Student Last Name_Fa. 2022*") **by 17:00 CST on Friday, November 18, 2022**. It will be graded using the rubric posted for the assignment on D2L.

Self-Reflection Journaling (10% of Course Grade)

Students will "journal" about each service learning experience they participate in by posting an entry on the course D2L discussion board for faculty review/replies. Journal entries will be **posted after every session (or at least weekly)** and should reflect activities the student performed, interactions the student had with clients/families/communities and personnel, ways the experience helped the student gain inner satisfaction from doing something meaningful for others, and how the experience helped prepare the student for civic engagement and personal/professional development.

Documentation of this self-reflection, through journaling, is required for successful completion in this course. If this journaling is completed at least weekly, the student will earn 100% for this course requirement.

Vulnerable Population Research Paper (30% of Course Grade)

Students will submit a professional research paper addressing the following learning objectives:

1. Select a vulnerable population from the handout posted on D2L and discuss why it is vulnerable. Relate this population to the COVID outbreak.
2. Describe the primary factors that contribute to health disparities among people/groups/communities in this vulnerable population. Are there comorbidities that would affect a COVID exposure?
3. Explain how culture and ethnicity may affect the vulnerable person's/populations physical and psychologic health, and socioeconomically.

4. Describe strategies for successfully/effectively communicating with a person who is included in the vulnerable population. (Address language issues, spirituality/religion; family roles/relationships; personal space/touch beliefs; nutrition; medication practices; psychologic factors; etc.)
5. Apply strategies for incorporating cultural information in the nursing process when providing care for patients in the vulnerable population.
6. Describe the role of nursing in reducing health disparities in the vulnerable population.
7. Examine ways that your own cultural background may influence nursing care when working with patients in the vulnerable population.

This paper will be prepared using the learning objectives noted above as a guide and content must be substantiated by conducting research using peer-reviewed nursing articles, on-line sites, and the course (medical-surgical) textbook.

The paper is to be typewritten according to APA (7th edition) style guidelines, double-spaced, and the body of the paper is to be five to six pages in length. (I.e. excluding title page and reference pages.)

The paper will also have a title page and a reference page typed in APA (7th ed.) format. You do not need to include an abstract.

Papers will be submitted **by posting it in the course D2L Drop Box (in the folder titled "NURS 3882_Vulnerable Populations_StudentLastName_Fa. 2022") by 17:00p.m. CST on Friday, December 2, 2022.**

Plagiarism may result in a grade of "0" and failure of the class. By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include, but shall not be limited to, the right to reproduce the student's work product in order to verify originality, and for educational purposes. Ideas taken from another source, whether quoted or paraphrased, must be documented appropriately using APA guidelines.

The paper will be graded using the rubric posted for this assignment on D2L.

Late Work

Acceptance of late work is at the discretion of the course faculty. There is no late work acceptance without prior coordination with the course coordinator which will be initiated by the student ahead of the assignment initial firm due date. Assignment initial due dates are the firm due dates. A student with prior approval from the course faculty will only be allowed up to 48 hrs past the assignment initial due date to submit the assignment discussed. This is at the discretion of the course coordinator.

A point reduction system of 10 points per day will be deducted from all late assignments. Students will earn a grade of **zero** for any assignment submitted after 48

hrs of the assignment initial due date. Failure to submit an assignment by the assignment firm due date will result in a grade of **zero**.

The learning activities and assignment required in the course are strategically placed so that students are given sufficient time to complete the work as required. This is a self-paced asynchronous course with community service activities. Students are strongly encouraged to pace themselves and plan their course work accordingly in order to be successful in the course.

MSU Writing Center

Begin drafting papers as early as possible and take advantage of the MSU Writing Center, located off the 2nd floor atrium of Prothro-Yeager! Tutoring is available Monday through Thursday from 9 a.m. to 4 p.m.; you can also find a tutor at the satellite location in Moffett Library Honors Lounge, Sunday and Thursday from 6 p.m. to 9 p.m. Writing tutors will not edit your papers for you, but they will provide support and feedback at every stage of the writing process, from brainstorming to drafting, revising to proofreading.

Course Communication

Please e-mail the course coordinator if you want to contact the professor for this course utilizing the course email. If that isn't possible, then use the professor's office e-mail listed at the top of this syllabus. I (Stacey Machado) will respond to your email within 48 hrs of receipt Monday-Friday 8-5 pm CST. When emailing the course coordinator, in the subject box of your email, please list the course # and Section, and your name so that the course coordinator know they are communicating with. Please check the D2L course announcement routinely during the week for faculty communication.

Disruptive Behaviors

Electronic Devices: All beepers, phones, and other electronic communication devices are to be turned OFF during class and exams, unless it is being used for a faculty-directed in-class assignment. Students found to be wearing Bluetooth devices or phones on their person or in the vicinity of their workspace during exams or other course evaluations will receive a *zero* "0" for that exam/evaluation. If a student's phone rings or buzzes during exams/evaluations, that student will earn a *zero* for that evaluation.

Timeliness to Class

This course is a self-paced asynchronous format with the exception of the community hours completion requirement and assignment firm due dates. Students are expected to log into the course at least 1 – 2 times per week, and complete all learning activities in a timely manner. Please have your outlines printed prior to the start of class. Failure to access the course assignments and/or complete the course work and community service hours as required will be used to determine tardiness. Students who failed to complete the required 90 hours of clinical and/ submit all learning activities may be unsuccessful in the course.

Administrative Failure Policy

A student who receives a "D" or lower in an ACCEL-RN course will not be permitted to continue in the accelerated BSN program. In the event of course failure, the student may contact the BSN coordinator for consideration in enrolling in the 28-month prelicensure BSN program.

The faculty reserves the right to recommend to the Program Chairs, Graduate Coordinator, Department Chair, and College Dean withdrawal of a student from the nursing program for health, legal, or academic reasons, particularly if patient care is jeopardized. In addition, the student must perform within the ANA standards of practice and code of ethics.

If student performance falls below acceptable standards of practice, then the student will **NOT** successfully complete the clinical component of this course. Certain aspects of these standards directly relate to safety in patient care and professionalism in practice. If student performance drops below the standard in these two areas, then the possibility of successful completion of the clinical component of the course is unlikely. The faculty recognizes that the issues of patient safety and professional standards cannot be compromised; therefore, any student who does not meet these standards will immediately receive a failing clinical evaluation. The severity of these infractions warrants immediate failure of the clinical component of this course. The ANA standards of practice and code of ethics are posted in the Undergraduate and Graduate Student Handbooks.

Behaviors that detract from the learning process will not be tolerated. Tardiness will not be tolerated. Excessive talking to classmates during class time will not be tolerated. Beepers and cellular phones should be turned off during all class sessions. Text messaging during lectures is considered unacceptable behavior. Children are not to be brought to class per University policy. **Students who demonstrate distracting behaviors will be asked to leave the classroom. If a student demonstrates continuing behaviors that are distracting to his/her classmates, the student will be administratively dropped from the course IAW the 2012-2014 MSU undergraduate catalog, page 76, which reads:**

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to being dropped from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the 8th week of a long semester, the 6th week of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date

Professionalism

1. All students are expected to be punctual for all classes. Students may be excluded from the classroom if unprofessionally late to class. As stated above, students will not be allowed to take exams after the official class start time.
2. Class attendance and participation are expected. Assignments should be read or viewed in advance of class to facilitate learning. Students will be held responsible for lecture/discussion content, all assigned readings and audiovisual materials on written exams. When the lecture material is more current than the textbook, lecture material takes precedence.

Honor System

Students enrolled in this course will/must adhere to the MSU Code of Conduct. In particular, academic dishonesty, however small, creates a breach in academic integrity. A student's participation in this course comes with the expectation that his or her work will be completed in full observance of the MSU Code of Student Conduct. A student should consult the current Student Handbook for answers to any questions about the code.

Many components of this course are designed to be highly interactive with students helping each other learn. Students are encouraged to take full advantage of many resources available including online D2L course resources, Internet sites, other textbooks and journals, faculty, and peers when answering objectives. This interactive collegial learning environment is conducive for life-long learning.

All components of this course are designed to represent the efforts of each student INDIVIDUALLY and are NOT to be shared, copied, or plagiarized from other sources. When students submit their efforts for grading, they are attesting they abided by this rule.

The Wilson School of Nursing and Midwestern State University do not condone cheating in any form and considers it a serious offense. Cheating is defined by the faculty to include dishonesty on examinations, providing testing information that would advantage another student, and plagiarism. Specifics are to be found in the Undergraduate and Graduate Student Handbooks and the MSU Student Handbook. Offending material that may constitute plagiarism includes, but is not limited to, the following: Bibliography cards, formal papers, book reports, written nursing care plans, etc. Cheating may include, but is not limited to: removing quiz or exam content, disseminating quiz/exam content, sharing quiz/exam information, being in possession of or using electronics during testing.

Plagiarism includes, but is not limited to, the use of, by paraphrase or direct quotation without correct citation in the text and on the reference list, the published or unpublished works of another person. Reference or use of other authors' works will be cited according the 6th edition of the APA Publication Manual. Students may NOT submit papers and assignments that they have previously submitted for this or other courses. The use of materials generated by agencies engaged in "selling" term papers is also

plagiarism. Students are encouraged to review the tutorials and suggested websites for more information about plagiarism.

Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated in this class. Whenever a student is unsure of whether a particular situation will be interpreted as academic dishonesty, he/she should ask the instructor for clarification. If students are guilty of academic dishonesty, a grade of zero (0) will be given for the quiz, assignment, etc. Cases may also be referred to the Dean of Students for possible dismissal from the university.

For further information regarding cheating and any subsequent actions to be taken, please refer to the policy statement in the MSU Student Handbook.

PLEASE NOTE

By enrolling in this course, the student expressly grants MSU a “limited right” in all intellectual property created by the student for the purpose of this course. The “limited right” shall include but shall not be limited to the right to reproduce the student’s work product in order to verify originality and authenticity, and for educational purposes. Specifically, faculty may submit student papers and assignments to an external agency to verify originality and authenticity, and to detect for plagiarism. For further information regarding cheating and any subsequent actions to be taken, please refer to the policy statement in the BSN Student Handbook.

MIDWESTERN STATE UNIVERSITY STUDENT HONOR CREED

“As an MSU Student, I pledge not to lie, cheat, steal, or help anyone else to do so.”
As students at MSU, we recognize that any great society must be composed of empowered, responsible citizens. We also recognize universities play an important role in helping mold these responsible citizens. We believe students themselves play an important part in developing responsible citizenship by maintaining a community where integrity and honorable character are the norm, not the exception. Thus, We, the Students of Midwestern State University, resolve to uphold the honor of the University by affirming our commitment to complete academic honesty. We resolve not only to be honest but also to hold our peers accountable for complete honesty in all university matters.

We consider it dishonest to ask for, give, or receive help in examinations or quizzes, to use any unauthorized material in examinations, or to present, as one’s own work, work or ideas which are not entirely one’s own. We recognize that any instructor has the right to expect that all student work is honest, original work. We accept and acknowledge that responsibility for lying, cheating, stealing, plagiarism, and other forms of academic dishonesty fundamentally rests within each individual student. We expect of ourselves academic integrity, personal professionalism, and ethical character. We appreciate steps taken by University officials to protect the honor of the University against any who would disgrace the MSU student body by violating the spirit of this creed.

Written and adopted by the 2002-2003 MSU Student Senate

American Disability Act (ADA)

Midwestern State University does not discriminate on the basis of an individual's disability and complies with section 504 and the Americans with Disabilities Act in its admissions, accessibility, and employment of individuals in programs and activities. MSU provides academic accommodations and auxiliary aids to individuals with disabilities, as defined by the law, who are otherwise qualified to meet academic employment requirements. For assistance, call (940) 397-4618 or (940) 397-4515, TDD. Please see the instructor outside of class to make arrangements involving special accommodations. It is the student's responsibility to declare any disabilities. After declaration, preferably at the beginning of each semester, the student needs to contact their individual instructors to determine any reasonable accommodations that may be required.

Senate Bill 11

Effective August 1, 2016, the Campus Carry Law (Senate Bill) allow those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the university establishes has prohibited. The new Constitutional law does not change this process. Conceal carry still required a License carry permit, and openly carrying handguns is not allowed on college campuses. For more information visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficulty situations. For more information, visit [Safety/Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Flight." Which may be electronically accessed via the University police department's webpage: "[Run. Hide. Flight.](#)"

THIS POLICY AND THE CONTENT OF THIS SYLLABUS IS SUBJECT TO REVISION AT ANY TIME.

The Course Calendar is provided on D2L as a separate document.