

Service Learning 2
NURS 4852-201
Spring 2024

Faculty/Course Coordinator

Stacey J. Machado, DNP, MS, BSN, RN

Office

Centennial Hall N440 - N

Office: (940) 397- 4046

Cell: (580) 583-5457

stacy.machado@msutexas.edu

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 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 3503: Nursing Research; NURS 4123: Data Analysis

Co-requisites

NURS 4803: Concepts in Caring for the Acutely Ill Client; NURS 4813: Concepts in Leadership in Nursing; NURS 4823: Concepts in Community Health; NURS 4833: Concepts in Caring for the Childbearing Family; NURS 4842: Concepts in Clinical Reasoning and Judgment

Course Description

Service Learning 2 (SL2) is a self-paced community service course for nursing students enrolled the third semester of the Accelerated Second Career Program. SL2 is the second of a two-course series designed to reinforce concepts taught in nursing courses. Emphasis is on using the nursing process as a framework for assessment of families, groups, and communities as clients; and developing, implementing, and evaluating appropriate plans of care.

Credit Hours

Two (2) credit hours

AACN Essentials

For further information regarding the AACN Essentials identified for each course objective, refer to AACN Baccalaureate Essentials.

DEC Competencies

In the DEC Competencies below, the following designations apply: I: Member of the Profession, II: Provider of Patient-Centered Care, III: Patient Safety Advocate, IV: Member of the Health Care Team. For further information regarding the competencies identified for each course objective, refer to [Texas Board of Nursing](#).

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, D II: A, B, C, E, G III: B, C IV: A, D
2. Demonstrate therapeutic communication techniques when interacting with clients and other members of the health care team/community service organization.	VI	I: A, C II: C, D IV: A, D, G
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, D II: A, B, C, F III: C
4. Develop, implement, and evaluate appropriate plans of care.	VI, VII	I: II: A, C, E, G III: B, C IV: C
5. Demonstrate patient teaching for health promotion and disease prevention in a community service setting.	VI VII	I: A, B, C II: C, D, G
6. Utilize legal and ethical concepts to provide safe and effective care of the client in community service setting.	IV VI VIII	I: A II: E III: B

Course Objectives	AACN Essentials	DEC Competencies
7. Describe the role of nurse as patient and community advocate.	I, VII, VIII	I: C II: D IV: B, C, D

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 complete a faculty-selected culturally competency tool and then write a paper summarizing self-reflection on their cultural competence development in preparation for nursing practice.)
2. Students will develop, implement, and evaluate a community health fair. (90% of the students will successfully complete the community health fair competence.)

Required Textbooks (No new texts required)

Midwestern State University BSN Handbook found [here](#)

Recommended/optional texts or reference books

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

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

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

Recommended Readings

Campinha-Bacote, J. (2018). Cultural competemility: A paradigm shift in the cultural competence versus cultural humility debate – Part I. *The Online Journal of Issues in Nursing*, 24 (2019). <https://doi.org/10.3912/OJIN.Vol24No01PPT20>

Kang, J; Song, J; & Noh, W. (2021). Impact of nurses' compassion competence and transcultural self-efficacy on their global health nursing competency. *Applied Nursing Research*, 60 (2021): 151453.
<https://doi.org/10.1016/j.apnr.2021.151453>

Manandhar, M; Hawkes, S; Buse, K; Nosrati, E; & Magar, V. (2018). Gender, health and the 2030 agenda for sustainable development. *Policy & Practice*,96 (9): 644 – 653. <http://dx.doi.org/10.2471/BLT.18.211607>

Office of Migrant Education. (2001). *Comprehensive Needs Assessment*.
<https://www2.ed.gov/admins/lead/account/compneedsassessment.pdf>

Purnell, L. (2005). The Purnell model for cultural competence. *The Journal of Multicultural Nursing & Health*, 11 (2): 7 – 15.
https://files.midwestclinicians.org/sharedchcpolicies/Policies_Forms/Cultural%20Competency/PURNELL%27S%20MODEL.pdf

Transcultural CARE Associates. (2022). The process of cultural competemility.
<https://transculturalcare.net/the-process-of-cultural-competence-in-the-delivery-of-healthcare-services/>

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
• *Community Health Fair Assignment	50%
• *Completion of 50 Self-Scheduled Community Service Volunteer Hours	25%
• *Self-Reflection in Journal Entries at least weekly	25%
• *Cultural Competence Tool and Assignment (Pass/Fail)	Pass/Fail
• ***Total	100%

*There will be no rounding of grades.

Volunteer Hours

Type of Experience	# of Exp	Hrs/Exp	Total Hours
Self-scheduled Volunteering Experiences	Variable	Variable	50
Community Health Fair Assignment			
• Step 1: Assessment of Community Needs and Resources	1	8	8
• Step 2: Planning the Implementation of Health Fair Project	1	8	8
• Step 3: Marketing/Evaluation Planning/Rehearsal	1	8	8
• Step 4: Setting up for the event	1	1	1
• Step 5: Community Health Fair & Clean-up	1	5	5
• Step 6: Group Evaluation	1	1	1
Weekly Self-Reflection Journal Entries	14	0.5	7
Cultural Competence Tool/Assignment	1	2	2
			Total # of Hours 90

Grading Criteria

Community Health Fair Assignment (50% of total course grade)

Students will actively participate in the development, implementation, and evaluation of the Spring 2023 Community Health Fair scheduled for **Friday, March 1, 2024** at 0900-1300 hours.

This assignment will be done by completing the following steps and timeframes using the Community Health Fair packet (attached to the end of this course syllabus) as a guide:

- Step 1: Assessment of Community Needs & Resources / Goals & Objectives (planning step 1 must be completed NLT Friday, February 2, 2024; worth 30 points)
- Step 2: Planning / Implementation of the Community Health Fair Project (planning step 2 must be completed NLT Friday, February 16, 2024; worth 25 points)
- Step 3: Marketing / Evaluation / Dress Rehearsal (planning step 3 must be completed by Tuesday, February 23, 2024; worth 15 points)
- Step 4: Setting up for event- Thursday, February 29, 2024 @ 4 PM &/or Friday, March 1 2024 @ 8 AM
- Step 5: Community Health Fair, Friday, March 1, 2024 @ 0900-1300 hours (Implementation of plan; worth 25 points)
- Step 6: Group Evaluation (must be completed by Friday, March 8, 2024 @ 1700; worth 5 points)

This assignment is worth a total of 100 points. The documentation for each step of this assignment (planning, implementation, and evaluation) will be posted in the appropriate file folder in Drop Box by 1700 hrs on the dates due. These assignments will be graded using the Community Health Fair grading rubrics posted on D2L.

If any pieces of the assignments are submitted after the due date, 1 point will be deducted for each day that the assignment is late.

Community Service Volunteering (25% of total course grade)

Students must complete a total of 50 clock hours of volunteering with community organizations/agencies in order to successfully complete this course. All 50 hours may be done in a single agency or time may be divided between multiple agencies/organizations and should be done in agencies that serve vulnerable populations.

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 the volunteer coordinator/agency 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 1700 hours on the last day of classes, **Friday, April 26, 2024**.

Satisfactory completion of this requirement will earn the student the grade of 100%. Failure to complete this course requirement will earn the student the grade of zero for 25% of course grade.

Self-Reflection Journaling (25% 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. If this course requirement is not done as instructed, the student will earn a zero for 25% of course grade.**

Cultural Competence Tool and Self-Reflection Paper (must complete the tool and paper to satisfactorily “pass” this component of the course)

After completing 90 total hours of volunteer services this semester, students will complete a copy of a cultural competence tool provided by the Wilson SON/course faculty. After completing this tool, students will self-reflect on their responses and type up a two-to-three page paper summarizing how their volunteer experiences helped them develop/groom cultural competence in preparation for nursing practice.

This paper will be typed in APA format, doubled spaced, and will be submitted to faculty by posting it in the course D2L Drop Box (in the folder titled “Cultural Competence Assignment”) by 2359 on **Friday, May 3, 2024**. This assignment will be reviewed and evaluated as pass/fail.

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.

Use of Artificial Intelligence (AI)

Faculty of this course is aware that students and faculty may utilize various technological resources such as, but not limited to, Grammarly, Turnitin checker, spellcheck, etc., during their time at MSU. Faculty is also aware that AI resources such as, but not limited to Chatgpt, etc., can be used to help locate and detail various empirical evidenced-based resources for information and review. However, at no time, should any students' in this course utilize any technology or other designated resources to create or write (not including editing assistance) their assigned course work that will be submitted for grading as their own work. Any student in this course found to be not complying with this course policy will receive a **grade of Zero** for the assignment, and can be subjected to other Course, Program, and University academic policies.

Course Communication

Please e-mail within Desire2Learn (D2L), listed under communication tools, if you want to contact the professor for this course. 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.

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

Students are expected to be in their seats, ready to start class at the official class start time. Please have your outlines printed prior to the start of class. The clock in the classroom will be used to determine tardiness. A student will not be allowed to enter the classroom during exams after the official class start time. Students who are late to exams will be required to make-up the exam on the scheduled exam make-up dates.

Inclement Weather Closure Practices

Student safety is the number one consideration in regard to travel for bad weather. If it is icy or snowing in your area, e-mail your faculty to explain the situation. Use common sense in regard to travel. The MSU Nursing Program will follow the MSU campus practices for closure.

If the campus closes, classes will go on-line using Zoom via D2L or another platform designated by your professor. Clinicals will be cancelled if the MSU campus is closed.

Due to the start of inpatient clinical shifts at 0630 to 0645, faculty will post information or make the call for clinical cancellations via D2L, "News Items".

For guidance of weather closure practices for MSU campus see guidance via the MSU webpage.

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 to 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

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at <https://mwsu.edu/campus-carry/rules-policies>.

Research and Creative Activity Opportunities at MSU

Enhancing Undergraduate Research Endeavors and Creative Activities (EURECA) is a program that provides opportunities for undergraduates to engage in high-quality research and creative activities with faculty. EURECA provides incentives and funding through a system that supports faculty and students in a cooperative research process. For more information contact the Office of Undergraduate Research, (940) 397-6275 or eureca@mwsu.edu. Information and resources are available at www.mwsu.edu/eureca.

Council on Undergraduate Research (CUR)

To support undergraduate research and creative activities, Midwestern State University holds an enhanced institutional membership with the Council on Undergraduate Research (CUR). This institutional membership includes unlimited memberships for any

interested faculty, staff, and students. Students may find information on benefits and resources at www.cur.org/resources/for_students and may sign up at members.cur.org/members_online/members/newmember.asp.

Active Shooter Response Training: Run, Hide, Fight:

To fully understand the Run, Hide, Fight concept, MSU Texas PD recommends you watch the "[RUN, HIDE, FIGHT. Surviving an Active Shooter Event](#)" Instructional video produced by Ready Houston..