



NURS 4661 01B Leadership in Professional Nursing COURSE SYLLABUS: FALL 2016

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Preferred Form of Communication: email

Communication Response Time: 2 business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Marquis, B. L., & Huston, C. J. (2012). *Leadership roles and management functions in nursing: Theory and application* (7th ed.). Philadelphia: Wolters Kluwer.

Previous nursing courses textbooks

Online resources and articles as directed

Other Required Resources:

Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies-

http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

National Council of State Boards of Nursing Delegation Documents

Texas Nurse Practice Act and Documents on Delegation:

http://www.bon.state.tx.us/practice_delegation_resource_packet.asp

ANA website: www.nursingworld.org

QSEN website: www.qsen.org

The syllabus/schedule are subject to change.

Course Description

Uses a systems framework and critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Current theories of management, leadership and change are examined and related to nursing practice. Focuses on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. Applies theoretical and empirical concepts of leadership through supervised experiences gained in local health care institutions.

Student Learning Outcomes

At the completion of this course, the student will be able to:

1. Synthesize concepts of leadership, management, change and communication in relation to the role of the professional nurse, nurse leader and nurse manager.
2. Analyze the nurse manager's role in relation to cost and budgeting factors
3. Utilize knowledge of leadership/management theory in examining organizational effectiveness and nursing practice
4. Understand and apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.
5. Analyze economic, social, and demographic factors that influence the organization and management of rural health care organizations
6. 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.
7. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
8. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development of plans to improve practice and promote quality of healthcare delivery.
9. Compare and contrast the mission, vision and values of the National Council of State Boards of Nursing (NCSBN) and the Texas Board of Nursing (BON).
10. Explain in detail the NCLEX-RN test plan components.

Clinical Objectives:

At the completion of this clinical rotation, the student will be able to:

1. Demonstrate the ability to manage the care of a group of patients
2. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team as charge nurse and/or team leader.
3. Incorporate principles of leadership theory in the delegation of nursing care to members of nursing team
4. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.

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5. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
6. Identify leadership behaviors of the professional nursing staff that promote optimal team outcomes.
7. Apply research in nursing leadership and management in the coordination of patient care
8. Assess the staffing pattern for the specific unit assigned for the clinical experience
9. Assume accountability for personal and professional behaviors
10. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.
11. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
12. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions,
13. Create a safe care environment that results in high quality patient outcomes.
14. Demonstrate professional standards of moral, ethical, and legal conduct.
15. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint.

Instructional Methods

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, return demonstration, clinical assignments and supervision, post clinical conferences and check-off of appropriate skills and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Student Responsibilities or Tips for Success in the Course

Logging into the course website daily during the week, checking emails at least daily, updated semester calendar, at least six hours of weekly study, attendance at all class meetings, and review of examinations.

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GRADING

Final grades in this course will be based on the following scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = Below 60

A minimum grade of 75 is required to pass the course.

Assessments

QSEN Evaluation	20%
Group Change Presentation	25%
The American Nurse Evaluation	10%
Midterm/Final Examination	15% each
Disaster Drill Leadership Paper	10%
Leadership Discussion Board	5%
TOTAL	100%
Clinical	PASS/FAIL

Successful completion of the examinations and paper will enable the student to meet the student learning outcomes.

Students must achieve a minimum average of 75% on all exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 75% or higher.

Late Submissions

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Paper submissions

All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

The clinical component is PASS/FAIL and must be passed in order to pass the course. To receive a passing grade in clinical you must achieve at least 75% on the clinical assignments and receive a satisfactory clinical evaluation.

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TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse](http://help.ecollege.com/LS_Tech_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browse)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
 - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
 - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is

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the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu).
<https://leo.tamuc.edu>

Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

It is expected that you will check your eCollege course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.

The syllabus/schedule are subject to change.

2. Class attendance is expected. The students should notify course faculty in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the university catalog for excused absence criteria.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
4. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
5. Students are expected to prepare for clinical practice in order to provide safe, competent care.
6. Clinical assignments must be handed in on time to the clinical instructor as directed. No exceptions.
7. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
 - Absences
 - Tardiness
 - Violation of dress code
 - Inability to pass required clinical assignments
 - Incomplete health immunization records
 - Expired CPR certification
 - Failure to turn in written assignments on time
 - Incomplete hospital orientation

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A pattern of lack of accountability for class, clinical and lab skills preparation
Lack of preparation

2. Accumulation of two (2) warnings in this clinical course will lead to failure of the clinical rotation and therefore, failure of the entire course.
3. Other offenses which may lead to immediate failure of the course and possible dismissal from the nursing program include but is not limited to:
 - Unsafe provision of nursing care
 - Unprofessional or unethical behavior
 - HIPPA violation
 - Falsification of patient records/clinical documents
 - Failure to pass the medication calculation exam

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

The syllabus/schedule are subject to change.

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Week- Monday Date	Content	Reading Assignment/Class Information
1-8/29	Orientation Critical Thinking & Decision Making Delegation	Chapters 1 & 20 Class Meeting 8/29 0800-1000 MT/CM
2-9/5	Leadership & Management Theory	Chapters 2 & 3 Class Meeting 9/6 15-1700 MT Leadership Discussion Board due 9/9
3-9/12	QSEN Models of client care	Chapter 14 & 17
4-9/19	Career Development	Class Meeting 9/20 15-1700 Career Development
5-9/26	Teamwork Workplace Culture	Chapters 16 & 18
6-10/3	Change Evidence-based practice	Chapter 8 Class Meeting 10/4 13-1500 CM
7-10/10	Values & Ethics Rural Nursing Leadership	Chapter 4 Two Articles on eCollege Disaster Drill Leadership Paper due 10/11
8-10/17	QI Incident Reporting	Chapters 5 & 23 Class Meeting 10/18 13-1500 CM QSEN Evaluation due 10/21
9-10/24	Healthcare Policy Healthcare Technology	Midterm Examination 10/28
10-10/31	Interprofessional Roles & Communication Conflict Resolution	Chapters 19 & 21 Class Meeting 11/1 13-1500 CM
11-11/7	Staff Development	Chapters 11, 15, & 24 Novice-to-expert document

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12-11/14	Advocacy	Chapter 6 Class Meeting-11/15 13-1500 CM Change Presentations due 11/15
13-11/21	Fiscal Planning	Chapter 10
14-11/28	If Florence Could See Us Now	Class Meeting 11/29 13-1500 MT Movie Evaluation due 12/2
15-12/5		Final Examination 12/9
16-12/12	Finals Week	Pinning Ceremony 12/16 Graduation 12/17

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Lecture Assignments

Types of Lecture Assignments and Purpose of Each: There is a variety of assignments for this class to accommodate different learning styles.

1. QSEN Evaluation 20% 10/21

For each area indicated on the QSEN document, review the Knowledge (K), Skills (S), and Attitudes (A) for that section. Review the course and clinical assignments and experiences you have had throughout your nursing program (including those for courses in this semester). Choose a course and/or clinical assignment or experience that helped you meet or partially meet each K, S, or A, and write it in the identified area. If you did not meet that criterion in any of the three categories, indicate not met and why you feel it was not met. Make sure you respond to each criteria in each of the twenty-five areas (example below has 2 for K, 3 for S and 3 for A). You **MUST** complete each area to receive credit for the entire assignment and show evidence of thoughtful reflection (examples from all courses). This assignment is credited all or nothing. Recommend that you review the QSEN document prior to development of your clinical objectives, so if there are areas that have not been met or only partially met, you can work this semester to meet them. This example may/may not apply to you; make sure you individualize your paper:

<p>Demonstrate knowledge of basic scientific methods and processes</p> <p>Describe EBP to include the components of research evidence, clinical expertise, and patient/family values.</p>	<p>Participate effectively in appropriate data collection and other research activities</p> <p>Adhere to Institutional Review Board (IRB) guidelines</p> <p>Base individualized care plan on patient values, clinical expertise and evidence</p>	<p>Appreciate strengths and weaknesses of scientific bases for practice</p> <p>Value the need for ethical conduct of research and quality improvement</p> <p>Value the concept of EBP as integral to determining best clinical practice</p>	<p>K-Met: research course quantitative research critique; Adult 1: course content</p> <p>S-Partially Met: research course retrieved evidence assignment; did not participate in IRB; Adult 2 Group Paper/Poster</p> <p>A-Partially Met: research class: Not sure why scientific basis is important; understand need for ethical conduct and</p>
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			EBP
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2. Change Presentation 25% 11/15

You will be assigned to and sit in class with members of your group. The group needs to identify an issue noted in a clinical experience in a previous semester that they feel needs to be changed and the issue must be approved by the course instructors. Once approved, the group will develop a plan to implement the change required to reach the goal. Using the PowerPoint example as a guide, develop this presentation and include the identified content. On the day of the presentation, turn in a copy of your entire PowerPoint presentation and a reference page(s) in APA format to the course instructors. The grading rubric is on eCollege.

This presentation is a group or team project. All members of the group will receive the same grade on the paper. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own.

3. Leadership Discussion Board 5% 9/9

You will identify a leader that all members of the class would be aware of and indicate what three factors you feel make the person a leader in their field or in general. Each student will have to identify a different leader. You also have to provide evidence to support the leader chosen by one of your classmates.

4. Disaster Drill Leadership Paper 10% 10/11

After your experience in the disaster drill, you need to complete the following: write a 2-3 page paper (in APA format with a title page and reference page-not included in the page total) describing the leadership you observed during the drill. Identify at least two classmates (by name) that provided leadership during the drill. Describe the type of leadership the two classmates used and whether it was effective or not in this situation. Analyze why their leadership was or was not effective. Also, include one paragraph on how you would improve the drill for future nursing students. It is due by 2359 the day after the experience. The grading rubric is on eCollege.

5. Midterm & Final Examination 15% each 10/28 & 12/9

There are two online examinations in this class on the dates identified. They will be available on eCollege only during the set times as indicated on eCollege. They will cover the topics as indicated on eCollege and will cover all topics in class to the date of the examination. The examinations may include terminology

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from the applicable chapters in the textbook. The questions will be in multiple formats: multiple choice, multiple answers, matching, etc.

6. If Florence Could See Us Now Evaluation 10% 12/2

In class on November 29th, you will be viewing the movie, "If Florence Could See Us Now." After viewing this movie, you need to write a 2-3 page paper (not including title page and reference page) discussing what aspects of the movie you found to be most useful for your future nursing practice. Also, discuss what areas you wanted greater detail about in the movie and why. Upload the paper in Dropbox by 2359 on the due date. The grading rubric is on eCollege

Clinical Assignments

Types of Clinical Assignments and Purpose of Each: There is a variety of assignments for this clinical to accommodate different learning styles. All clinical assignments must be completed with a grade of 75% or higher or they will have to be repeated.

1. Clinical Log Weekly

You must complete a clinical log for each day you are on the floor as a team member or with your preceptor. You need to complete the team leader assignment form when you are a team leader. Both of these forms are on eCollege. The form is to be turned in to your clinical instructor at the beginning of post-conference while you are in the hospital the first five weeks and weekly on eCollege after that time.

2. Preceptorship Varies

You will be assigned a clinical preceptor at one of the affiliated hospitals. You are to contact them no earlier than September 15th and no later than October 7th to set up an in-person meeting with them to discuss your preceptorship. As part of this meeting, you need to do the following:

- Complete preceptor contract (provide copy to preceptor and submit on eCollege no later than October 21st)
- Develop objectives as listed below
- Set up schedule that you will work with them (12 hour shifts-you need 6 days; 8 hour shifts-you need 9 days)
- Provide the preceptor a copy of your clinical evaluation and the evaluation you will be completing on them at the end of the semester

The schedule needs to be submitted to your clinical instructor on eCollege no later than 2359, October 21st for approval. You must have approval from your clinical instructor for your schedule prior to starting any shifts and if there are any

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changes to your schedule once, you have submitted it. You must start your shifts no later than October 28th. You cannot start your shifts before October 10th and you must complete them by December 2nd. You cannot schedule yourself for a shift on any day that you have class or another clinical (leadership or community health) and you cannot work the night shift the day before any class or clinical. You cannot work more than one shift in a row. There must be at least one day between your shifts. These days can be a class or another clinical day. Your clinical instructor will make a site visit during one of your shifts based on your schedule. You will not know what day prior to them arriving at your facility.

After you have completed all your shifts, you will need to have your preceptor email your clinical instructor your completed clinical evaluation no later than December 3rd. In addition, you must complete the preceptor evaluation form and submit it on eCollege no later than 2359, December 3rd.

You will write a professional thank-you letter to your preceptor that they can include in their personnel file at work. Submit a rough draft to your clinical instructor no later than November 15th for feedback and provide the original to your preceptor on your last shift day with them. You need to be specific in detailing how your preceptor assisted you and acted as a role model. A copy of this letter should be sent to your preceptor's immediate supervisor as well as the preceptor him/herself. A copy must also be submitted on eCollege no later than December 3rd.

3. Team Leader Journal **Varies**

For the first day you are assigned as a team leader, you will need to complete a team leader experience journal. The journal guidelines are on eCollege. The journal is due by 2359 the day after your experience uploaded in Dropbox on eCollege.

4. Team Process Journal **10/8**

For one of the days you are assigned as a member of a team, you will need to complete a reflective journal. This cannot be done the first week of clinical. The journal guidelines and rubric are on eCollege. All journals are due by 2359, October 8th in Dropbox on eCollege.

5. Clinical Objectives **10/21**

You will need to develop seven (7) objectives with your preceptor that you want to accomplish during the semester in clinical. These objectives need to be SMART format. No more than three (3) objectives can be skills related. A form is available on eCollege to assist you. The final objectives are due in the Dropbox on eCollege by 2359, October 21st. You can submit a rough draft of your objectives to your clinical instructors by October 14th (recommended) for their

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feedback. Bring a copy of your objectives with you each clinical day with your preceptor.

6. Nurse Manager Interview Journal **Varies**

You will spend a day with a nurse administrator/manager in a healthcare organization (0800-1630). Use the nurse manager interview guidelines available on eCollege to guide your experience. Complete the journal and upload it in Dropbox by 2359 the day after your experience.

7. Adult 1 Team Leader Journal **Varies**

You will be assigned to be a team leader for an Adult 1 clinical group during the semester. You will be there for the entire Adult 1 clinical day. You will be able to contact the clinical instructor prior to the day to confirm location, time, etc. The below script is for you to read at pre-conference so the students know what your role is for the day.

“I am a student in the Leadership in Professional Nursing clinical in my final semester of nursing school. I am here today to be your team leader, resource and to assist you in completing your clinical day. If you have any questions, need help with any tasks (such as medication pass, wound care, etc.) you are to come to me first (not to your clinical instructor). Your clinical instructor will be around but I am your first resource.”

With the assistance of the clinical instructor, you will lead the post-conference for the students the day you are there. Complete the Adult 1 Team Leader Journal after your experience and submit on eCollege by 2359 the day after the experience.

8. Simulation Day Effectiveness Journal & Progress Note **11/30**

The student will be exposed to a client(s) in the simulation to improve their familiarity and comfort with varying client situations. The experience in the simulation will be graded pass/fail for each individual student.

The student will reflect on their experience during the simulation day by completing the simulation effectiveness tool. The simulation effectiveness tool is posted on eCollege. Circle your responses to the questions and in the comment area reflect on your experience.

In addition, the student will complete a narrative progress note on their patient and submit it along with the effectiveness journal.

Both are due by 2359 the day of your simulation experience and is to be submitted on eCollege in the Dropbox.

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9. Clinical Evaluation

End of semester

You will be evaluated by your clinical preceptor and clinical instructor at the end of the semester. The overall evaluation of your clinical performance must be satisfactory. You must pass the clinical evaluation to pass the course regardless of the rest of your clinical grade. You must submit your completed skills list from the program when you meet with your clinical instructor.