LEADERSHIP CLINICAL IMMERSION  
NUR 460 - Section 001  
Bott Building C160  
5 Lecture/Recitation/Discussion Hours: 2, Lab Hours: 9 (2-9)  
Spring 2013

Catalog Course Description: Theories, principles, and practices of leadership, management, and nursing care delivery systems in a variety of agency settings. Application of theories and principles is in a mentored practicum.

Course Objectives: At the end of this course, students will:
1. Communicate effectively within complex health care organizations to optimize patient care (Communication).
2. Demonstrate a high level of clinical decision-making utilizing principals of ethics, evidenced based practice, theory and creativity (Critical Thinking).
3. Analyze data to create nursing care-plans and coordinate resources to implement quality and safe nursing care (Nursing Therapeutics).
4. Appreciate the impact of complex health care systems, payment structures, costs, inefficiencies, inequality of access and utilization of care available for diverse populations (Health Promotion and Risk Reduction).
5. Implement theories and principles to organize workflow, prioritize care, delegate tasks and manage care processes for multiple patients (Illness and Disease Process).
6. Incorporate personal and professional leadership characteristics in-patient care (Leadership).
7. Applies ethical principles in patient care (Ethical Practice).
8. Integrate data related to patient values, clinical expertise and evidence in the provisions of evidence based care and leadership (Evidence Based Practice).
9. Analyze the diverse influences affecting an organization’s worksite culture (Global and Cultural Competency).

Prerequisites: NUR 435 and NUR 440 and NUR 450 and completion of Tier I writing requirement.

Co-requisites: NUR 470 concurrently or NUR 480 concurrently.

Standards Documents: The curriculum is guided by the following documents:

Course Faculty:  
Course Coordinator and Clinical Instructor: Della Hughes Carter, RN, MSN, GNP-BC  
Contact Information:  
Office: 141 W. Owen Hall  
Office Phone: (517) 432-6673  
E-mail: dellahc@msu.edu  
Office Hours: by appointment  
Note: Times can be arranged to accommodate student schedules.  

MSU Clinical Instructor: groups of NUR 460 students will be assigned a Clinical Instructor.  
Your Clinical Instructor will help you coordinate your clinical experiences, evaluate your clinical  
written work, and is the instructor for your clinical seminars.  

Faculty: Patrick Crane, MSN, RN  
Office: W146 Owen Graduate Hall  
Phone: 517-353-4664  
E-mail: cranepat@msu.edu  
Office Hours: Arranged  

Faculty: Costellia Talley, PhD, MSN, RN  
Office: 1355 Bogue St. Bott Building #c247  
Phone: 517-353-4734  
E-mail: costellia.talley@hc.msu.edu  
Office Hours: Arranged  

Faculty: Jacqueline Wright, MSN, RN  
Office: W125 Owen Graduate Center  
Phone: 517-353-8677  
E-mail: jackiew@msu.edu  
Office Hours: Arranged  

Faculty: Dr. Amy Hoffman  
Office: 1355 Bogue St. Bott Building #c246  
Phone: 517-355-8348  
E-mail: hoffm209@msu.edu  
Office Hours: Arranged  

Instruction:  
Methodology: course activities include: a) classroom lectures, in-class group work discussions and  
activities b) supervised clinical experiences c) clinical seminars d) simulation activity e) lab for starting  
IVs. All assigned text and article readings are expected to be completed prior to the indicated class  
time. Each student is responsible for understanding both the assigned readings and all content  
presented in class, and is expected to actively participate during in-class group activities and in  
clinical seminar discussions.  

Writing Requirements: Described in the Course Packet along with the writing assignment grading  
rubrics.
Required Texts:


**American Nurses Association Electronic Books (E-books)**


*American Nurses Association (2010). Nursing Scope and Standards of Practice* [http://catalog.lib.msu.edu/record=b8270966 manos39a%20]. Silver Spring, MD (2nd ed.).


(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: [http://libguides.lib.msu.edu/nursingebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users.)

Optional Texts: None

a. **Required Resources, References, Supplies**

   ANGEL Help Line
   1.800.500.1554 (24 hrs, 7 days/week)
   517.355.2345 (24 hrs, 7 days/week)
   [www.angel.msu.edu](http://www.angel.msu.edu) (ANGEL Help link in upper right corner)
   Always check with the ANGEL Help Line first!

b. **Frequently Called Telephone Numbers**

   Simulation Lab, Life Sciences; 355-5765 (with answering machine)
   Media Lab (Andy Greger) Life Sciences, 353-9020
   College of Nursing Student Support Services A117 Life Sciences 353-4827.
c. Outcome, Competencies and Indicators:

**LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM**

CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. **All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.**

<table>
<thead>
<tr>
<th>LEVEL IV</th>
<th>Concept</th>
<th>Level IV Outcome</th>
<th>LIV Competency</th>
<th>LIV Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION IV (COMM)</td>
<td>Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community. (Communication theoretical construct).</td>
<td>1. Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels). 2. Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
<td></td>
</tr>
<tr>
<td>CRITICAL THINKING IV (CT)</td>
<td>Utilize clinical reasoning to organize data and determine nursing approaches to achieve client and organizational outcomes. (Critical thinking theoretical construct).</td>
<td>1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation. 2. Evaluates and revises decisions under conditions of risk and uncertainty.</td>
<td>NUR 480 Case Analysis Using Ethical Problem</td>
<td></td>
</tr>
<tr>
<td>COURSE NAME</td>
<td>ACTIVITY</td>
<td>OUTCOME</td>
<td>PROJECT</td>
<td></td>
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<tr>
<td>NURSING THERAPEUTICS IIV (NT)</td>
<td>Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct).</td>
<td>1. Provides and critically evaluates complete care to a selected group of patients 2. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations</td>
<td>NUR 470 Population Health Promotion Project</td>
<td></td>
</tr>
<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION IV (HPRR)</td>
<td>Facilitates adoption of values and behaviors of individuals and populations that will promote health and wellness in individuals, groups and populations. (Health promotion/risk reduction theoretical construct)</td>
<td>1. Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes evaluation of the HP/RR intervention.</td>
<td>NUR 470 Population Health Promotion Project</td>
<td></td>
</tr>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT IV (IDM)</td>
<td>Integrates theories and principles tocompetently coordinate high quality, safe and efficient management of illness and disease for individuals, groups and populations. (Illness and disease management theoretical construct).</td>
<td>1. Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency 2. Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
<td></td>
</tr>
<tr>
<td>COURSE</td>
<td>LEARNING OUTCOMES</td>
<td>ASSIGNMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| PROFESSIONAL LEADERSHIP IV (PL) | Provide professional nursing leadership to promote optimal health outcomes for individuals, groups and populations in varied care settings. (Professional leadership theoretical construct). | 1. Examines licensure law, regulations, and scope of practice  
2. Develop personal goals for professional development including areas that enhance health care and advancement of the profession  
3. Advocate for the role of the professional nurse as a member of the health care team  
4. Competently coordinates the interdisciplinary care provided to a group of 3 to 4 patients for at least one complete 8 to 12-hour nursing shift including the supervision of ancillary nursing staff | NUR 460 Case Management Discharge Planning Assignment                                                                                   |
2. Develops strategies to remedy institutional or social level ethical problems                                                                 | NUR 480 Case Analysis Using Ethical Problem                                                                                           |
| EVIDENCE-BASED PRACTICE IV (EBP) | Integrate best current evidence with clinical expertise and patient/family/population preference and values for delivery of optimal health care. (Evidence-based practice theoretical construct) | 1. Evaluates policies and procedure used in the clinical settings using current evidence.                                                | NUR 470 Population Health Promotion Project                                                                                           |
GLOBAL AND CULTURAL COMPETENCE IV (GCC)

Analyzes the interaction among global, cultural, societal and policy factors affecting the health and wellness of individuals, families and populations. (Global and cultural competence theoretical construct)

1. Examines the interaction between cultural and social variables of a specific cultural population
2. Examines international Nursing’s role in global health

NUR 470 Population Health Promotion Project

Evaluation:

a. Learning Assessments and Grading:
   1. Classroom –
      ii. Exams
      iii. In-class assignments: are randomly placed throughout the semester that are only available to students who attend class the day of the in class assignment. For students with an excused absence, notifying the instructor before the absence may be assigned an alternate paper.
   2. Clinical Experience
      i. Preceptor clinical: a total of 135 clinical hours, each student will acquire clinical nursing leadership experiences as negotiated and scheduled with a Clinical Preceptor in consultation with their Clinical Instructor. Students are expected to seek additional learning experiences that address self and preceptor-identified learning needs, ensuring a nursing leadership focus for most clinical activities. The type and number of patients will be determined and adjusted by the Preceptor and/or Clinical Instructor for the setting in which the student is assigned. Do not start clinical until the Clinical Instructor gives approval to the student. Please review the role expectation lists of the: a) Student, b) Preceptor, and c) Clinical Instructor in the Preceptor Packet.

The student will provide comprehensive nursing care to clients including the administration of medications, documenting nursing care plans and treatments as appropriate. Each student is expected to assume primary care for four no more than five patients (or its equivalent) for at least one complete shift by the end of the course.

- The student will demonstrate time management skills, organizational skills, and the ability to prioritize care.
- The student will demonstrate clinical reasoning utilizing critical thinking, theory, ethics and creativity.
- The student will document assessment, planning, interventions, nursing care plan, patient progress, education/teaching record and discharge planning on each client using the agency records/tools.
- The student will report to the clinical site of the clinical preceptor at the beginning of their shift, receive report on their assigned patients and
finish at the end of the Preceptor’s shift when the student will provide report to the oncoming nurse(s).

- The student will complete the Integrated Shift Report using SBAR or the system’s format for giving report.
- The student will collaborate with members of other health care disciplines during their coordination of patient care.
- The student will practice appropriate delegation with assistive nursing personnel including follow-up supervision as indicated.
- The student is encouraged to complete a new patient admission.
- The student will develop a discharge plan for a complicated discharge, preferably an elder adult, per hospital policy.
- The student may use clinical documentation systems at the clinical site agency.

**Department Manager:** Students may spend some clinical hours (up to 8 hours of the total 135 clinical hours) with a Nurse Manager, Vice President of Nursing or Nursing Supervisor for possible observation of the following activities:

- Observe some of the responsibilities of the Nurse Manager/VP/Nursing Supervisor.
- Review national patient safety standards and how they are implemented on the nursing units or in the health system.
- Attend management meetings of the clinical agency
- Observe the manager address patient or family concerns.
- Review unit-specific projects or quality improvement projects on a nursing unit.
- Review how the Joint Commission impacts nursing practice.
- Observe and articulate the management style of the manager you are observing.
- Describe team-building interventions the manager uses in the health system.
- Review process for staff performance evaluations.

**Charge Nurse:** Students may spend some clinical hours (up to 12 hours of the total 135 clinical hours) with the nurse shift leader engaging in activities associated with the overall daily management of their unit. Working collaboratively with the preceptor, students will discuss possible participation in the following activities:

- Coordinating daily activities and assignments of the nursing staff.
- Making staff assignments, including assignments for discharges and admissions.
- Assign patients to a room.
- Collaborate with other units, Nurse Supervisor or attend Bed Control meetings.
- Problem-solve associate issues, such as ill calls.
- Communicate with nurse manager, and/or Supervisor as needed.
- Attend appropriate meetings of the clinical agency.
- Address patient/family concerns brought to the Charge Nurse’s attention.
- Observe orientation of new nursing unit personnel.
**Case Management:** The student will consult with a Case Manager or Discharge Planner to discuss the case of at least one patient during this semester. If possible the student will work with a Case Manager for 4 hours.

ii. **Clinical Seminar:** part of the total 135 clinical hours. Four to five clinical seminars no longer than two hours will be scheduled during the semester which may include time for student feedback, evaluation and goal setting. Student attendance and participation at each Clinical Seminar is required. Each student’s attendance and participation will be evaluated by the Clinical Instructor and will be included in the student’s evaluation. Seminars can be a time for reflection, clarification, debriefing of the student’s clinical experience and review of written assignments.

iii. **Written assignments integrated with the clinical experience:** All written work is guided by a grading rubric in the Course Packet. The written work integrates real experiences observed in clinical or demonstrated in practice combined with the student’s ability to apply theory, evidence, ethics, reasoning and creativity. This is a “Tier II” writing course. The quality of written work is expected to be of that of a senior undergraduate student. It is more scholarly and rigorous than a freshman or sophomore. All written work must be written in correct current APA format. If you’d like to review this more specifically go to the College of Nursing Specific Tier II Writing Criteria at: [http://www.reg.msu.edu/Read/UCC/nur.pdf](http://www.reg.msu.edu/Read/UCC/nur.pdf) Please refer any questions to your Clinical Instructor concerning the quality of your written work.

The written work includes:
1. Decision making essay
2. Case Management/Discharge Planning Essay; this essay is a “Course Indicator.”
3. LAC written assignment

iv. **Simulate experience:** Attendance is required; the date is listed on the course calendar last page of this syllabus. Due to the nature of the simulation there is not a makeup time for the experience. It is a learning-experience, not a test. There is an associated evaluation and written assignment.

v. **Lab module for starting intravenous catheters:** Students will learn the skill of intravenous catheter insertion with the opportunity to practice in the lab. The student will demonstrate competency in this skill in the lab as a check off. It is a pass / no pass assignment.
Example Breakdown of hours:
Here is an example of hours in clinical:

<table>
<thead>
<tr>
<th>Experience</th>
<th>Hours in clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hospital Orientation</td>
<td>6</td>
</tr>
<tr>
<td>LAC</td>
<td>2</td>
</tr>
<tr>
<td>IV Skill</td>
<td>1</td>
</tr>
<tr>
<td>Clinical Seminar</td>
<td>8</td>
</tr>
<tr>
<td>Department Manager</td>
<td>~8</td>
</tr>
<tr>
<td>Charge Nurse</td>
<td>12</td>
</tr>
<tr>
<td>Case Manager</td>
<td>~4</td>
</tr>
<tr>
<td>Clinical</td>
<td>94</td>
</tr>
</tbody>
</table>

**Total 135**

Course Policies:
Attendance:
Attendance is not taken in class but is strongly encouraged. Students who do not attend class miss out on classroom assignments and generally do not do as well on the exams. Absences from Clinical Seminar must be made up because these hours are included in the total 135 clinical hours that is a requirement of the course. If there are unusual circumstances that may warrant consideration by faculty, students are expected to provide that information in email or by letter to the Clinical Instructor who will respond to you and make the decision regarding possible attendance exceptions. Students who are absent from classroom-theory are responsible for notifying the Course Coordinator by email before class. It is the student’s responsibility for understanding class content and obtaining handouts. Students who are going to be absent from classroom-theory are responsible for asking a peer for handouts and notes from class. There will be no clinical activities during MSU’s holiday periods please review MSU academic calendar for this semester.

If the student has a last minute absence or change in their clinical schedule, do to an unforeseen situation; the student must contact the Preceptor, Clinical Instructor and the unit immediately by telephone. If the Preceptor is unable to work the scheduled shift, the Preceptor should contact the student immediately. The student then calls the Clinical Instructor with the schedule change or with information about a substitute preceptor for that shift. It is recommended that students and Preceptors develop a plan for unscheduled calendar changes the first week of class so that unscheduled calendar changes do not present a problem for the student or the preceptor.

**Failure to contact the Clinical Instructor about schedule changes will result in the student rescheduling the entire shift, plus a second shift (total of 2 additional shifts) even if only part of the shift is missed.** For example, if the student is scheduled to work a 12-hour shift but after eight hours leaves without notifying the Clinical Instructor before leaving, the student is required to make up 24 hours or two shifts. If unable to reach the Clinical Instructor, call the Course Coordinator.

Absences from clinical must be made up. It is a course requirement to complete 135 clinical hours and any additional hours due to violation of course policies.
Policy for NUR 460 Clinical Rotations:
Student Calendar of Clinical Hours: The student is responsible for maintaining an accurate calendar of upcoming shifts and completed shifts, to be submitted to the clinical instructor prior to the shifts worked. This is considered a formal document to be treated with honesty and respect for accuracy and timeliness. The calendar should be updated as needed prior to the student working the shift, with an exact start-time and end-time of the shift.

Students will not be in clinical eight hours before or eight hours after class-time, other clinical experiences or required school activities. Only the clinical instructor can approve exceptions to this policy prior to the shift or the hours will be made up. Do not schedule a night shift after a day clinical experience in Community Clinical.

For example, class begins at 8 AM on Tuesday morning; therefore a clinical shift must be completed before the 12 AM hour prior to Tuesday at 8 AM.

For example, Community clinical ends at 5 PM on a Wednesday, therefore the Leadership Immersion Clinical shift could not be started before the 1 AM hour on Thursday.

Students will arrange their schedules so that at least 24 hours of clinical are scheduled in each full month of the semester. For example, Fall Semester would include at least 24 hours of clinical in the month of September, October and November. Spring Semester would include at least 24 hours of clinical in February, March and April.

Course Grading Scale: The standard College of Nursing grading scale will be utilized;

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-94 %</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.*
The following table summarizes how you’re in-class and clinical course work factors into your final course grade. Total course points will not be “rounded up at the end of the semester. For example a total of 93.5 points is treated as 93 points.

<table>
<thead>
<tr>
<th>In Class Course Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Must earn an average of 75% or greater to pass course)</td>
<td>60%</td>
</tr>
<tr>
<td>Exam One</td>
<td>15%</td>
</tr>
<tr>
<td>Exam Two</td>
<td>20%</td>
</tr>
<tr>
<td>Exam Three</td>
<td>20%</td>
</tr>
<tr>
<td>In Class Assignments</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Course Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Must earn an average of 75% or greater to pass course)</td>
<td>40%</td>
</tr>
<tr>
<td>Decision Making Essay</td>
<td>10%</td>
</tr>
<tr>
<td>One Case Management / Discharge Planning Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>(Indicator)</td>
<td></td>
</tr>
<tr>
<td>IV Insertion in the Lab</td>
<td>Pass/No Pass</td>
</tr>
<tr>
<td>One Integrated Shift Report</td>
<td>Pass/No Pass</td>
</tr>
<tr>
<td>Clinical Performance Evaluation (Must pass to pass course)</td>
<td>Pass/No Pass</td>
</tr>
<tr>
<td><strong>Attendance and participation in Clinical Seminar is included in this evaluation.</strong></td>
<td></td>
</tr>
<tr>
<td>Consistent Delivery of Safe Patient Care</td>
<td>Pass/No Pass</td>
</tr>
<tr>
<td>Learning Assessment Center Exercise</td>
<td>5%</td>
</tr>
</tbody>
</table>

One percentage point per day late will be deducted for late written work assignments, midterm and final evaluation forms, up to five days after the due date designated by your Clinical Instructor. Assignments received 6 or more days late, will receive 0 points.

A student must achieve a minimum grade of 75% or 2.0 in classroom-theory, a “pass” on the clinical evaluation, and a 75% grade in clinical assignments in order to pass the course regardless of the weighted total. Any student deemed clinically unsafe will not pass the course. The completion of all course assignments and clinical hours is required to pass the course. A 0.0 grade will be given for unsafe, dishonest behavior, falsification or records, including the student’s calendar of clinical hours, unexcused absences and failure to meet minimal course expectations.
At Midterm: Submit the Preceptor Assessment, the Clinical Calendar (of hours to date), the Student-self evaluation and the Clinical Instructor Evaluation.

At Final: Submit the Integrated Shift Report, the Preceptor Assessment, the Clinical Calendar of 135 hours signed by the student and Clinical Instructor, the Student-self evaluation and the Clinical Instructor Evaluation.

Attendance to Examinations: Exams will be administered during the course, including the scheduled final exam period. Students who arrive late for exams will have the same stop time as the class. Students are expected to take examinations on the date scheduled unless prior arrangements are made with the Course Coordinator. For emergency or weather-related situations, students are to contact the Course Coordinator as soon as possible. If they are unable to contact the Course Coordinator, call the College of Nursing office and leave a message regarding the reason for your absence. It is the student’s responsibility to reach the Course Coordinator as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time.

There will be one opportunity provided for the make-up exam that will use an alternative format such as essay or fill in the blank. Make-up exams will be routinely scheduled within one week of the original exam date, and a health provider statement may be required. Questions regarding examination grades will be submitted within two weeks of the exam date, since exam score alterations will not be made after this time.

Professionalism: Clinical Site Dress Code/Professionalism: Make sure to dress and conduct yourself in accordance with agency policy and your prospective role of a professional Registered Nurse. Ask the preceptor about the appropriate dress for the different course activities that is in accordance with the College of Nursing professional dress policy. While in the clinical area students will wear their CON scrubs and they must wear their MSU nametag at all times. In the precepted clinical the student must not misrepresent himself or herself as any other, than a student nurse from MSU CON.

Safe Nursing Practice: In order to successfully pass the course, you must demonstrate safe nursing care. Inappropriate or poorly performed psychomotor skills; inappropriate, inaccurate, or inadequate theoretical base for care; or inaccurate or misrepresented documentation is cause for dismissal from the course and a course grade of 0.0.

Course Communications: All course faculty can be reached through ANGEL, Outlook email messages and or the telephone. Non-urgent phone messages may also be left on the College of Nursing office phone answering systems. Course information will be sent out electronically via ANGEL email to the students as changes, issues and concerns develop. It is the students’ responsibility to remain informed of all course developments.

NOTE: Situations Requiring Immediate Contact by Student or Preceptor to Clinical Instructor:
- Practice error, incident report and/or occurrence report.
- Accident and/or injury involving patient or MSU student.
- Unforeseen or unplanned schedule change.
- Back-up plan for possible preceptor replacement contingencies as needed.
- Unsuccessful resolution of conflict between preceptor and student.
**Student Faculty Relationships:** Pursuant to the faculty and student expectations elaborated in *The Spartan Life*, each of us will be held jointly responsible for the educational atmosphere of this course. If one or more student(s), or we, ever conduct themselves/ourselves in a manner that is disruptive to the course activities, it is everyone’s responsibility to resolve the problem. The appropriate manner in which to resolve issues should begin with the involved parties. The Preceptor should first be notified of all agency or clinical site-related issues.

To summarize this chain of command communication sequence:

- First, talk with your assigned Preceptor who is ________________________________.
- Second, (if necessary) speak with your Clinical Instructor who is _________________.
- Third, (if necessary) speak with your Course Coordinator, Della Hughes Carter.
- Fourth, (if necessary) speak with the Martha Scheckel Director of Undergraduate Studies College of Nursing
  A227 Life Sciences Building
  East Lansing, MI  48824-1317
  Phone: 517-353-4543

It is expected that students will act in a courteous and professional demeanor with their peers, faculty, clinical partners and College of Nursing associates during each course-related encounter. It is also expected that you will arrive on time to each scheduled class, clinical shift, and clinical seminar.

**Organizational Confidentiality:** Protection of the privacy of the organization by confidential reporting is an expected ethical responsibility of the BSN nursing student in this course. Like patient confidentiality, we do not disclose information about employees or the organization, except on a “need-to-know” basis. In oral or written discussions of the clinical experience complete anonymity is required. In sensitive clinical situations, students should excuse themselves or expect to be excluded and comply in a gracious manner. These situations may include: disciplinary action, collective bargaining, marketing or other competitive strategies.

**Honors Option:** Students who wish to take this course as an honors option course will need to contact the course coordinator within the 14 days of the first day of the semester so they can meet with them to discuss different honors options. Past honors projects have included independent reading in an area of interest to write a summary paper, leading a group/class discussion, making a class presentation, etc.
The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm
- MSU Spartan Life Online: http://www.vps.msu.edu/SpLife
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: http://www.reg.msu.edu/AcademicPrograms
- Code of Teaching Responsibility and Student Assessments and Final Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
- Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

University Policies:

**Academic integrity:** Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 370. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.
(See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

**Accommodations for students with disabilities:** Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

**Disruptive behavior:** Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.
**Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

**College of Nursing Policies:** Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON (BSN, MSU or PhD choose one) Student Handbook.

**Other:** This syllabus is a tool to help you plan your NUR 460 course activities and is NOT an irrevocable contract. The information presented and the accompanying assignment schedule is subject to change. The NUR460 Course Coordinator or Clinical Instructor will announce any deviations from the syllabus in class. Each student will be held responsible for all materials covered in class and for any changes in the syllabus. Each student will be responsible for obtaining the schedule time, date, and location of each course exam and the scheduled due dates for all assignments.

**Course Calendar:** NEXT PAGE
## NUR 460 Spring Semester Schedule

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<th>Week</th>
<th>Content</th>
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<tr>
<td>1/8</td>
<td>NUR460 Course Orientation Review of Clinical Site Placements</td>
<td>Syllabus, Course Packet, Preceptor Packet, Angel</td>
<td>Della Hughes Carter RN, MSN, GNP-BC</td>
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<tr>
<td>1/15</td>
<td>Developing Your Nursing Career; Emotional Intelligence</td>
<td>Pg. 6-7, 89-95, 364-368, 486, Ch. 29, Article (Articles are assigned on Angel under topic heading)</td>
<td>Della</td>
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<tr>
<td>1/22</td>
<td>Core Measures; Quality Improvement, Safety, The Joint Commission</td>
<td>Ch. 2, 20, Articles</td>
<td>Della</td>
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<tr>
<td>1/29</td>
<td>Core Measures MI &amp; CHF</td>
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<td>Julie Savage RN, MSN</td>
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<tr>
<td>2/5</td>
<td>Knowledge and Skills for Effective Delegation; Clinical Decision-Making Strategies</td>
<td>Ch. 26</td>
<td>Della</td>
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<td>2/12</td>
<td>Exam 1</td>
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<td>2/19</td>
<td>Decision Making Paper is due</td>
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<td>2/26</td>
<td>Mid-semester: Please completed clinical evaluations</td>
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<td>2/26</td>
<td>Intergenerational Leadership and Cultural Issues</td>
<td>Pg. 43-45, 84, 158-162, 348-349; Ch. 25</td>
<td>Katie Kessler RN, MSN</td>
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<td>3/12</td>
<td>Leadership, Management &amp; Systems Theories</td>
<td>Ch. 1, 3, 17, System Theories pg. 130-133, 264, 392, Magnet Recognition 31.</td>
<td>Della</td>
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<tr>
<td>3/19</td>
<td>Utilization Review</td>
<td>Pg. 117-130</td>
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<td>3/26</td>
<td>Exam 2; LAC PREP</td>
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<td>3/28</td>
<td>LAC EVENT</td>
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<td>4/2</td>
<td>Hospital Organizational Structure: Culture &amp; Care Delivery Models</td>
<td>Ch. 8, 13</td>
<td>Della</td>
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<tr>
<td>Week</td>
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<td>13</td>
<td>4/9</td>
<td>Nurse Department Manager; Charge Nurse Role</td>
<td>Ch. 4, 14, 15 employment laws Pg. 83-88</td>
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<td>14</td>
<td>4/16</td>
<td>Healthcare Budgeting and Financial Management</td>
<td>Ch. 12, 22</td>
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<tr>
<td>15</td>
<td>4/23</td>
<td>Power and Negotiation</td>
<td>Ch. 10, articles</td>
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**Final Exam Week:** Monday April 29th, 2013 at 0745