

## Level II INTEGRATIVE SEMINAR

NUR 380

1 Credit: *Lecture/Recitation/Discussion Hours: 2 (2-0)*

Fridays, 3:00 – 4:50 pm; A-131 Life Sciences Building

Spring 2009

**Catalog Course Description:** Integration of concepts and theories into nursing practice. Dynamic interrelationship between professional, scholarly nursing practice, and health and wellness of diverse adults with medical-surgical and psychiatric illnesses.

**Course Objectives:** At the end of this course, students will:

1. Evaluate interactive processes essential for effective relationships with persons, populations, and colleagues (communication).
2. Critique and value the impact of her/his critical thinking process in nursing practice (clinical decision making).
3. Interpret appropriate data in the development of targeted nursing care for selected persons and populations with medical-surgical and psychiatric illnesses (nursing therapeutics).
4. Apply concepts and theories to the development and implementation of health promotion plans for selected persons and populations (health promotion/risk reduction).
5. Plan the care coordination necessary for the management of illness and disease in selected person and populations (illness and disease management).
6. Evaluate the impact of leadership roles on the delivery of nursing care to selected persons and populations in different care settings (professional leadership).
7. Use ethical decision-making to evaluate the nursing practice for selected persons and populations (ethical practice).
8. Evaluate the use of scholarly evidence to plan care illness and disease (evidence-based practice).
9. Investigate cultural and socioeconomic factors that may affect the health and wellness of selected patients (global and cultural competence).

**Prerequisites:** NUR 350

**Co-requisites:** NUR 360 concurrently or NUR 370 concurrently

**Professional Standards & Guidelines:** The curriculum is guided by the following documents:

American Association of Colleges of Nursing (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.

American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN 1-55810-176-4

American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author ISBN 1-55810-215-9

American Nurses Association (2003). *Nursing's social policy statement (2nd ed.)*. Washington, DC: Author ISBN 1-55810-214-0

### NUR 380

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**Note:** Times can be arranged to accommodate student schedules.

**Faculty:** Rebecca Lehto

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**Cell:** 208-962-0771

**Office:** W 138 Owen Hall

**Office Hours:** flexible, please call to e-mail to arrange

**Note:** Times can be arranged to accommodate student schedules.

### Required Text books and Resources

- a. Required Texts: All required text from NUR 330, NUR 340, NUR 360 & NUR 370.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

- b. 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!

### Evaluation:

- a. Learning Assessments and Grading: The seminar is evaluated utilizing the standard College of Nursing grading scale. **A cumulative course grade of 75%, as well as a passing grade in NUR 380 Indicator, Portfolio and Reflective Summary and completion of three ATP's is required for progression to Level Three.**

- b. Course Grading Scale:

PASS-NO GRADE: This seminar is graded Pass – No Grade. Minimum grade for successful completion is 75%.

%	GRADE
100-94%	4.0
93-89%	3.5
84-88%	3.0
83-79%	2.5
75-78%	2.0 (Minimum passing grade)
74-70%	1.5
65-69%	1.0
<64%	0.0

“Final Course Grades will not be rounded”

The seminar is evaluated utilizing the standard College of Nursing grading scale. A cumulative course grade of 75%, as well as a passing grade of the NUR 380 Indicator, Portfolio and Reflective Summary and completion of the required ERI's is required for progress to Level Three.

\*\*75% is considered passing for all graded material. Components of the course and their respective weights are listed below.

NUR 380 Components	Weight	
Critical analysis • One @ 10 %	10%	
Preparatory work randomly collected • Four @ 5% each	20%	
Class Participation • Mid level = 15% • End of level = 15%	15%	15%
Level Components	Weight	
*** <u>Level Indicator:</u> ➤ <b>Student led case example, from clinical, of a nurse demonstrating professional leadership characteristics</b>	20%	
Reflective Summary	20%	
Portfolios	Pass	
Scholarly project	Pass	
ATP's (3 due)	Completion with Remediation when necessary	

## Outcomes, Competencies and Indicators: Level II

### 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.**

Level II			
Concept	Level II Outcome	LII Competency	LII Indicator
COMMUNICATION II (COMM)	Apply interactive processes in relating to persons, populations, and colleagues.	<ol style="list-style-type: none"> <li>1. Demonstrates effective communication skills in nurse-client and professional interactions</li> <li>2. Demonstrate ability to communicate in writing with a variety of audiences.</li> </ol>	Satisfactory completion of two process recordings (NUR 370)
CRITICAL THINKING II (CT)	Analyzes critical thinking processes in their nursing practice.	<ol style="list-style-type: none"> <li>1. Demonstrates ability to compare and contrast textbook and relevant literature concerning selected patient issue (disease management, risk reduction, health promotion, health teaching) with patient assignment.</li> <li>2. Takes initiative to plan creatively to meet patient goals.</li> </ol>	Combined with Nursing Therapeutics and Evidenced Based Practice.
NURSING THERAPEUTICS II (NT)	Analyzes data in the delivery of targeted nursing care to persons and populations.	<ol style="list-style-type: none"> <li>1. Obtains a focused assessment by gathering and using data from a variety of sources to identify and prioritize nursing needs.</li> <li>2. Apply theoretical and evidence principles to develop, implement, and evaluate an individualized, prioritized plan of care.</li> </ol>	Develop concept map showing the relationship between patient data and scientific principles that support the plan of care; include baseline data, interventions, evaluation, and clinical observation that would support Dx and prioritization of DX combined. (also CRITICAL THINKING; NUR 360) Exhibit competency in medication/IV fluid dosage calculation by scoring 100% on medication math exam. (NUR 360)
HEALTH PROMOTION AND RISK REDUCTION II (HPRR)	Apply basic concepts and theories to the development of health promotion plans for persons (individual/family).	<ol style="list-style-type: none"> <li>1. Compare and contrast major health indicators in cultural/ethnic groups</li> <li>2. Assess and address factors that place individuals and families at risk.</li> </ol>	Combined with Illness and Disease Management, and Global and Cultural Competence.
ILLNESS AND DISEASE MANAGEMENT II	Apply understanding of theories and principles in coordinating the care	<ol style="list-style-type: none"> <li>1. Based on desired outcomes, determines care management needs of the</li> </ol>	Interview a member from a vulnerable population; develop a concept map for a

(IDM)	necessary for the management of illness and disease	individual (i.e. clinical pathways). 2. Identify a variety of barriers and resources that affect client outcomes and delivery of care.	individual/family client from that vulnerable/ethnic population that identifies socio-demographic (age, culture, SES) characteristics that influence the focal health problem, including possible health disparities related to the focal problem, and develop an appropriate risk reduction and/or health promotion diagnoses and intervention plan for the client. Include analysis of issues related to access and barriers to the health care system (Also GLOBAL AND CULTURAL COMPETENCE and HEALTH PROMOTION AND RISK REDUCTION; NUR 370)
PROFESSIONAL LEADERSHIP II (PL)	Value the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.	1. Examine how nursing leadership roles and strategies affect health care quality 2. Collaborate with multiple disciplines in providing client care.	Student led case example from clinical of nurse demonstrating leadership characteristics, the impact and importance (NUR 380)
ETHICAL PRACTICE II (EP)	Apply ethical problem solving in their nursing care.	1. Accurately identify and characterize ethical problems arising in the care of clients Identify barriers to and resolutions for client self-determination	Case problem identification and characterization of an ethical problem within clinical practice (Clinical activity in both NUR 360 and 370)
EVIDENCE-BASED PRACTICE II (EBP)	Applies theory and research in planning care that prevents or intervenes in illness and disease.	1. Formulates and manages nursing interventions that are based on theory and research.	Apply theorist to clinical practice showing the relationship between theoretical principles that support the plan of care. (NUR 370)
GLOBAL AND CULTURAL COMPETENCE II (GCC)	Investigate the relevance of global, cultural and socioeconomic factors to health and wellness of persons and populations.	1. Analyze the importance of global and cultural factors on perception of health and illness 2. Implement nursing interventions that reflect understanding of diversity	Combined with Illness Disease Management.

## University & College Policies:

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 Student handbook <http://nursing.msu.edu/handbooks.asp>
- MSU Spartan Life Student Handbook and Resource Guide <http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students <http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

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Spring 2009

### Additional Course Content

**Additional Course Description:** This course provides for the integration of concepts and theories into beginning level nursing practice. Students will examine the dynamic interrelationship between professional, scholarly nursing practice, and the health and wellness of diverse persons and populations across the life span. The discussion of case studies will facilitate synthesis of level content and previous learning.

**Additional Course Objectives:** At the end of this course students will:

1. Explain the interactive processes essential for relating to persons, and colleagues, with direct supervision. (Communication)
2. Demonstrate the use of the critical thinking process used in nursing practice. (Clinical decision-making)
3. Adapt standardized nursing care protocols to selected persons and populations. (Nursing therapeutics)
4. Apply foundational theories and principles to the health promotion and risk reduction of selected persons and populations. (Health promotion/risk reduction)
5. Explain activities necessary for focused care management of selected persons and populations. (Illness and disease management)
6. Describe the characteristics of effective professional leadership. (Professional leadership)
7. Discuss basic ethical decision-making processes relevant to nursing practice. (Ethical practice)
8. Use scholarly evidence in planning the care for selected persons and populations. (Evidence-based practice)
9. Explore the dynamic interplay between humans and their environment, and the effect of this process on the health of selected persons and populations. (Global and cultural competence)

#### Instruction:

- a. Methodology: Case Studies with focused Problem-based Learning; Class Discussion; Small Group Discussion; Worksheets; and Guest Facilitator/Speaker

**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.

#### NUR 380 Attendance

Attendance at Integrative Seminar is **mandatory**. Faculty has the right to excuse absences under exceptional circumstances. Students need to contact the instructor before class begins by both phone and MSU e-mail to request the excused absence. Additionally, Prep-work for that week must be submitted no later than the start of class (3pm), via email attachment to faculty. If absent for **any** reason, the student will then be required to complete a make-up assignment, as selected by course faculty.

College of Nursing policies regarding Professional Development Guidelines [found in CON Student Handbooks at CON website]. Students are responsible for the information found in the BSN CON Student Handbook.

### Course Assignments:

- **Preparatory work** provides students with the opportunity to broaden their understanding of concepts, clarify areas of uncertainty and synthesize knowledge obtained in readings and classes outside of a more stressful clinical setting. Since these assignments are graded, students are expected to complete work on their own and come to seminar with their individually prepared work typed and printed. Students are expected to use their assigned readings in NUR 360 and 370 in required texts, lecture material, and study guides given in classes as resources. During the group discussions during seminar, students will add additional information to their typewritten work with handwriting. Only the typed information will be graded. Four Preparatory Worksheets will be randomly selected for grading throughout the course.
- **Critical analysis writing** will consist of synthesis of three CON Concepts and topics using examples from clinical experiences in level two (NUR 360 & NUR 370.) This is a timed exercise given at the final 20 - 30 minutes of a selected class.
- **Class participation** will be evaluated at mid-semester and at the completion of the semester. Criteria used to evaluate the student includes: listens attentively and respectfully; participation adds to, elaborates or clarifies points in discussion; demonstrates professional responsibility and accountability and attends class. The first evaluation will constitute 15% of total grade, and the final will make up 15% of the total grade.
- **Leadership Presentation** integrative seminar indicators are required for successful completion of Level II courses. The indicator for Integrated Seminar is a student led case example (from clinical experience) of a registered nurse demonstrating leadership characteristics, including the impact and significance of those characteristics. (See Page 10)
- A **Reflective-Summary** is required of all students. Reflective summaries will be completed at the end of each level, synthesizing and reflecting on the six remaining College of Nursing Concepts. The reflective summaries will be evaluated on competencies for the “Level” and growth within the major. They will be placed in the student’s Portfolio. Students may refer to elements in their Portfolios for examples of growth and development.
- All students are required to complete three Education Resources Incorporated (**ATI**) **Examinations / Review**. The results will be kept in the student’s Portfolio. ATI exams will be scheduled during the semester and will be taken via the ATI website. Specific details will be discussed in class. Exam schedule will appear on the 380 student calendar.
- **The Student Portfolio** will be updated and maintained throughout the semester. The Portfolio will be kept in a three ring binder with tabs to differentiate the Indicators for each Level.
- **The BSN Scholarly Project** begins in Level One and is completed in Level Four. In each Level, student groups will complete specific tasks related to this process. The purpose is to prepare students for their professional practice responsibilities. The College of Nursing uses this format to provide an opportunity to work together with colleagues in an area of interest, investigating issues and trends or applications and findings in relation to theories and principles of nursing practice.

**At this level, students will confirm their working groups, clarify specific topics, and develop a problem statement for their project. They will identify an appropriate faculty member to mentor their project activities.**

## Course Evaluation

**Student Instructional Rating System (SIRS):** Students are expected to complete the course and instructor evaluation forms the week prior to final examinations. These evaluations can be accessed through [www.msu.edu/evaluation.asp](http://www.msu.edu/evaluation.asp). The process is monitored through the University and is strictly anonymous.

### Course Policies:

#### University, CON, and Course Policies

A. Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:

1. Academic Dishonesty
2. Taping and communication devices
3. Weather
4. Protection of property/computers
5. Protection of Scholarship and grades
6. SIRS
7. Clinical Attire/dress code
8. Disabled Student

B. Communication

E-Mail & Student Mailboxes:

All students are expected to check their e-mail on a regular basis. Student paperwork will be returned on a timely basis and handed back in class or clinical setting. E-mail is for the sole purpose of conveying constructive, positive course and nursing information **ONLY** and is a privilege. Any student utilizing this service to convey personal opinion, pass on chain letters, advertising or unauthorized statements will be reported to the Director of the Office of Student Affairs and the Associate Dean for Academic Affairs and dealt with on an individual basis. Inappropriate use may result in the individual being removed from the class list, and any other actions determined necessary by the Course Chairperson and College of Nursing administrators.

C. Student Faculty Relationship

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will arrive to class on time. Talking, reading the newspaper, surfing the net and sleeping are considered disrespectful during class. Cell phones must be turned off during class. It is essential that students are engaged in all classroom learning activities. Asking questions and requesting clarification of information is highly encouraged as student input is valued and worthwhile. Timeliness, honesty and integrity, a positive attitude, assertive communication skills and motivation are some of the personal skills that one should be developing, or refining, during nursing school.

### 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](#) and/or the MSU Web site: [www.msu.edu](http://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](http://www.allmsu.com) Web site to complete any course work in NUR 380. 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 <http://www.msu.edu/unit/ombud/honestylinks.html>).

**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](http://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.

**Course Calendar:** The course schedule and calendar will be posted on Angel on the first day of the semester. There is no final examination for this course.

**Preparatory Worksheet** Evaluation Tool

<b>Criteria</b>	<b>4 Accomplished</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Novice</b>
<b>Accuracy of Content</b>	Accurately identifies all key content	Accurately identifies most key content	Accurately identifies some key content	Incorrect/inaccurate responses to most items
<b>Thoroughness of Content</b>	Thoroughly addresses questions with complete rationale for answers	Most answers have rationale	Minimal rationale given for answers	Answers brief and without rationale
<b>Use of appropriate references</b>	References assigned reading materials, lecture content, and/or study guides	Some sources of information are unclear or unapproved	Many sources of information are unclear	References not listed
<b>Structure of content</b>	Responses are clear, organized, and concise, consistently uses bullets or complete sentences	Most responses are clear and organized, and usually organizes answers in bullets or complete sentences	Some are unclear and/or disorganized, lack concise articulation	Most responses are unclear and lack any organization
<b>Format</b>	Document is typed with appropriate grammar, terminology, and format, Only approved abbreviations used, no spelling errors	Document is typed with minimal grammatical, terminology, spelling or format errors A few unapproved abbreviations used	Document has many grammatical or spelling errors, misuse of terminology, and lack of format	Document is handwritten, no format, many grammatical or spelling errors, many unapproved abbreviations, difficult to read

Name \_\_\_\_\_

Score \_\_\_\_\_

Michigan State University  
 College of Nursing  
 Integrative Seminar  
**Critical Analysis** Evaluation Tool

Name \_\_\_\_\_

Score \_\_\_\_\_

Criteria	<b>Accomplished</b>	<b>3 Proficient</b>	<b>2 Developing</b>	<b>1 Novice</b>
<b>Content identification</b>	Identifies and critically analyzes CON concepts in terms of at least three examples of nursing practice since last Critical Analysis	Identifies and critically analyzes CON concepts in terms of at least two examples of nursing practice since last Critical Analysis	Identifies and critically analyzes CON concepts in terms of at least one example of nursing practice since last Critical Analysis	No evidence of identifying and critically analyzing CON concepts in terms of nursing practice since last Critical Analysis
<b>Structure of content</b>	Demonstrates considerable depth and focus in analysis	Demonstrates some depth and focus in analysis	Minimal depth and occasional loss of focus in analysis.	Superficial depth and lack of focus in analysis
<b>Applies concept to Self</b>	Critically assesses personal learning and growth; AND assesses areas that are an opportunity for future growth in relation to appropriate CON concepts	Critically assesses personal learning and growth; AND assesses areas that are an opportunity for future growth in relation to <i>some</i> appropriate CON concepts	Critically assesses personal learning and growth; but does not assess areas that are an opportunity for future growth in relation to CON concepts.	Lacks critical assessment of personal learning and growth in relation to CON concepts
<b>Format</b>	Analysis is well organized, clear, accurate, and relevant	Analysis shows organization, some clarity and accuracy, and is mostly relevant	Analysis has minimal organization, clarity and relevance, some inaccuracy	Analysis is disorganized, unclear, inaccurate, or irrelevant

Michigan State University  
College of Nursing  
Integrative Seminar  
Teacher Evaluation of **Student Participation** Evaluation Tool

Criteria	Score
Listens attentively and respectfully without interruption or disruption	
Participation adds to, elaborates on, or clarifies points in discussion	
Demonstrates professional responsibility and accountability	
Attends Class Number of unexcused absences _____	

Name \_\_\_\_\_

Score \_\_\_\_\_

Michigan State University  
College of Nursing  
Integrative Seminar

**Reflective Summary** Evaluation Tool

Criteria	4 Accomplished	3 Proficient	2 Developing	1 Novice
<b>Concept Development</b>	Specifically and completely defines each concept as related to your experiences and provides an example of accomplishment for each	Specifically and completely defines each concept as related to your experiences and provides examples for 7-8 concepts	Minimally defines each concept as related to your experiences and provides examples of 5-6 concepts	Does not adequately define concepts and provides few examples
<b>Personal Growth in concepts</b>	Provides specific evidence of personal growth in each of the six (6) remaining concepts	Provides specific evidence of personal growth in 7-8 concepts	Provides specific evidence of personal growth in 5-6 concepts	Provides specific evidence of personal growth in less than 5 concepts
<b>Application</b>	Adequately describes using specifics the application of the 6 remaining concepts into daily clinical practice	Adequately describes using specifics the application of the 7-8 concepts into daily clinical practice	Adequately describes using specifics the application of the 5-6 concepts into daily clinical practice	Describes using vague generalities or adequately describes using specifics the application of less than 5 concepts into daily clinical practice
<b>Goal Areas</b>	Identifies at least 4-5 specific areas for growth and develops a realistic growth plan to achieve mastery in each area	Identifies at least 3 specific areas for growth and develops a realistic growth plan to achieve mastery in each area	Identifies at least 2 specific areas for growth and develops a realistic growth plan to achieve mastery in each area	Identifies growth areas in vague generalities and/or has no realistic plan to achieve mastery
<b>Structure and Format</b>	Sentences well formed and appropriately varied in length and style; Few if any spelling, grammatical, or APA format errors Clear introduction, smooth transitions between topics, and thoughtful conclusion	Most sentences are well formed, with occasional awkwardness; Some spelling or grammatical errors, but paper understandable Introduction, transitions, and conclusions present, could be clearer or smoother	Some sentences poorly constructed but generally understandable; Some spelling or grammatical errors, making paper difficult to understand in places Evident which topics are being discussed, but no introduction, conclusion, or transitions	Many sentences poorly constructed, incomplete, and/or awkward; Many spelling or grammatical errors, which present significant barrier to understanding Unclear which topics are being discussed and when; transitions non-existent

Name \_\_\_\_\_

Score \_\_\_\_\_

*A 10% deduction in score will be taken for late submissions.*

Michigan State University  
College of Nursing

Integrative Seminar  
**Leadership Presentation** Evaluation Tool

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Content: Describes leadership characteristics	Provides a clear description of leadership characteristics with a reference to the assigned article	Provides a description of some leadership characteristics, but there is no reference to the assigned article	Description of leadership characteristics is vague and there is no reference to the assigned article	Does not describe any leadership characteristics and there is no reference to the assigned article
Content: Analyzes effect on health care	Provides a thorough analysis of how the nurse's behaviors affected or could have affected the quality of health care	Provides a limited analysis of how the nurse's behaviors affected or could have affected the quality of health care	The relationship between the nurse's behaviors and the affect on the quality of health care is not clear	Does not address how the nurse's behaviors affected or could affect the quality of health care
Content: Reflects on the concept of leadership	Clearly describes how own competency in leadership was affected by this assignment	Clearly describes the competency but does not relate it to own growth	Does not clearly describe the competency and does not relate it to own growth	Does not address the competency
Delivery	Speaks clearly & distinctly, with consistent eye-contact, appropriate posture and volume; no non-word fillers	Speaks clearly & distinctly, with eye contact to some of audience, stands straight; occasional non-word fillers	Speaks clearly and distinctly some times (85%), some eye contact; regular use of non-word fillers	Mumbles or cannot be understood, minimal eye contact

Name \_\_\_\_\_

Score: \_\_\_\_\_

Michigan State University  
College of Nursing  
**Level 2 Outcomes and Competencies for  
Professional Leadership**

**Outcome:**

Value the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.

**Competencies:**

1. Examine how nursing leadership roles and strategies affect health care quality
2. Collaborate with multiple disciplines in providing client care.

**The indicator is achieved in Nursing 380:**

Student led case example from clinical of a nurse demonstrating leadership characteristics, the impact and importance.

**Each student in Nursing 380 will make a class presentation. Directions for the assignment are below:**

1. Review the definition of the concept, “Professional Leadership.”
2. Read the article listed below. (It is available on line through the MSU library:)

Upenieks V.V. (2003). What constitutes effective leadership: perceptions of magnet and non-magnet nurse leaders, *Journal of Nursing Administration* 33:9, 456-467.

What characteristics did the author identify from the literature review? What characteristics did the author find in leaders in magnet hospitals?

3. Observe nurses in your clinical settings each week for leadership characteristics, and make a list of these behaviors throughout the semester.
4. From this compiled list, determine the one that had the largest impact on your growth of leadership skills. The example could be a positive or negative demonstration of leadership characteristics.
5. Make a five minute presentation to your class which will include:
  - a. a description of the nurse, his/her role and the clinical setting
  - b. a description of the leadership characteristics you saw
  - c. an analysis of how the nurse’s behaviors were an example of a positive or negative leader
  - d. an analysis of how the quality of health care may have been affected by the nurse’s behavior
  - e. a reflection of how completing this assignment affected your competency in the concept of “Professional Leadership.”

**Level Two Portfolio Items**  
Required for Successful Completion of Level II

All items from level one, plus the following:

Level Two Indicators (written paper and/or graded rubric):

- 1) Patient Care Concept Map 360 (Nursing Therapeutics, Critical Thinking)
- 2) Vulnerable Population Concept Map 370 (Illness and Disease Management, Global and Cultural competence, and Health Promotion and Risk Reduction)
- 3) Leadership Presentation 380 (Professional Leadership)
- 4) Ethics Dilemma Presentation 370 and 360 (Ethical Practice)
- 5) Two Process Recordings 370 (Communication)
- 6) Nursing Theory Assignment 370 (Evidence based practice)

Skills Checklist (cumulative)

Level Two ATI examination results:

- 1) Pharmacology
- 2) Adult Medical-Surgical Nursing
- 3) Mental Health Nursing

Reflective Summaries:

- 1) 350
- 2) 380

BSN Scholarly Project

- 1) Topic: Background includes history , why a priority, and sufficient research exists for an evidence based project.
- 2) Group Members: list all, not more than 7 members
- 3) Problem statement: PICO, stated as a single question to include minimum of 3 elements.
- 4) Theoretical concept/foundation linkage to PICO statement; identifies theorist name, model, and one or more major concepts.
- 5) Literature review: includes search terms based on PICO components; includes 10 relevant references and 2 abstracts.
- 6) Faculty supervision

*This page is for use as a check-off list; print it and add it to your portfolio.*