

LEADERSHIP CLINICAL IMMERSION

NUR 460 - Section 001

5 Lecture/Recitation/Discussion Hours: 2, Lab Hours: 9 (2-9)

Tuesdays, 8:00 am – 9:50 am; A131 Life Sciences Building

Fall 2009

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 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.
2. Demonstrate sound clinical decision making.
3. Synthesize data and pertinent information to provide evidence-based practice.
4. Contribute to a healthy organization work environment.
5. Coordinate management functions: plan, organize, direct, evaluate.
6. Demonstrate coordination of effective delivery of nursing care for individuals and groups.
7. Utilize the agency resources, as appropriate, for ethical decisions and patient advocacy.
8. Develop personal nursing leadership philosophy based on theory and research.
9. Analyze the diverse influences affecting an organization's worksite culture.

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.

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

American Association of Colleges of Nursing (2008). *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

Course Coordinator: Della Hughes Carter, RN, MSN

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

Instructor Contact Information:

Faculty: Della Hughes-Carter, MSN, BSN

Office: W-141 W. Owen Hall, Office

Phone: office 517-432-6673, cell: 517-230-6892;

E-mail: dellahc@msu.edu

Office Hours: please call or e-mail to arrange.

Note: Times can be arranged to accommodate student schedules.

Faculty: Bill Corser, PhD, RN, NEA-BC

Office: B416B West Fee Hall

Phone: 517-355-0328

E-mail: bill.corser@hc.msu.edu

Office Hours: please call or e-mail to arrange

Note: Times can be arranged to accommodate student schedules.

Faculty: Amy Hoffman, PhD., RN

Office: 422A West Fee Hall

Phone: 517-355-8348

E-mail: amy.hoffman@hc.msu.edu

Office Hours: please call or e-mail to arrange

Note: Times can be arranged to accommodate student schedules.

Faculty: Jacqueline Wright, MSN, RN

Office: W125 Owen Graduate Hall

Phone: 517-355-2337

E-mail: jackiew@msu.edu

Office Hours: please call or e-mail to arrange

Note: Times can be arranged to accommodate student schedules.

Faculty: Costellia Talley, PhD., MSN, RN

Office: W119 Owen Graduate Center

Phone: 517-353-4737

E-mail: costellia.talley@hc.msu.edu

Office Hours: please call or e-mail to arrange

Note: Times can be arranged to accommodate student schedules.

Textbook Information and Resources:

b. Required Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Yoder-Wise, P. S.. (2007). *Leading and Managing in Nursing*. (4th ed). Mosby Elsevier: St.. Louis. (available at the MSU Medical Book Store in Fee Hall).

Optional Texts

Reading Pack: There is no assigned reading packet, although articles will be assigned during the semester. Each of these articles will be available through the MSU Libraries homepage in PDF form.

c. 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 (ANGEL Help link in upper right corner)

Always check with the ANGEL Help Line first!

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

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

“Final Course Grades will not be rounded”

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 following table summarizes how your 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 complete points.

Outcomes, 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.**

LEVEL IV			
Concept	Level IV Outcome	LIV Competency	LIV Indicator
COMMUNICATION IV (COMM)	Competently engages in increasingly complex interpersonal relationships with clients, colleagues, and groups.	Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels). Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.	Two process recordings within the leadership role that demonstrates ability to communicate within levels of the health care and social system. (Also PROFESSIONAL LEADERSHIP; NUR 460)
CRITICAL THINKING IV (CT)	Appraises and judges nursing care in relation to their own internalized critical thinking process.	Critically judges nursing care issues and develops approaches to clinical/theoretical situation. Evaluates and revises decisions under conditions of risk and uncertainty.	Combined with ETHICAL PRACTICE
NURSING THERAPEUTICS IIV (NT)	Synthesizes data to competently deliver targeted nursing care to individuals and groups.	Provides and critically evaluates complete care to a selected group of patients. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations	Community assessment/analysis health promotion project: Evidence-based assessment, diagnosis, planning, intervention, and evaluation in partnership with a vulnerable community-based population group (also EVIDENCE-BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, and GLOBAL AND CULTURAL COMPETENCE; NUR 470)
HEALTH PROMOTION AND RISK REDUCTION IV (HPRR)	Skillfully facilitates adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness	Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes	Combined with NURSING THERAPEUTICS, EVIDENCE BASED PRACTICE, AND GLOBAL CULTURAL COMPETENCE (see NT).

		evaluation of the HP/RR intervention.	
ILLNESS AND DISEASE MANAGEMENT IV (IDM)	Integrates theories and principles to competently coordinate the care necessary for the focused management of illness and disease.	Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team	Combined with PROFESSIONAL LEADERSHIP
PROFESSIONAL LEADERSHIP IV (PL)	Formulate professional leadership approaches to promote optimal health outcomes for persons and populations in varied care settings	<ol style="list-style-type: none"> 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 	Maintain case management referral log and evaluation the coordination of care within portfolio (also ILLNESS AND DISEASE MANAGEMENT; NUR 460). Combined with COMMUNICATION
ETHICAL PRACTICE IV (EP)	Develop effective strategies to remedy institutional or social level ethical problems	Evaluates policy and practice using ethical problem-solving methods Develops strategies to remedy institutional or social level ethical problems	Uses ethical problem-solving method and appropriate literature to develop a case analysis using an ethical problem experienced during personal clinical practice (Also CRITICAL THINKING; NUR 480)
EVIDENCE-BASED PRACTICE IV (EBP)	Integrate best current evidence with clinical expertise and patient/family preference and values for delivery of optimal health care.	Evaluates policies and procedure used in the clinical settings using current evidence.	Combined with NURSING THERAPEUTICS, HEALTH PROMOTION RISK REDUCTION, AND GLOBAL CULTURAL COMPETENCE (see NT).
GLOBAL AND CULTURAL COMPETENCE IV (GCC)	Consistently applies analysis of the interaction among global, cultural and societal factors affecting the health and wellness of persons/populations.	Examines the interaction between cultural and social variables of a specific cultural population Examines international Nursing's role in global health	Combined with NURSING THERAPEUTICS, EVIDENCE BASED PRACTICE, AND HEALTH PROMOTION RISK REDUCTION (see NT).

***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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Additional Course Description: NUR460 will cover the main theories, principles, and practices of nursing leadership, management, and care delivery systems in a variety of agency settings. A systematic application of these theories and principles will occur during each student's mentored clinical experiences and during clinical seminar activities.

Instruction:

Methodology:

- a. Your NUR 460 course activities will include: a) classroom faculty lectures, guest speaker presentations, in-class group work discussions and activities, and b) supervised clinical experiences and clinical seminars outside of class. 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 clinical seminar discussions.

Evaluation:

- a. Learning Assessments and Grading:

Major Course Components and Evaluation:

a) Theory:

- i) **Three exams** (each exam 50-item multiple choice, third exam NON-CUMULATIVE)

b) Clinical Experiences

During 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. Please review the role expectation lists of the: a) Student, b) Preceptor, and c) Clinical Instructor. In most cases (agencies, units, and preceptors vary), your **Clinical Site Experiences** will be generally comprised of the following activities:

Provision of direct nursing care in full shifts of the preceptor's schedule:

NOTE: The FIRST possible date you may start your clinical experiences is determined by your Clinical Instructor.

1. Provision of comprehensive nursing care to clients including the administration of medications, following the documented nursing care plan and treatments as appropriate. The type and number of clients will be determined and adjusted by the Preceptor and/or Clinical Instructor for the setting in which the student is assigned.
 - a. Each student is expected to assume primary care for of **a full patient load for at least one complete shift** by the end of the course.
2. 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.
3. 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).
 - a. The student will complete the Integrated Shift Report using SBAR or the system's format for giving report.
4. The student will collaborate with members of other health care disciplines during their coordination of patient care. The student will meet with a Case Manager or Discharge Planner to discuss the case of at least one patient during this semester.
5. The student will practice appropriate delegation with assistive nursing personnel including follow-up supervision as indicated.
6. The student is encouraged to complete a new patient admission.
7. The student will develop a discharge plan for a complicated discharge, preferably an elder adult, per hospital policy.
8. The student may use clinical documentation systems at the clinical site agency.

***NOTE:** in some instances, pairs of NUR460 students will "share" the same unit-based Preceptor as two "clinical partners;" students alternating between direct care responsibilities and other nurse manager duties. Students will help "orient" one another to the clinical activities and nursing roles they have already completed. See Course Pack for a general outline of how this will operate.*

- **At Midterm:** A minimum of two written work items must be handed in before a student will be allowed to complete their Midterm Clinical Performance Evaluation with their Clinical Instructor unless prior arrangements are made with the Clinical Instructor. Submit Preceptor Assessment, Clinical Calendar, Student and Clinical Instructor Evaluation.
- **At Final:** Submit Integrated Shift Report, Preceptor Assessment, Clinical Calendar, Student and Clinical Instructor Evaluation
- **Submit (2) Critical Incidents;** one as the "Decision-Making" Critical Incident
- **Submit a Case Management/Discharge Planning Essay;** this may include the opportunity to work with a Case Manager/Discharge Planner. **This essay is a Course Indicator.**
- **Submit a Nurse Shift Leader/Nurse Manager Role Comparison Essay:** describing the differences between a Nurse Leader and a Nurse Manager **highlighting the concept "Communication."** **The "communication" concept is a Course Indicator.**

Experiences with Nurse Shift Leader: a maximum of 12 hours outside of direct patient care (Precepted) hours may be counted toward the total 135 clinical hours.

Students will spend some 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:

1. Coordinating daily activities and assignments of the nursing staff.
2. Making staff assignments, including assignments for discharges and admissions.
3. Assign patients to a room.
4. Collaborate with other units, Nurse Supervisor or attend Bed Control meetings.
5. Problem-solve associate issues, such as ill calls.
6. Communicate with nurse manager, and/or Supervisor as needed.
7. Attend appropriate meetings of the clinical agency.
8. Address patient/family concerns brought to the Charge Nurse's attention.
9. Observe orientation of new nursing unit personnel.

Experiences with Nurse Manager: a maximum of 12 hours outside of direct patient care (Precepted hours may be counted toward the total 135 clinical hours).

Students will spend some clinical hours with a **Nurse Manager**, Vice President of Nursing or Nursing Supervisor for possible observation of the following activities:

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

➤ **Clinical Seminars: 10 hours with Clinical Instructor**

1. **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 course grade.
2. Seminars can be a time for reflection, clarification, debriefing of the student's clinical experience and review of written assignments. It is also an opportunity for the student to develop leadership skills in facilitating a meeting by writing an agenda, practice taking minutes and presenting a topic of interest.

Writing Requirements/Course Evaluation/Grading

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. All course assignments must be completed on time to pass the course.

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, which includes a cover page.** 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> Please refer any questions to your Clinical Instructor concerning the quality of your written work.

One grade point will be deducted for late written work assignments, midterm and final evaluation forms, up to three days after the due date designated by your Clinical Instructor. Assignments received 4 or more days late, will receive 0 points.

Written work and self-evaluation forms must be electronically submitted or mailed in hard copy at least THREE business days before evaluation meetings for it to be considered in the student’s Midterm or Final Clinical Performance Evaluation. Submitting written work in less than three business days will NOT be considered or factored into either midterm or final clinical performance evaluation.

REVIEW of assignments and grades:

Theory must be passed by 75% AND the Clinical Course Work must be passed by 75%, to pass the course (See table below for the breakdown of course requirements and percentages.) The student must receive a “Passing” grade in the Clinical Performance Evaluation to pass the course. The completion of all course assignments is required to pass the course. All clinical hours must be completed to pass the course.

Theory worth 60% of your course grade:

- Three (3) Examinations will be administered. See table for percent of total grade. Each exam will be comprised of 50 multiple-choice items
- Students receive credit for attendance and discussion in theory and Clinical Seminar up to 5% of their total grade. For each absence, 1% will be deducted up to a maximum of 5% of the total grade. Clinical Instructors and the Course Coordinator may deduct up to 5% of the student’s final grade for not participating in discussion in Clinical Seminar and/or Theory.

Clinical is worth 40% of your course grade along with Pass/ No Pass of student’s clinical performance:

- Two Critical Incidents will be worth a total of 5% of your course grade; each Critical Incident is worth 2.5 %.
- Nurse Shift Leader/Nurse Manager Role Comparison Essay worth 15% each of your Clinical Course Work comparing the roles of the Nurse Shift Leader and Nurse Manager. **The Communication Concept in this essay is a Course Indicator.**
- Case Management/Discharge Planning Assignment worth 20% of your Clinical Course Work. **This is a Course Indicator.**
- An Integrated Shift Report is a Pass/No Pass assignment.

- Clinical Performance Evaluation Form is evaluated in a Pass/No Pass manner. To pass the course you must earn a Passing score.
- Attendance and participation in the Learning Assessment Center activity with any remediation required as a Pass/ No Pass assignment.

The following table summarizes how your 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.

In Class Course Work (must earn an average of 75% or greater to pass course)		60%
Exam One	15%	
Exam Two	20%	
Exam Three (non-cumulative)	20%	
In-class and clinical seminar Attendance and Participation	5%	
Clinical Course Work (must earn an average of 75% or greater to pass course)		40%
Two Critical Incidents worth 2.5% each (One is a Critical Analysis of Decision Making Situation)	5%	
One Nurse Shift Leader/Nurse Manager Role Comparison Essay (<i>Communication Concept Course Indicator</i>)	15%	
One Case Management / Discharge Planning Assignment (<i>Indicator</i>)	20%	
One Integrated Shift Report	Pass/No Pass	
Clinical Performance Evaluation (Must pass to pass course)	Pass/No Pass	
Consistent Delivery of Safe Patient Care	Pass/No Pass	
Learning Assessment Center Exercise (if necessary with remediation)	Pass/No Pass	

Course Policies:

a. Campus and College of Nursing Policies:

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

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

b. Attendance in General (clinical attendance also noted below.):

Attendance is required to all class/lecture, Clinical Seminar, and Precepted-clinical components of the course. Attendance will be taken during most in-class periods and the attendance sheet will be collected by the instructor after 10 minutes. Absences from lecture or Clinical Seminar, WILL result in a lowering of a student's course grade. 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 written form to the Clinical Instructor (for clinical seminars) who will respond to you and make the decision regarding possible attendance exceptions. Students who are absent from class/lecture are responsible for understanding class content and obtaining handouts. Students who are going to be absent from a lecture are responsible for asking a peer to obtain the handouts and notes for that class. There will be no clinical activities during MSU's holiday periods and Spring Break.

If you have a last minute absence or change in your clinical schedule, do to unforeseen situation, **the student must contact your Clinical Instructor immediately by telephone.** An immediate call must also be made to the **Preceptor**, AND to the **unit**. 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 preceptor change for that shift. It is recommended that students and Preceptors develop a plan before an unplanned change in the schedule becomes an issue. **Failure to contact your Clinical Instructor about schedule changes will result in the student rescheduling the entire shift even if only part of the shift is missed.** 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.

c. Immunization and CON Compliance:

All students must submit and comply with Centers for Disease Control and Prevention Guidelines for Health-Care Workers and meet the College of Nursing Compliance requirements. Students are responsible for maintaining and providing documentation for immunization and other CON compliance requirements. Students are directed to the BSN Student Handbook for specific information. Students will NOT be allowed into clinicals without documentation of compliance and will receive a 0.0 for each day of clinical missed due to noncompliance.

d. 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.

e. 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 of Nursing adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades*, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life Student Handbook and Resource Guide*. A student who plagiarizes, fabricates, or falsifies data (written documentation in critical incidents, number of clinical hours, for example) will receive a 0.0 for this course.

f. 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.

g. 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 your 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.

h. 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.

i. Examinations:

Three 50-item multiple-choice 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.

j. Course Communications

Methods to contact Faculty: 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:

- Accident/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 Director of Undergraduate Programs, Dr. Mary Jo Arndt.

It is expected that each student will act in a professionally 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.

k. Special Student Needs or Preferences:

The NUR460 Course Coordinator must be advised within 2 weeks, of the first day of class, if a student:

- a) Possesses a documented special learning or test-taking needs
 - i) Students wishing to have their documented learning needs accommodated at each exam, must notify the Course Coordinator one week, before each and every exam.
- b) Wishes to take NUR460 as an honors course, and/or
 - ii) If a student would like to take this course as an honors course, the paperwork concerning specific honors project must be completed within 2 weeks of the first day of class.
- c) Possesses any religious or personal factors which could possibly prevent them from attending any lectures, clinical seminars, or clinical site experiences.
 - iii) Please note neither “Greek” fraternity or sorority events are considered religious events under current College of Nursing and MSU policy.

	Content	Readings	Speaker
9/8	NUR460 Course Orientation Review of Clinical Site Placements	Course Syllabus, Course Packet, Angel Course	Della Hughes RN, MSN
9/15	Developing Your Nursing Career; Emotional Intelligence	Yoder Wise 9, 25, 26, 27, 28, 29	Della Hughes RN, MSN
9/22	Professional Image; Managing Conflict	Yoder Wise 9, 25, 26, 27, 28, 29	Dr. Wehrwein, Associate Dean CON
9/29	Knowledge and Skills for Effective Delegation; Clinical Decision-Making Strategies	Yoder Wise 5, 23	Dr. Corser
Friday 10/2	Learning Assessment Center Exercise	<u>Required Attendance</u>	
10/6	Power, Conflict and Negotiation	Yoder Wise 22	Della Hughes RN, MSN
10/13	Exam I		
10/20	Nursing Leadership Theories & Roles	Yoder Wise 1,2,3	Della Hughes RN, MSN
10/27	Coordinating Patient Care: Case Management; Utilization Review	Yoder Wise 21; articles	Nancy Schmitt, PhD, RN, CCM Della Hughes RN, MSN
11/3	Charge Nurse Role; The First Line Nurse Manager Role	Yoder Wise 13, 14, 24	Della Hughes RN, MSN
11/10	Nursing Leadership Research and Scholarship	Yoder Wise 20 articles	Dr. Corser
11/17	Exam II		
11/24	Continuous Quality Improvement , National Benchmarks; The Joint Commission	Yoder Wise 15, 19 articles	Dr. Corser
12/1	Healthcare Budgeting and Financial Management	Yoder Wise 11	Mr. Rob Wilcox, MBA
12/8	Organizational Structure; Culture & Care Delivery Models; Complex Adaptive Systems Theory; The Magnet Model	Yoder Wise 6, 7, 8, 12, 16 articles	Dr. Corser
12/16	Final Exam III 745 AM to 9:45 AM		