

NWFSC RN TO BSN PROGRAM

| | |
|-----------------------------------|--|
| Course Title & Number: | NUR 4827C Nursing Management and Leadership |
| Credit: | Five (5) semester hours |
| Placement: | Senior Year |
| Instructor: | Dr. Beth Norton, RN, CNE |
| Cell: | (850) 226-3334 |
| E-mail: | nortonb@nwfsc.edu (best method to reach me) |
| Office Hours: | <i>By appointment</i> I respond to email at least every 24 hours on working days. If I have not responded in 24 hours (working days), I may not have received your message. Please contact me again. I want to help you, so please contact me with your questions! |
| Semester: | Summer 2016 |

Course Description: Group process provides the forum to study leadership, collaboration, and coordination in health care settings. Students develop an evidence-based paper to deal with key leadership and management issues related to professional goals. This course will introduce the student to the management responsibilities of finances, human resources, staffing, performance improvement, technology, and strategy. Students will also participate in a practicum that focuses on the roles and functions of the professional nurse in leadership and management. Issues associated with healthcare delivery and realistic concerns of employment as a professional nurse are explored.

Required Text:

Sullivan, E. J. (2013). *Effective leadership and management in nursing*.

(8th ed.). Upper Saddle River, NJ: Pearson.

American Psychological Association. (2009). *Publication manual of the American*

Psychological Association (6th ed.). Washington D.C. (July 2010 printing).

Required and Graded Online Activities

EthicsGame: Ethical Lens Inventory and Simulations-included in course fees. Submissions are graded.

Email

Students should use their college email to communicate with me. Emails from personal accounts are sometimes blocked from the professor's email and the professor never receives them!

Grading

My goal is to grade student assignments within 1.5 weeks after an assignment due date. I usually offer my feedback in the GradeMark Comments directly on your paper, found in your dropbox. If you do not know how to access my comments, please contact Learning Technologies immediately.

Student Learning Outcomes:

1. ****Demonstrate** accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics.
2. ****Apply** the combined knowledge derived from the natural sciences, behavioral sciences, the humanities, and nursing theory to the promotion of health, reduction of health risks and prevention of disease through expanded use of the nursing process.
3. Facilitate patient, family, & community preferences, values, and needs in the coordination and integration of care
4. ****Demonstrate** a commitment to lifelong learning to promote personal and professional development.
5. ***Employ** current theories and principles of leadership and management in the provision of quality nursing care.
6. Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients;
7. ****Use** higher order critical thinking skills (e.g. assessment, analysis, and synthesis) effectively integrating best current evidence and clinical expertise to determine their relevance and application to the delivery of optimal nursing care.
8. Apply appropriate theory, practice, and research in health promotion and in planning care for complex client situations.
9. ***Recognize** the patient or designee as the source of control and full partner in providing compassionate, socio-cultural appropriate, ethical, spiritual and coordinated care based on respect for the patient's preferences, values, & needs.
10. ***Function** effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care.
11. Use information & technology to communicate, manage knowledge, mitigate error, & support decision making.

Student Learning Outcomes that are addressed in this course are marked with an asterisk. Student Learning Outcomes that are threaded throughout the program are marked with a double asterisk.

Student Learning Course Objectives:

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

1. Discuss evidence-based practice as the underpinning for the management of a nursing unit.
2. Review the most common management, organizational, and administrative theories, with evidence to support or refute application to and usefulness for nursing
3. Evaluate theories for implementing change.
4. Understand healthcare economics, healthcare public policy, and department-based budgeting as it relates to the delivery of patient care.
5. Utilize effective communication skills necessary for successful interdisciplinary collaboration, peer relationship management, and influencing team dynamics.
6. Participate in identifying, planning, and effecting necessary changes to improve delivery of service within a specific health care agency.
7. Evaluate the use of patient safety standards and performance improvement tools in the healthcare setting.
8. Analyze the ethical principles associated with nursing management.
9. Identify and evaluate strategies for human resource management including recruitment, interviewing, and legal issues including scope of practice acts and state/federal regulations.
10. Identify personal and professional goals related to nursing management and leadership at all levels of nursing practice.

Program Philosophy:

Nursing is a creative, caring, scientific and scholarly profession. Nursing focuses on utilizing a broad range of skills and knowledge to assist diverse individuals, families, and groups within a community to achieve optimal health. Health is defined as a client’s ability to reach optimal functioning within a psychological, biological, physical, spiritual, and social environment. Healthy clients live life to the fullest and have the ability to maintain quality of life through self-care.

Using a holistic as well of scientific base, nurses provide client care in and across all environments. As a provider of care nurses utilize compassion, critical thinking, effective communication, and appropriately assess, plan, implement, and evaluate care. As accountable members of health care teams, nurses design, manage, and coordinate care. When formulating health care decisions, nurses incorporate associated ethics and patient advocacy that lead to an overall improvement in client outcomes, the underpinning of which is evidence-based practice. As responsible members of the profession BSN graduates work to endorse agendas that support high quality and cost effective health care, and the advancement of the profession.

RN to BSN nursing education prepares nurses with additional competencies regarding professional nursing leadership, management of complex systems, utilization of biotechnology and informatics as well as values affirmation. BSN graduates practice as clinical generalists who are committed to life-long learning, personal evaluation and influencing organizational change. While the responsibility of nursing faculty is to create an atmosphere that facilitates learning, the final responsibility for learning rests with the student.

| Student Learning Outcomes | Student Learning Objectives | Related Assignments |
|---|---|--|
| <p>1. **Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics.</p> | <p>8. Analyze the ethical principles associated with nursing management.</p> <p>9. Identify and evaluate strategies for human resource management including recruitment, interviewing, and legal issues including scope of practice acts and state/federal regulations.</p> | <p>EthicsGame: Ethical Lens Inventory and The Case of Cathy Comments</p> <p>Discussion 2</p> <p>Textbook readings: Chapters 15, 18, 19, 21</p> |
| <p>2. **Apply the combined knowledge derived from the natural sciences, behavioral sciences, the humanities, and nursing theory to the promotion of health, reduction of health risks and prevention of disease through expanded use of the nursing process.</p> | <p>2. Review the most common management, organizational, and administrative theories, with evidence to support or refute application to and usefulness for nursing.</p> <p>6. Participate in identifying, planning, and effecting necessary changes to improve delivery of service within a specific health care agency</p> | <p>Application Project</p> <p>Application Project</p> <p>Textbook readings: Chapters 1, 2, 3, 4</p> |

| Student Learning Outcomes | Student Learning Objectives | Related Assignments |
|--|---|--|
| 4. **Demonstrate a commitment to lifelong learning to promote personal and professional development | 10. Identify personal and professional goals related to nursing management and leadership at all levels of nursing practice. | Clinical Log 1 & 2 Application Project Textbook readings: Chapters 25, 26 |
| 5. *Employ current theories and principles of leadership and management in the provision of quality nursing care | 2. Review the most common management, organizational, and administrative theories, with evidence to support or refute application to and usefulness for nursing 3. Evaluate theories for implementing change | Application Project Discussion 1 Textbook readings: Chapters 1, 2, 3, 4, 5, 6 Application Project |
| 7. **Use higher order critical thinking skills (e.g. assessment, analysis, synthesis) effectively integrating best current evidence and clinical expertise to determine their relevance and application to the delivery of optimal nursing care. | 1. Discuss evidence-based practice as the underpinning for the management of a nursing unit. 4. Understand healthcare economics, healthcare public policy, and department-based budgeting as it relates to the delivery of patient care. 6. Participate in identifying, planning, and effecting necessary changes to improve delivery of service within a specific health care agency | Application Project Textbook readings: Chapters 5, 6, 14, 21 Application Project EthicsGame: Ethical Lens Inventory and The Case of the Stretched Staff Application Project |
| 9. *Recognize the patient or designee as the source of control and full partner in providing compassionate, socio-cultural appropriate, ethical, spiritual and coordinated care based on respect for the patient's preferences, values, & needs. | 6. Participate in identifying, planning, and effecting necessary changes to improve delivery of service within a specific health care agency. 7. Evaluate the use of patient safety standards and performance improvement tools in the healthcare setting | Application Project Clinical Log #1 Textbook readings: Chapter 5, 6, 9 |
| 10. *Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect and shared decision-making to achieve quality patient care. | 5. Utilize effective communication skills necessary for successful interdisciplinary collaboration, peer relationship management, and influencing team dynamics. | Application Project Textbook readings: Chapter 7, 8, 9, 11, 12, 17, 18, 19, 20, 21 |

Teaching/Learning Activities

1. Clinical Contract
2. Orientation Quiz
3. Textbook readings
4. Two Online discussions @ 75 points each
5. EthicsGame Activities
 - a. Ethical Lens Inventory
 - b. Simulation One: The Case of the Stretched Staff
 - c. Simulation Two: The Case of Catty Comments
6. Leadership Application Project
 - a. PICO(T) Question
 - b. Application Paper
 - c. Sustainable Product
7. Clinical Logs
 - a. Log One: Organizational Chart
 - b. Log Two: Disaster Preparedness
8. Student Evaluation of Preceptor Experience
9. Signed Time Schedule (student and preceptor signatures)

Evaluation

| Unit | Reading Assignment | Assignments | Points | Due Date |
|--|--|--|--------|--|
| Unit 1 Nursing Management in Healthcare Organizations | Text Chapters 1, 2, 3, 4 | Must score 100% on Orientation Quiz prior to access Discussion #1 | 25 | May 23 |
| | | <i>Last day to drop/add</i> | | May 23 |
| | | Completed Clinical Agreement | 100 | May 23 |
| | | Discussion #1 | 75 | May 31 (See Rubric details: due date for initial post is 6 days prior and bonus for 7 days prior to due date) |
| Unit 2 Changing, Improving, and Thinking Like a Manager | Text Chapters 5, 6, 7, 8 | Discussion #2 | 75 | June 7 (See Rubric details: due date for initial post is 6 days prior and bonus for 7 days prior to due date) |
| | | Application Project PICO(T) question, project topic- <i>signed by preceptor</i> | 75 | June 14 |
| Unit 3 Management Skills | Text Chapters 9, 10, 11, 12, 13 | EthicsGame Activity Ethical Lens Inventory | 100 | June 21 |

| Unit | Reading Assignment | Assignments | Points | Due Date |
|--|---|--|----------------------------------|--|
| Unit 4 Managing a Budget and Personnel | Text Chapters 14, 15, 16, 17 | EthicsGame Activities Simulations | 125 | June 28 |
| | | Clinical Log # 1 30 hour point | 100 | July 5 |
| Unit 5 Staffing Issues | Text Chapters 18, 19, 20, 21 | Last Day to Apply to Graduate | | July 15 |
| Unit 6 Managing, the Unexpected, Your Career and Job Stress | Text Chapters 22. 23. 24. 25, 26 | Application Project Sustainable Product Project Paper | 200 | July 19 |
| Course Wrap-up | | Signed Time Schedule | 25 | July 26 |
| | | Clinical Log #2 60 hour point | 100 | July 26 |
| | | | 1000 Total Points | All assignments must be submitted to dropbox by July 28, 2016 in order to receive a grade for the Summer 2016 term. Students who submit work after this date <u>may</u> be eligible to earn a grade of “Incomplete” and the assignment(s) will be graded during the following 16 week term. |

Grading/Evaluation Scale:

| Points | Numerical Grade | Letter Grade |
|---------------|-----------------|-----------------|
| 925 – 1000 | 93 - 100 | A |
| 830 - 924 | 83-92 | B |
| 750 - 825 | 75-82 | C |
| 700 - 744 | 70-74 | D No BSN Credit |
| 699 and below | 69 and below | F No BSN Credit |

Satisfactory completion of the course is based on achievement of the course objectives and completing all assignments. By the end of the semester, a student must achieve at least 750 accumulated points or a 75% numerical score on the course assignments and/or examinations. Scoring below 75% constitutes failure to meet course objectives and the entire course must be repeated in order to progress in the baccalaureate nursing program.

Any assignments not submitted by the due date will have 5% deducted from the assignment grade for each day the assignment is late, unless prior arrangements are made with the course faculty member. All assignments must be completed in order to complete the course.

If a student is late with one assignment and has not logged into the course in seven days, the student will be required to meet with the instructor for counseling to help the student get back on track with this class.

Special Technology Utilized by Students: Students must have the ability to use search engines for supplementary course information & teaching/learning materials.

Personal Communication Technology: Students are to turn cellular telephones and all other sorts of personal communication devices to *silent* or *vibrate* when students are in clinical, the library, or a computer laboratory. Students are not to take phone calls unless it is an emergency, then you are to excuse yourself from the clinical area to take care of the emergency.

Support Services: Tutorial Assistance

Numerous learning support services are available at no cost to RN to BSN students through NWFSC. For a summary of NWFSC tutorial services click on the [Academic Success Center](#). In addition, 24/7 tutoring is available to NWFSC students online at Smarthinking.com.

Support Services: Students with Special Needs

Students with special needs for which accommodations may be appropriate to assist in pursuing the program should contact the NWFSC Office of Services for Students with Special Needs on the Niceville campus, phone number, 850-729-6079. Special needs students are encouraged to make such contact as early as possible.

Expectations for Academic Conduct: As members of the NWFSC RN to BSN Program academic community, we commit ourselves to honesty. As we strive for excellence in performance, integrity-both personal & institutional-is our most precious asset. Honesty in our academic work is vital, & we will not knowingly act in ways which erode that integrity. Accordingly, we pledge not to cheat, nor to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible & that comply with established policies of fairness. Cooperation & competition are means to high achievement & are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively & professionally for the purpose of stimulating high performance & standards.

A student determined to be cheating on NUR 4827C assignments will be given a “0” (zero). This incident will be documented & reported to the Program Director. An incident may result in additional consequences which may jeopardize a student’s academic standing in the RN to BSN Program.

It is within the nursing student role to assume responsibility for learning. As a self-directed student, each individual will have completed reading assignments prior to posting online discussions and will be prepared to discuss the topic. Reading requirements are listed on the syllabus.

Plagiarism Policy: Plagiarism is defined by the NWFSC RN to BSN Program as “the act of representing the ideas, words, creations, or work of another as one’s own. Papers will be checked by Turnitin.com for similarity. Should a student be found plagiarizing in a paper, the student will be reported by the faculty member to the Program Director and follow the process described in the NWFSC RN to BSN Program’s Student Life Handbook. Plagiarism is a serious offense in academia and may result in expulsion from the NWFSC RN to BSN Program.

For complete information regarding Academic Misconduct, refer to the NWFSC Catalog and Student Handbook

The *Publication Manual of the American Psychological Association* (2010) has a very informative section on plagiarism and **self-plagiarism**, which I encourage students to read. **You may not present previously submitted work assignments as original material for papers or projects assigned in this course. Please**

read page 16 in the *APA Manual* for a complete explanation of self-plagiarism and the need to cite previously written material.

Other Policies: See the NWFSC Catalog and Student Handbook for further policies on plagiarism, disability, & other matters of interest & importance.

Communication with Faculty: E-mail communication is through Desire2Learn (D2L). Students are responsible for checking e-mail in D2L regularly. The instructor response time for e-mail is *usually* two business days unless an unusual circumstance occurs and students are notified otherwise.

Technical Meltdown Prevention: Students are encouraged to plan ahead and know that at some point the computer &/or on-line access the student has grown to depend upon will *not work*. This will not be considered a worthy reason to prevent the timely completion of work. Students are encouraged to back-up word processing and PowerPoint work and to have alternative on-line access. Students are also encouraged to consider completing assignments early so that power outages do not become technical meltdowns that lead to deadline hysteria! Here are some on-line alternative access possibilities: the nursing computer lab is open as posted on the door of the lab, the NWFSC Learning Resource Center, and each NWFSC campus/center has at least one computer lab that is open to students for on-line access. Of course public libraries generally supply on-line access. If a student is having trouble meeting deadlines due to technical difficulties, please contact the faculty. Special circumstances are given consideration when deadline delays are arranged in advance of the due date with the faculty. **Attendance/Absence:** Students must attend clinical practicum on the days that were arranged with their preceptor and instructor. Revisions in the student's clinical practicum schedule must be approved by their preceptor and instructor. Students enrolled in distance learning classes must log into the program within the first three days of the course start day. Failure to sign into and submit assignments may result in **course failure**.

Reporting of Absence: When an extended absence (more than 5-7 days) from this online class is necessary, the student should contact the course faculty or risk failing the course. It is the absent student's responsibility to obtain missed material and class content from another classmate or the instructor.

Papers: All Papers & Presentations are due on the date & time specified by the Course Faculty. Papers are to be submitted electronically via D2L Dropbox. Exception to the due date and time will be made only under extraordinary circumstances in the opinion of the Course Faculty, and must be negotiated **before** the paper is due. Papers are to follow **APA 6th edition** guidelines.

Clinical Practicum Course Requirements

The student is responsible for at least **90 hours** of clinical practicum time. The time spent in practicum and the associations of the activities of the practicum to the student learning objectives are documented in the log found in the online course content. 30 hours are allowed for Off-site clinical. If, *at any time*, a student is not able to meet the course objectives because the clinical activities do not allow it, then it is the student's responsibility to report this to the instructor immediately.

| Activity | Hours | Note |
|--------------------------|-------|---|
| Off-site Clinical | 30 | *0-6 hours – mandatory facility requirements Literature reviews, writing clinical logs, developing PICO(T) question, developing product, writing application project paper, and etc. Up to 6 hours –EthicsGame Activities (graded work) |
| On-site Clinical | 60 | Clinical Contract Completed, On-site work with preceptor |
| Total | 90 | |

Clinical Contract

Learning to complete a clinical contract is an important part of this course because the activity and resulting contract serve to get the clinical experience started in the right direction. A contract serves to decrease confusion and frustration from all individuals who are a part of the contract.

| Criteria | Comments | Points |
|---|--|------------|
| Preceptor meets all qualifications and checked on contract | Refer to preceptor qualifications in Preceptor Packet | 30 |
| Contract is typed (with exception of signatures, of course) | | 30 |
| Official Signatures are all present | All official signatures are present, except for Dr. Walker and course professor. | 30 |
| Spelling, email addresses, titles, names are correct | | 10 |
| Total Points | | 100 |

Application Project

The student will demonstrate the ability to identify, plan, and effect change to improve delivery of service within a specific health care agency through successful completion of the Application Project.

1. PICOT question (Project topic)

2. Project Report

3. Sustainable Product

1. PICOT question (Project topic – 75 points)

Students are to ask their preceptor for assistance to identify a concern or need on the preceptor's unit or department. The student will develop a PICO (T) question regarding the identified concern or

need. The student will place the PICO (T) question in the dropbox by the due date using PICO (T) format.

Statement of the PICO question identifies the following:

- a) **P**: Patient population or patient condition of interest
- b) **I**: Intervention of Interest
- c) **C**: Comparison of Interest
- d) **O**: Outcome of Interest
- e) **(T)**: Time (Optional)

Previous products have been a PowerPoint presentation used in nursing orientation on the Chain of Command, an algorithm for VA patients who are referred to specialists who are not in VA system, and development of educational checklists for compliance with accreditation policies.

2. Application Project

Sustainable Project Paper and Product

| Application Project and Product Using Evidence-Based Nursing Practice |
|--|
| The goal of the project report is to explore and creatively initiate nursing strategies toward the alleviation of a health care problem by <u>demonstrating professional nursing leadership skills and autonomy</u> . The paper should provide evidence that the student has demonstrated the ability to think and act, based upon the evidence, with imagination and creativity. The Project Report should be based upon implementation of the product that is required for the clinical portion of the curriculum. The body of the paper should be <i>no more than 7 pages</i> long. |

| Criteria | Points |
|--|--------|
| 1) Introduction of the Sustainable Product with thesis statement and description of the focus group (nursing staff who are affected by the project). 2) Discuss the quality management techniques that were used to identify the need for the project. 3) State the date the product concept was approved by the <i>preceptor and professor</i> . | 20 |
| 4) Statement of the PICO(T) question in body of paper f) P : Patient population or patient condition of interest g) I : Intervention of Interest h) C : Comparison of Interest i) O : Outcome of Interest j) (T) : Time (Optional) | 5 |
| 5) Review of Evidence: a thorough review of peer-reviewed literature a) Overview of the peer-reviewed evidence that is located through your search b) Includes literature specific to management of the problem c) Describe the leadership or nursing theory that best supports the project d) The paper should have substantial references (four or more and each one cited in the paper, peer-reviewed, and current within last 7 years) | 25 |
| 6) Discussion | 30 |

| Criteria | Points |
|--|----------------------------------|
| a) Describe the change theory that will be used to implement the product and why the theory was chosen. b) Explain how the product will be sustained. Students must show how the product will be used by their clinical facility. c) Discuss the plan for project evaluation. d) State the ongoing cost of the product to the facility and how the cost will be budgeted. e) Explain existing and potential impact of product on the focus group that will use the product. f) Describe how the product will be sustained by the <ol style="list-style-type: none"> 1) focus group that will use the product 2) manager or leader 3) facility | |
| 7) Implications and Conclusions <ol style="list-style-type: none"> a) Explain the course of change related to implementation of the product. b) Interpret results of product in relation to current potential impact on nursing practice. c) Describe the role of the nurse manager for improving nursing practice in the practicum setting. d) States implications for further study of the problem. e) Discuss how PICO question was answered through product. | 25 |
| 8) Personal and Professional Development <ol style="list-style-type: none"> a) Identifies personal learning outcomes from the project. b) Detail and cite how the product relates to nursing leadership and management course content. c) Describes changes in personal nursing leadership actions as a result of the project. | 25 |
| 9) Submit the sustainable product to the course dropbox. For example, if the product is a brochure, then submit it directly to the dropbox. If the product is a PowerPoint presentation that will be sustained by the facility, then submit it or make a video of the product. 10) Product is professional in appearance (correct grammar, good use of language that is appropriate for intended audience). | 70 |
| This assignment is a formal paper in APA format | -2 for each APA error |
| Total possible points | 200 |

Discussion Boards

A discussion board is an analysis of the subject at hand. Subjects are posted in each discussion board under the tab: Communication. The writing is not a research paper. It is a concise answer to the posted question. Discussions are the way we participate in class. So it is important to post thoughtful messages that move the conversation forward in some way. It's possible to earn points toward each discussion by

going far beyond agreement or disagreement with the topic at hand. After the due date for the discussion, each student's overall participation in the discussion board will be graded. Late posts receive no more than 50% credit. Each post must be submitted in order to pass the course.

Posts should show that students have read the assigned reading, found additional supportive evidence that is current and credible (within the past seven years and peer-reviewed), and that students have read the posts of their peers. Students should engage with the material by analyzing and interpreting it. Posts should be grammatically clear with the correct punctuation. APA format should be used for citations and references. Any post can be submitted to Turnitin.com by the professor.

Points 69-75

A substantive and concise post that demonstrated the student grasped key concepts, critiqued work of others, stimulated discussion, and provided supportive evidence with citations and references. The initial posting was completed by six days before the due date and cross posts are completed by the due date. Submitted the initial post seven days prior to the due date earns the student 2% additional credit. Grammar, punctuation, and APA format (citations and references) was correct.

Points 56-68

Showed evidence of understanding of most major concepts, offered an occasional divergent viewpoint or challenge, and showed some skill in use of supportive evidence for opinions. Some signs of disorganization with expression, wordiness, transition wording may be faulty, grammar, punctuation, and APA format (citations and references) needs improvement.

Points 40-55

Has a largely shallow grasp of material, rarely took a stand on issues, and offered limited supportive evidence. Poor language use garbled much of the message; only an occasional idea surfaced clearly, expression seemed disjointed, overuse of simple sentences, poor grammar, punctuation, and APA format (citations and references), a redundancy with words and commentary, and sentences may have appeared unrelated to each other.

Points 1-39

A minimal posting of material. Shows no significant understanding of material. Language is primarily incoherent. No supportive evidence provided for ideas.

***EthicsGame* Online Activity**

STUDENT SUPPORT: To resolve any player issues, please email our Gamemaster at the email gamemaster@ethicsgame.com

| | | | |
|------------------------------|---|---|--|
| Ethical Lens Inventory (ELI) | Complete in its entirety the ethics activity provided online in the Ethics Lens Inventory | An online personal evaluation tool that allows students to identify their primary ethical lens or perspective Students receive feedback about ethical strengths and weaknesses, gain an understanding of their individual ethical preferences, and learn strategies for improving ethical decision-making. | One hour toward 30 hours of research clinical hours (not observation hours with preceptor) |
| Ethics Simulation | | Simulations are an immersive, interactive and iterative learning tool where students practice making | Three hours –apply to same as above |

| | | | |
|--|--|--|--|
| | | ethically based decisions on a variety of topics | |
| Four off-site Clinical Hours and 150 points. Points calculated by EthicsGame as student progresses through ethicsgame. The memos are instructor graded. | | | |

Dress

Dress policies established by the Nursing Program & included in the Student Handbook are to be followed as presented. Dress code for the preceptorship: full-length slacks, dress, skirt, blouses or shirts, closed toe shoes, hosiery or socks. White scrub top and bottom may be worn with a white collared lab jacket (a facility may even **require** white scrubs). A **White Laboratory Jacket with a collar is to be worn over clothing with NWFSC student photo ID affixed at all times.** Excluded are jeans or denim, and no collarless T-shirts. Students may also be required to wear an agency ID badge. Clothes are to be *neatly pressed* and portray a *professional* nurse manager/leader image. Tattoos and more than two piercings on ears are to be concealed. All other piercings are to be well concealed.

Clinical Logs

A log is defined by various dictionaries to be the following: any record of progress, experiences, and significant events, to make a note or record of performance or other sequential details of something, especially in a journal.

Log is to be submitted in a scholarly fashion and the confidentiality of the facility is to be protected (use titles and not names of individuals). Spelling and grammar errors will cost the student 2% each. The instructor may deduct points for what is considered to be a lack of professional or appropriate behaviors and students will be instructed to revise any inappropriate log submission.

The log used in NUR 4827C will be an ongoing record of the student's practicum experience during the semester and will direct specific learning activities in the clinical setting. It is to be submitted to the Dropbox. The log will be evaluated by the Faculty and assigned a numerical score.

A log submitted to the D2L after the due date will have five percent deducted for each day it is late.

Clinical Log Format

Use the Clinical Log Format, do not change verbiage or format. The form is found under the Content for this course.