

Appendix B

Nurse Interview Paper (Group Assignment)—DUE upon return from SA**Introduction to the Assignment:**

This assignment is to assist the student in acquainting themselves with the key points of the AACN *The Essentials of Baccalaureate Education for Professional Nursing Practice, 2008* and ANA *Standards of Clinical Nursing Practice*. By interviewing a professional nurse the student will learn how each is incorporated into professional nursing practice.

Program Outcomes that reflect the AACN Essentials for this assignment include:

VIII. Integrate professional values of altruism, autonomy, human dignity, integrity, and social justice into a personal philosophy of nursing practice with caring at the core.

Course Student Learning Outcomes this assignment relates to:

1. Extrapolate information and views of how a baccalaureate-prepared registered nurse integrates components of professional nursing values into practice and how this compares/contrasts with nursing educational preparation of a South African nurse.

Assignment Objectives:

The student will:

- prepare a written paper of the discussion/interview with a baccalaureate-prepared registered nurse
- explain professional nursing as it relates to the *AACN Essentials of Baccalaureate Education for Professional Nursing Practice* and *ANA Standards of Clinical Nursing Practice*.
- Synthesize examples given by the professional nurse in the interview into professional values and core competencies of communication, critical thinking, and assessment.

Directions:

1. Locate a baccalaureate-prepared registered nurse who is willing to meet and discuss professional nursing with you in a personal meeting. *If this is a concern, please discuss first with faculty!* Current active practice is not required, but is highly recommended.
2. Students will work independently on this assignment.
3. Interview the group's identified nurse discussing concepts of nursing with the following foci:
 - a. Identify the individual, site of interview.
 - b. Describe the individual's education and professional background.
 - c. Discuss examples of the AACN Essentials of Baccalaureate Nursing as noted in your syllabus with emphasis on professional values (caring, autonomy, altruism, integrity, human dignity, and social justice—**address each professional value!!!**). **Do not provide a definition – we are looking for examples as to how the nurse uses this value in their practice! In other words, how does your nurse incorporate the values and competencies into their daily work/routine? Provide patient specific examples (without breaching confidentiality.** Compare and Contrast this to SA Nursing Practice
 - d. What is this individual's philosophy of nursing?
 - e. How does this nurse view application of the core competencies of critical thinking, communication and assessment into their clinical practice?—**address each competency!!! Again, do not merely provide a definition for each – we are looking for examples as how the nurses uses these competencies in their practice.**
 - f. What is this nurse's view of the future of nursing?
 - g. What advice did this nurse give to you, as a nursing student?

4. In a 4-6 page paper, **summarize** your interview in a written discussion of #2 (a-g).
5. **The Paper's Contents:**
 - Title Page: title of paper, student's name, and St. Cloud State University (APA guidelines)
 - Each item listed in #2 above should be formatted using a brief subheading. (Do not write out the question.) Be sure to list discussion examples of each professional nursing value identified in #2 letter "c" as listed above. **Please limit and/or avoid the use of the words "things", "got", "gets", "it's", "very". These are not academically appropriate for this level of paper we are requiring. Please see the Write Place for further guidance as needed.**
 - The content of this paper should be between 4-6 pages in length (this **does not** include the title and reference pages. Double-spaced, Times New Roman, 12 point font, 1 inch margins, headings, page numbers (see APA guidelines)
 - Last page is the Reference list (**APA format required**) (1 page). Personal communication is not placed in the reference list; however, is placed within the paper after each respective paragraph. If you did not use other references other than personal communication then you may **skip** this page.

APA Hints:

- Use of abbreviations before the word has been used:
 - Example: RN should be written first as - registered nurse (RN)
- Use the last name of the person only when using their name in a sentence
 - Example: Smith explained..... (not Judy explained)
- Page number should be included in the top right corner of each page, including the 1st pg.
- Spell out numbers less than 10 unless the number depicts time.
- Bullets and numbers are not used in APA formatting
- A paragraph is more than one sentence (intro, body, and concluding sentence)
- A paragraph should be no more than 11 sentences or ¾ of a page.
- A paragraph is always indented ½ inch
- A sentence should be no longer than 25 words otherwise the reader becomes lost
- When citing references on a reference page place a header for that page entitled – References
 - You do not cite personal communication in the reference list
 - If you do not use any references, then you do not need a reference page
- Headers are bolded (Centered, then left-justified depending on the level)
- Limit the use of pronouns such as (I, you, we, they, me, you) – this paper should contain no more than 5 if you do use pronouns
- **Personal Communication:**
- At the end of each paragraph containing the information gleaned from speaking with someone, in parenthesis place name of speaker, type in the words personal communication, and end with the date you spoke with the person. Personal communications are not included in the reference list at the end of the paper.
 - For example: Age of viability should be 24 weeks as an earlier birth results in disastrous results for the fetus (M. Markham, personal communication, June 22, 2007).

For More Assistance with APA formatting see the following:

❖ Textbook:

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

ADD Purdue OWL resource, example paper

Grading Rubric: Nurse Interview Paper

(Please note: Faculty grading of the Nurse Interview Paper will adhere to the rubric below, with points distributed along a **range** within the Rubric).

Elements	Outstanding	On-track	Emerging
Content	<p>Answered all letters "a" through "g" in #2 (above) accurately, clearly, concisely, and with thoughtful consideration. Includes examples, rationale and documented support.</p> <p>36 points</p>	<p>Omitted answering one of the letters "a" through "g" and/or areas of inaccuracy or incompleteness. and/or lacks examples, support or not documented. Did not discuss all professional values or lacks examples (-2 pts for each area missed) Answered letters "a" through "g" with minimal information and details. and/or Some of information copied from reference sources.</p> <p>24 points</p>	<p>Omitted answering two or more of the letters "a" through "g" and/or the answers to letters "a" through "g" are lacking completeness. Does not offer examples, rationale, or supporting documentation. Student demonstrates lack of informational insight.</p> <p>12 points</p>
Organization & Clarity	<p>Paper reads clearly. Meets the 4-6 page limit. Sub-headings used for each new topic, making the paper easy to follow and read.</p> <p>2 points</p>	<p>Paper setup is difficult to follow in areas. or Paper is 6.5 -7 pgs in length. Or Used the questions (letter "a" through "g") rather than making brief sub-headings.</p> <p>1 point</p>	<p>Paper setup is confusing or did not follow the directions when setting up the paper. Paper is under 4 pgs or over 7 in length. or Subheadings not used.</p> <p>0 points</p>
APA Format/ Structure	<p>Paper is setup correctly in APA format. References are typed correctly. Information is presented concisely (not wordy). Paper has 2 or less errors in spelling and grammar.</p> <p>2 points</p>	<p>Paper has minor (1-2 errors) in APA formatting. or References have one or two errors. 1-2 areas in paper could have been condensed or written more concisely. Paper has 3-5 spelling or grammar errors.</p> <p>1 point</p>	<p>Paper has 3 or more APA formatting errors. Or References have 3 or more APA errors. 3 or more areas in paper could have been condensed or written more concisely. 6 or more spelling or grammar errors.</p> <p>0 points</p>

Name:

Total Points _____ out of 40 Possible

Instructor Comments:

Appendix C

Participation and Professionalism in Nursing Capstone NURS 411/NURS 425

Professional Points (total of 40).

I. Prior to Capstone Clinical (0-10 points/_____))

1. Provide Capstone Instructor via email the following information:
 - Preceptor name, email, and unit phone contact (3 points)
2. Complete all pre-clinical required learning experiences (orientation modules, EPIC, HIPPA training,) that may need to be done. (5 points)
3. Completion of Skills List in Mentor Handbook (keep this in your handbook) (2 points)

Comments:

II. First Meeting with Clinical Preceptor(s) (0-5points/_____))

1. Provide Capstone Instructor with 2 possible dates for meeting with your preceptor and yourself prior to or during the first week of Clinical Capstone. Your instructor will let you know which time period is desired. If you have 2 preceptors, arrange for both to be present for this meeting.

Comments:

III. Midterm Evaluation (Due by mid to late March; 90 hrs) (0-5 points/_____))

1. Midterm evaluation is completed by student and preceptor(s) and placed in the instructors drop box by due date. (5= on time, 4=1 day late, 3=2 days late, 1=3 days late, 0=4 or more days late).

Comments:

IV. Final Evaluation (Due by April 24th) (0-5points/_____))

1. Provide the instructor with possible dates for meeting with your preceptor(s) and yourself 2 weeks prior to the end of your Capstone experience. If you have 2 preceptors, arrange for both of these preceptors to be present for this meeting. (3 points)
2. Completion of your Final Evaluation (5= on time, 4=1 day late, 3=2 days late, 1=3 days late, 0=4 or more days late).
3. Completion of your end of Semester Skill List when your book is turned in (2 points)

Comments:

V. Assignments (0-5points/_____))

1. All weekly assignments are turned into D2L on the required due date and time (2 points).
2. Initial and final completed Capstone presentations are turned into D2L by required date and time. (3 points; 3= on time, 2=1 day late, 1=2 days late, 0= > 2 days late)

Comments:

VI. Communication and Professional Conduct (0-10 points/_____))

1. The student maintains appropriate contact with the instructor and preceptor with all communication (written and verbal) = 3 points. The student assumes all responsibilities for one's own learning objectives and utilizes suggestions from the preceptor and faculty. = 2 points

Comments:

_____/40

Total Points

Appendix D

Weekly Clinical Summaries and Discussion Boards: (5/5=10 points per week; see rubrics Weekly Summary and Self-Reflection Discussion Posts)

Weekly Summaries

1. Goals for the Week:
 - Each week students are to write goals for their clinical in their “Weekly Clinical Summaries” for the coming week. These goals should be based on student reflections regarding program goals completed in NURS 408 and/or nursing skills identified on your self-assessment tool. An electronic template will be provided on the N411 D2L site for students to access for their weekly summary report.

 2. Significant Learning this Week:
 - Students will complete their goal for the week; describe significant learning opportunities that helped them meet this goal (program objective and skills). Students should identify leadership activities and list the hours separately. Please provide rich and relevant examples of all experiences.

 3. Self-Evaluation of Overall Clinical Performance
 - You are to evaluate yourself in your overall clinical performance per week in terms of the following in practice on the Weekly Summary Sheet provided on D2L.
-
- ✓ **AU (Autonomous):** You are able to plan, implement, and evaluate the majority of your nursing care/skills with very little guidance from the RN preceptor

 - ✓ **S (Satisfactory):** You need minimal guidance from the RN preceptor when planning, implementing, and evaluating nursing care/skills. You are making weekly progress to caring for a normal to slightly lower level of care that a new graduate would carry (in the number of patients or the acuity of patients).

 - ✓ **A (Assisted):** You require more than expected guidance from your RN preceptor in the planning, implementation, and evaluation of nursing care/skills. Your RN preceptor reports that you are requiring frequent supportive cues to complete your nursing care. You are caring for a normal to slightly lower level of care that a new graduate would carry (in the number of patients or the acuity of patients).

 - ✓ **D (Dependent):** You require many cues and assistance from the RN preceptor in planning, implementing, and evaluating nursing care/skills. Your RN preceptor is unable to designate tasks without being present or requires follow- up to make sure that the majority of tasks are completed.

- ✓ **(Observation):** This is an activity where you only observe and participate as indicated by the nurse educator or clinical RN. Generally this will be a leadership activity.

4. Share Goals and Self-Evaluation with Clinical RN/Mentor

- You are to share your weekly Clinical Summary Evaluation with your clinical preceptor(s) and seek feedback on your goals, learning experiences, medication practices, and overall ability to increase your unit involvement and/or of the care/numbers of patients per week. Prior to your Midterm Evaluation and Final Evaluations your preceptor will use these to evaluate your overall Clinical Performance.

NURS 411 Weekly Summary 5 points Per Week (Total 12 Weeks)				
CATEGORY	5	4	3	0
Self-Assessment of program outcome achievement	Makes thoughtful, insightful <u>in-depth analysis of all aspects of personal growth and gives specific and relevant examples of how clinical experiences have met weekly goals.</u> Provides adequate self-rating of overall clinical performance which is congruent with the RN preceptor's opinion. Submitted on time	Makes thoughtful analysis of all aspects of personal growth in meeting weekly goals providing sufficient but <u>less specific, relevant examples.</u> Provides adequate self-rating of overall clinical performance which is congruent with the RN preceptor's opinion. Submitted on time.	Makes <u>superficial analysis of most aspects of personal growth in meeting weekly goals</u> providing minimal examples or evidence. Self-evaluation of overall clinical performance is not congruent with the preceptors (this is to be discussed with the preceptor if not congruent) Submitted late <u>with prior</u> notification to instructor.	<u>Analysis suggests little self-awareness and superficial examples of meeting weekly goals.</u> Lack of adequate self-evaluation of overall clinical performance when compared with RN preceptor (this is to be discussed with the preceptor if not congruent). Submitted late <u>without prior</u> notification of instructor.
	No errors in spelling, grammar, usage, or mechanics. Sentences and paragraphs are well developed. Uses relevant information, facts, and examples.	Few errors in spelling, grammar, usage, or mechanics. Sentences and paragraphs are adequately developed. Uses relevant information, facts, and examples.	Some errors in spelling, grammar, usage, or mechanics. Sentences and paragraphs are poorly developed. Uses little information, few facts or examples	Multiple errors in spelling, grammar, usage, and mechanics. Sentences and paragraphs are poorly developed. Minimal or no relevant information, facts, or examples

Discussion Posts

1. Students will review the assigned weekly topic and will complete an entry that reflects the nature of the topic and include personal assessment and reflection.
2. Students will respond to at least one post from their fellow classmates each week.

NURS 411 Self-Reflection Discussion Post 5 points Per Week (Total 12 Weeks)				
CATEGORY	5	4	3	0
Self-Assessment/ Reflection and contribution to assigned topic	<p>Makes thoughtful, insightful <u>in-depth assessment and reflection of personal growth and gives specific and relevant examples of how clinical experiences contribute to the weekly topic.</u> Submitted on time Responds to at least 1 post from classmates</p> <p>No errors in spelling, grammar, usage, or mechanics. Sentences and paragraphs are well developed. Uses relevant information, facts, and examples.</p>	<p>Makes thoughtful assessment and reflection of personal growth providing <u>sufficient but less specific, relevant examples.</u> Submitted on time. Responds to at least 1 post from classmates</p> <p>Few errors in spelling, grammar, usage, or mechanics. Sentences and paragraphs are adequately developed. Uses relevant information, facts, and examples.</p>	<p>Makes <u>superficial assessment/reflection of most areas of personal growth and provides minimal examples.</u> <u>Submitted late, but with faculty approval.</u> No response post to a fellow classmate</p> <p>Some errors in spelling grammar, usage, or mechanics. Sentences and paragraphs are poorly developed. Uses little information, few facts or examples</p>	<p><u>Analysis suggests little self-awareness and superficial examples of assessment/reflection.</u> <u>Lack of adequate self-evaluation of</u> Submitted late without prior notification of instructor. No response post to a fellow classmate</p> <p>Multiple errors in spelling, grammar, usage, and mechanics. Sentences and paragraphs are poorly developed. Minimal or no relevant information, facts, or examples</p>

***Students should continue to complete and submit Weekly Summaries and Discussion Boards through week 12. If clinical hours are completed prior to week 12, students should discuss how they are progressing with their presentations and preparations for NCLEX.

Appendix E

Rubric for NURS 411 and NURS 425 Senior Capstone Presentations: Total Points 50

Student Name: _____

Faculty Name: _____

Total Points _____/50

Category	Points	Points	Points	Points
Content 30 points	30 points Clearly demonstrates achievement of selected program goal(s) <u>with rich, relevant examples from Capstone clinical experiences</u> . Succinctly describes how the program goals were achieved. Leadership project briefly described.	25 points Demonstrates achievement of selected program goal(s) with sufficient, relevant examples from Capstone clinical experiences. Lacks complete ability to succinctly describe how these goals were achieved but are organized in content delivery.	15 points Achievement of selected program goal(s) not clearly demonstrated; few relevant examples are given. Is unorganized in preparation of content.	10 points Selected program goal(s) achievement not supported by examples. Content and examples are unrelated to program goals. Poor organization of content
Presentation Preparation and Style 15 points	15 points <u>Student is completely prepared and has obviously rehearsed</u> ; stays within the time limit; uses technology that shows considerable work/creativity to enhance presentation; captures audience interest. <u>The need to utilize notes in presentation is very rare.</u>	10 points <u>Student is prepared and has rehearsed; but lacked adequate preparation to succinctly convey content /and or professionally utilize technology in a creative and interesting manner;;</u> stays within the time limit; captures audience interest. <u>Utilizes notes during some aspects of presentation</u>	5 points <u>Student is not well prepared and has poorly rehearsed as evident by poor knowledge of content and delivery of content or poor use of technology.</u> Does not stay within the time limit; or does not engage the audience. <u>Reads from notes for much of presentation.</u>	0 points <u>Student is not well prepared and has not rehearsed; does not stay within the time period; uses technology but it is lacking in appearance or poorly worded with misspellings.</u> Lacked audience interest and did not engage with the audience. <u>Reads from notes for all of presentation.</u>
Attire and Professionalism 5 points	5 points Business attire; very professional look. Stands up straight, looks relaxed, excellent eye contact, facial expressions/body language demonstrate strong interest and enthusiasm regarding the presented content	4 points Casual business attire; stands up straight, looks relaxed, good but not excellent eye contact; facial expressions and body language demonstrate good but not strong enthusiasm about the content	3 points Casual business attire but clothing in some way that is inappropriate for professional presentation, Little eye contact with audience. Body language does not demonstrate a good interest in content by slouching or turning away from the audience.	2 points General attire is not appropriate for a professional presentation. Slouches or does not look at audience during the presentation. No eye contact with audience.

Appendix F

Clinical Leadership Project (100 points-see rubric listed below)

You will do one of the following projects to do in your clinical setting or another community agency. Your mentor, clinical instructor and you will determine your clinical leadership project. It may be one of the following.

- 1) Teaching project within your clinical setting or community. Teaching projects may be on-line or in person.
- 2) Quality Improvement – Research information on evidence based practice or policies within you clinical setting or another community site. This may include drafting a policy for the agency.
- 3) Quality Improvement- Conduct chart audits or other types of audits related to quality improvement within you clinical setting

Clinical Instructors are expected to get the plan for the project, review any materials that the students may use in the project (unless they are proprietary) or presentation, and review the student evaluation of the project. If done at the clinical site the preceptor will judge whether the project was satisfactory or unsatisfactory. The clinical instructor does not need to be present for a teaching project.

The rubrics for each assignment follow. Students assigned to the same clinical agency may do the project in groups if the preceptors and faculty approve.

These projects are expected to take 10-15 hours of the clinical time.

Name _____ Date _____ Faculty _____ **10 POINTS**

Teaching Project Rubric

Competency: Teaching a Group

- Assess Group for a Learning Need.

Nursing Action:

- The student will assess a group to identify a Learning Need.

Evaluation/Situation:

- In a clinical assignment, the student will assess learning needs of a group in order to plan, implement and evaluate an educational program.

Achievement of this nursing competency is measured by:

- _____ Distinguishing one agency site for the assessment and program
- _____ Defining commonalities of the group
- _____ Preparing and implementing an assessment (5-10 questions) of learning
- OR
- _____ Analysis of information available at the agency
- _____ Selection of three learning objectives that are based on the assessment data.
 -
 -
 -
- _____ Submission of assessment tool, results and documentation of identified primary learning need to the instructor for review

****Please submit this rubric along with work completed to dropbox**

NURS 411/NURS 425 Teaching a Group Assess Group for a Learning Need- 10 pts					
Criteria	5	2	1	0	Student
Survey preparation and implementation	1. Assessment questions are clear with pertinent subject matter. Questions clearly assess what learning needs are. 2. If using agency information, thorough analysis of the information with specific direction on how the information will fit THE TEACHING project.	1. Assessment questions are vague and scattered; do not come up with clear learning needs. 2. Agency information included with generalized statements	1. Assessment is very vague with limited questions, and don't define what the learning needs are. 2. Agency information included without any analysis		
Selection of three learning needs	The three learning needs identified are reflected clearly from the assessment. The learning needs are specific and measurable.	The three learning needs are not clearly reflected from the survey. They are vague and difficult to measure.	Less than three learning needs identified. They reflect nothing of what the survey results demonstrated as needs.		

Name _____ Date _____ Faculty _____ 40 Points

Competency: Teaching a Group

Implement Teaching Plan.

Nursing Action:

The student will implement a Teaching Plan.

Evaluation/Situation:

- In a clinical assignment, the student will implement a teaching plan with a group in order to plan, implement and evaluate an educational program.

Achievement of this nursing competency is measured by:

1. _____ Demonstration of the use of various learning strategies (at least two) incorporated into the educational program
2. _____ Understanding of the Teaching Plan is demonstrated by the identified group of learners
3. _____ Integration of various learning strategies to facilitate development of rapport

**Please submit to Dropbox

NURS 411/NURS 425 Teaching a Group Making a Teaching Plan- 40 pts					
Criteria	5	2	1	0	Student
Learning Objectives	Three learning objectives derived from the assessment are clear, concise and pertinent	Three or less learning objectives derived from the assessment are ambiguous and don't apply to plan for presentation	Three or less objectives are developed that don't represent learning needs of the staff	No objectives developed	
Criteria	30	20	10	0	
Written Plan for presentation	Written plan for presentation is well organized, thorough, clear, has direction and focus. The plan is pertinent according to what the learning needs of the staff are.	Written plan for presentation is somewhat organized, has some direction and focus, with some good information.	Written plan for presentation is not well organized, lacks direction and focus, with some good information.	Written plan for presentation is not complete, is not pertinent to the learning needs, and information is not useful to the staff.	
Criteria	5	2	1	0	Student
Short term evaluation (such cues may include; case studies, solicitation of questions, role playing, answering questions, and open dialogue)	5 Short term evaluations are planned for THE TEACHING presentation.	3 Short-term evaluations are planned for THE TEACHING presentation.	Less than 2 short term evaluation are planned for THE TEACHING presentation	No short term evaluation is planned for the presentation.	

NURS 411/NURS 425 Teaching a Group Implement Teaching Plan- 20 pts					
Criteria	5	2	1	0	Student
Audio and visual learning experiences	3 various strategies are used in presentation	2 strategies are used in presentation	Utilization of audio presentation only	No presentation given	
Integration of interactive teaching strategies	Integration of 2 interactive teaching strategies utilized during THE TEACHING presentation	Integration of 1 interactive teaching strategy utilized during THE TEACHING presentation.	No interactive teaching strategies utilized during THE TEACHING presentation.	No presentation given	
Successful presentation	Presentation is well developed, cohesive and accurate. Student demonstrates confidence and thorough knowledge of subject matter.	Presentation is somewhat developed, somewhat cohesive and organized. Student demonstrates some nervousness, but is knowledgeable of subject matter	Presentation is not well developed, not well organized. Student is flustered, and doesn't appear to know subject matter.	No presentation given	
Professional dress and manner	Student is dressed professionally, appears confident, stands in front of the group, and has all materials well organized and prepared.	Student is dressed somewhat professionally, appears slightly nervous, and has materials somewhat organized and prepared.	Student is dressed inappropriately, is not organized or prepared for presentation.	No presentation given	

Name _____ Date _____ Faculty _____

30 points

Competency: Teaching a Group

Determine if Learning Need Has Been Met.

Nursing Action:

The student will evaluate the teaching project and learners to determine if Learning Needs have been met.

Evaluation/Situation:

- In a clinical assignment, the student will determine if a learning need has been met for a group in order to plan, implement and evaluate an educational program.

Achievement of this nursing ability is measured by:

1. _____ Analysis of written Plan of Study and implementation including strengths and weaknesses
2. _____ Implementation of a strategy to evaluate learning
3. _____ Successful acceptance of the assessment, plan, implementation and evaluation results by the instructor
4. _____ Post a final written summary of evaluation to D2L

** Please Submit to Dropbox

NURS 411/NURS 425				
Teaching a Group				
Determine if Learning Need Has Been Met- 30 pts				
Criteria	30	15	0	Student
Evaluation of learning experience	Presentation is followed by an evaluation tool that is clear and provides the student with good feedback on whether learning needs were met. Evaluation data of the post learning is included and analyzed in the final summary. A brief 1-2 page summary is submitted on D2L outlining the entire process and outcomes.	Presentation is not followed by an evaluation tool, or the evaluation tool does not determine whether learning needs were met.	No evaluation tool completed	

Sample Teaching Plan

Organization:

Population Group:

Subject Area:

Presentation Title:

Performance Objectives (Upon completion of this lesson, the student will be able to...):

Materials:

References:

Preparation (Identify techniques to be used to motivate participants explain the importance of the class, and communicate to participants the order of lesson presentation.):

Presentation strategies for each goal (Note topics to be presented, method that will be used to present material , items to be sure to remember in the presentation, and an explanation of the preparations for the application section of the lesson.):

Application (Identify activities to be used to engage participants in the use of the presented material.):

Potential Barriers to learning and how those will be addressed: age, space, noise level, health literacy

Evaluation (Explain how participants will be checked for their understanding of the presented material.):

Closure (What method of review will be used to complete the lesson?):

Appendix G

Vision

Education Nurse Leaders for the 21st Century

Mission

To educate caring nurse professionals committed to excellence who will serve the health needs of diverse communities throughout Minnesota and the Region

**St. Cloud State University
Department of Nursing Science
Spring 2017**

Course Title:	Nursing Leadership/Capstone Practicum for <u>Traditional RN Students AND RN-BS Student Program</u>
Course Number:	NURS 411 or NURS 425
Credits:	Six Credits: 270 total Clinical Hours
Pre-requisites:	NURS 401, 402, 403, 404, 405
Co-requisite:	NURS 408: Nursing Capstone Seminar: 1 credit; NURS 406
Class Day & Time:	Weekly communication on D2L and with clinical instructor 90 hours of Leadership activities- 40-60 hours doing leadership activities at clinical site (40hrs. minimum) 10-15 hours on leadership project (may or may not be at clinical site) 16-24 hours with a charge nurse at the clinical site 8 hours State Capitol visit (TBA) 4 hours LPN/RN Delegation/Supervision activity 8 hours Capstone Presentations and debriefing 180-Direct care precepted hours of Practicum Experience at assigned clinical site
Clinical Site:	See 'Learning Environment' below; South Africa Education Abroad Experience

Catalog Description: Final clinical immersion of core knowledge, professional standards and values to aid in transition into the professional nursing role. Observe and participate in nurse leader/manager activities in providing health care to clients.

Course Description: This final clinical immersion course provides students the opportunity to integrate and synthesize previously learned core knowledge, professional standards and values with core competencies in the development of and transition into the professional nursing role. Students select a clinical practice site from a variety of primary, secondary, or tertiary care settings throughout the region, and state. Students will work within interdisciplinary teams as a provider, designer/ manager/coordinator of care with individuals, families and/or communities in diverse settings, with diverse clients at various stages of health/harmony or disharmony. The student will have experience caring for groups of patients, and working with nurse leaders in a variety of roles.

Course Objectives: (Program Goals)

At completion of the program, graduates will be prepared to:

- I. Integrate theory and research-based knowledge and skill from the arts, sciences, humanities, informatics and genetics into professional nursing practice.

- II. Practice as a nurse leader in a culturally diverse, rapidly changing, global society, and engage in professional development to provide highest quality and safe patient care through quality improvement.
- III. Utilize critical thinking in the provision of holistic, evidence-based practice including integrative health that is culturally and ethnically sensitive and addresses the needs of individuals, families, groups, communities and populations in all stages of life. Utilize critical thinking skills in the development of leadership theories and application to nursing practice.
- IV. Integrate knowledge and skills in information management and patient care technology into nursing practice including leadership activities.
- V. Examine healthcare policy, including financial and regulatory environments, and be able to influence the delivery of high quality and safe patient-centered care.
- VI. Communicate and collaborate with inter-professional teams in the design, management and provision of safe, evidence based, and patient- centered care.
- VII. Contribute to improvements in individual and population health through health promotion and disease prevention including the rural and underserved communities.
- VIII. Integrate professional values of altruism, autonomy, human dignity, integrity and social justice into a personal philosophy of nursing practice with caring at the core

Teaching/Learning Practices: A clinical immersion with guidance and supervision from clinical RN, Desire2Learn discussions, self-assessment through multiple assignments, written paper, and campus/community presentation. An opportunity to observe leadership in action and integrate nurse leader/manager theory into practice.

Learning Environment: Diverse primary, secondary, and tertiary clinical sites in the region, state, and international (South Africa—Nelson Mandela Metropolitan University).

Clinical Practicum experiences: All students will be on-site for clinical experiences of 35-40 hours per week from February 3rd- April 24th, 2015. Students will make arrangements with clinical RN's (preceptors) for orientation, scheduling, and learning about each clinical facility. Students will work with nurse educators and others during this time to get 40 hours minimum of leadership activities.

Evaluation Methods:

- 10. Professional Nurse Interview Paper: 40 points (Appendix C)
- 11. Nursing Perspectives Presentation in South Africa: 20 points (TBD after March 2015 visit)
- 12. Participation and Professionalism in Practice: 40 points (Appendix D)
- 13. Weekly D2L Discussions/Summaries: 120 points (10 points/ 12 weeks) (Appendix E)
- 14. Capstone Skills List: Required (Satisfactory/Unsatisfactory)
- 15. Midterm/Final Clinical Evaluation: Required (Satisfactory/Unsatisfactory)
- 16. Capstone and Leadership Final Presentation at SCSU: 50 points (Appendix F)

17. Leadership Project (Can be Stateside or South African focused): 100 points (Appendix G)
18. Campinha-Bacote Model of Cultural Competence pre and post Evaluation: 20 points**

Required Reading:

Self-selected readings from professional journals and health resources on the World Wide Web.

American Nurses Association (2010). *Nursing: Scope & standards of practice*. Washington

D.C.: nursesbooks.org

Yoder-Wise, Patricia S., Ed. *Leading and Managing in Nursing*. 5th ed. St. Louis, Mosby, 2010

Grading Scale: Grades are assigned according to the following grading scale:

A+ = 98 - 100%	A = 94 - 97%	A- = 91 - 93%
B+ = 88 - 90%	B = 84 - 87%	B- = 81 - 83%
C+ = 78 - 80%	C = 77 %	C- = 73 - 76%
D+ = 70 - 72%	D = 67 - 69%	D- = 64 - 66 %
F = 63% or below		

A minimum grade of C (77%) is required in NURS 406, NURS 408 and NURS 411 in order to graduate.

There is no rounding up of the percentage to the next grade.

This includes all nursing courses and course assignments (quizzes, exams, all assignments and final course grades). **No extra credit assignments or points.**

Clinical Syllabus Policies

Attendance and Tardiness Policy

Attendance is required. Any unexcused absences (may) will result in potential course failure.

Due to this being a Leadership/Capstone Course, all hours must be made up prior to the final Clinical day (April 24th, 2015) in order to complete the clinical hours required of the course.

Excused absences:

It is responsibility of the student to arrange anticipated absences in advance with the course faculty **prior** to the day of absence and provide appropriate documentation in a timely fashion.

Examples of excused absences may include documented illness and injury, court ordered appearances, religious occurrences, and death in immediate family. *Recurrent excused absences:*

Recurrent absences (defined as 10% or greater of the course) whether excused or unexcused may result in loss of points and potential for course failure.

Tardiness

Students are required to arrive on time. Tardiness is a criterion for professional behavior and any tardiness that is reported to be a concern may result in course failure.

Absence of clinical experiences:

Clinical make-ups may be scheduled at the discretion of the course coordinator, clinical faculty, and agency schedule. In the event of illness or emergency, the student must personally notify that instructor/clinical site **prior** to the assigned clinical time.

If considerable time (defined as 10% or greater of the course) is lost in the clinical course, the course coordinator and clinical faculty will determine if the student has had essential learning experiences, if course outcomes have been met, and if a plan can be devised to make up deficiencies.

Requirements for a successful progression to completion of the NURS 411 and NURS 425 Clinical Course

Successful completion of all clinical courses in the nursing major includes two components.

1. Satisfactory academics performance and,
2. Demonstrate appropriate professional behaviors.

Satisfactory academic performance in all clinical assignments will not guarantee progression or a passing grade in the course. **Unsatisfactory evaluation in one or more areas of professional behaviors on the clinical evaluation tool may result in immediate failure of the course depending on the severity of the issue. These professional behaviors are described in detail in the SCSU Department of Nursing Science Student Handbook Code of Conduct and the SCSU 2015-2015 Student Handbook. Students will be held responsible for these policies and procedures.** Failure in clinical performance (see daily evaluation tool) will result in a grade of C- or below, regardless of points awarded through assignments (academic performance).

Disabilities:

If you have a documented disability and wish to discuss academic accommodations, please contact SCSU Student Disability Services at 308-4080 as soon as possible. If you wish to discuss accommodations recommended by Student Disability Services, please see instructor.

Format for written citations. Papers must be typed, following the latest edition of the American Psychological Association (APA) format. Be certain to cite all references appropriately, according to APA, to avoid potential plagiarism.

Desire 2 Learn (D2L) and HuskyNet Email:

HuskyNet Email and D2L are recognized as the official communication channels for all students at St Cloud State University. It is the responsibility of the students to:

- Activate their HuskyNet Email accounts once they are available to them.
- Receive, read, and act in timely manner upon communication distributed through HuskyNet Email and D2L.

Failure to read HuskyNet Email and D2L communication in a timely manner (except in SCSU system downtime) does not release the student from obligation of knowing and complying with its content.

Academic Dishonesty and Plagiarism -Academic dishonesty (cheating and/or plagiarism) as defined in the SCSU Student policies, violates the Code of Student Conduct and may result in a "F" on the work involved or in the course. Cheating not only violates the Code of Student Conduct, but also may be grounds for probation, suspension, and/or expulsion.