**Nursing 455 Concepts in Nursing Practice**

**Spring 2024**

NOTE: Syllabus subject to change per instructor discretion

*"The major reason for setting a goal is for what it makes of you to accomplish it. What it makes of you will always be the far greater value than what you get." ~ Jim Rohn*

**Instructor: Dr. Lorraine Zoromski**

**Office:**  Sci D141

**Office Hours:** By appointment

**Phone:** (715) 551-2661

**E-mail:** Lorraine.zoromski@uwsp.edu

**Course Meeting Time/Location:**

* **ZOOM Class: There will be a live ZOOM class on January 22nd at 10:00am from 10:00-11:50am. Look for the ZOOM link in Canvas. The first week of school, there will be a ZOOM class to discuss the course, answer questions and prepare you for your project.**
* **There will be 3 student/instructor meetings that will occur throughout the semester during designated weeks. These meetings can be via ZOOM, phone, or through email but this method is not encouraged and only as a last resort. These instructor/student meetings will be discussions about progress on the project and time to ensure the student is meeting expectations. Appointments will be set up during these designated weeks for these meetings.**   These are listed as “To-Do” items in your course calendar and the ungraded assignment will be to write the days/times you are available to meet.

**Course Description:**

Experiential learning in community settings applying theory, research, critical thinking and reasoning using tools of reflection, writing, and discussion. (3 credits)

**Prerequisites:**

Major in Nursing, NURS 454, RN licensure

**Recommended Course materials:**

Nies, M. A., & McEwen, M. (2022). *Community/public health nursing: Promoting the health of populations* (5th ed.). St. Louis: Saunders/Elsevier.ISBN 978-1-4377-0860-8

\*NOTE: This is the same text used in NURS 454 Community Health Nursing

May need access to all nursing core texts.

***Needed Software package for clinical placement and other requirements***

***\*\*ViewPoint- Access for health and other agency requirements such as student liability insurance (Possible expense $100.00+) Failure to complete the ViewPoint requirements will prevent you from starting your capstone course. Remember, these requirements are from the healthcare agencies that we place students in, not UWSP requirements. We have to collect and maintain these documents and the agencies audit UWSP to ensure student documents are on file. In addition, in recent semesters the clinical sites are expecting students to download their own clinical placement software and complete needed training. These costs have been $39.50+. There is no way around these requirements to be placed at a hospital. Please know that you may need to log-in to this new site, register and pay, and then complete multiple attestation forms, checklists, training modules with quizzes, etc. This site also may require information that you have already submitted to ViewPoint. Unfortunately, UWSP is required to keep these records as well per our affiliation agreements and the hospital’s expectations of us.***

**Course Learning Outcomes:**

Following completion of NURS 455, students will be able to:

1. Identify issues and factors that impact individual and population health based on knowledge and information.
2. Apply clinical reasoning skills and optimize use of resources to develop and implement interventions that improve health or prevent debility.
3. Evaluate their role within the inter-professional health team in service learning.
4. Practice communication skills, professionalism, and leadership behaviors.
5. Recognize the impact of diversity, values and ethics, and socioeconomic and political dimensions in the delivery of care to communities and populations.
6. Describe personal areas of self-learning, resources and skills development needed to make a successful transition as a baccalaureate prepared nurse.
7. Complete a capstone project that integrates knowledge, skills, and experiences related to RN to BSN program outcomes.

**Course Format:**

This is a practicum course, meaning most of the requirements of the course are based on planned experiences and project work in the field. There will be 120 hours of clinical time expected in this course. These hours will be tracked, documented, and signed off by the preceptor every week of activity unless otherwise directed. These tracking forms will be turned in to the instructor remotely following the calendar schedule. Some of the 120 hours may be taken to research the topic and prepare materials. These hours also need to be documented on the clinical log tracking form; however, the preceptor will still be required to initial these activities. I will allow 20 of the hours to be dedicated toward writing the capstone paper, finding sources for your literature review, and preparing your presentation.

If the hours are not completed by the end of the semester, an incomplete grade will be given, and the student may continue with the project until hours requirement is met. The presentation will be on the project progress up until the point that they are currently at.

The project selected for the clinical site should follow the guidelines below:

**Students will undertake meaningful projects or activities with a project-based emphasis that have identified objectives and outcomes set by the instructor, preceptor, and student. Initial project design may emanate from faculty-community partnerships but may originate from student-led initiatives typically based in their work settings- but not on a unit where they are directly employed. The project will be conducted under the supervision of a Baccalaureate degree or higher preceptor in the clinical setting and in collaboration with the interdisciplinary team.**

**All Capstone projects will have a patient impact that will be measured by the student. This patient contact must promote the objective of improving patient care and/or improving patient outcomes. The student must have a mechanism to evaluate the impact of their project on patient care or outcomes and this will be reported in the Final Capstone paper.**

Some possible project ideas:

1. Work with an inter-professional team member to fulfill a community project of need.
2. Research common health ailments with a particular population and develop an action plan to work to improve the outcomes for these patients.
3. Work with a quality committee on improving an area of nursing practice that impacts patient care/outcomes.
4. Work with a nurse educator to assess the learning needs of nurses on a particular unit. Any education project must impact patient care/outcomes. This can include an educational session and present to this group.
5. Work within the community to assess population health and connect with public health officials to work on an action plan that addresses a community health problem.
6. The sky’s the limit. Present your idea to your instructor and preceptor to acquire approval before beginning your project.

Students will undertake meaningful projects or activities with a service learning emphasis that have identified objectives and outcomes . Initial project design will emanate from faculty-community partnerships but may originate from student-lead initiatives typically based in their work settings. The project will be conducted under the supervision of a preceptor in the clinical setting and in collaboration with the interdisciplinary team.Students will undertake meaningful projects or activities with a service learning emphasis that have identified objectives and outcomes . Initial project design will emanate from faculty-community partnerships but may originate from student-lead initiatives typically based in their work settings. The project will be conducted under the supervision of a preceptor in the clinical setting and in collaboration with the interdisciplinary team.

The class will meet at times as determined by the instructor using a variety of formats and technology including face-to-face, discussion boards, distance conferences and online meetings and communications. Students will work with identified preceptors in health settings and members of the inter-professional health care team in the accomplishment of projects.

All course-related materials are located on Canvas. Students must have computer and internet access. Only campus email addresses will be used.

**Course Calendar:** Please refer to separate Course Calendar for the schedule of meetings, activities, and assignment deadlines.

**Course Grade:**

|  |  |
| --- | --- |
| **Assignment/Activity** | **Percentage** |
| Systematic capstone paper | 30% |
| Participation in instructor/student meetings | 5% |
| Seminar (5%) and capstone evaluation (5%) | 10% |
| Discussion boards | 20% |
| Final Presentation of project | 20% |
| Drafts of the Capstone Paper | 15% |
| **Total** | **100%** |

**Grading Scale:**

A 94-100

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 64-66

F <64

**Assignment Descriptions**

**Papers submitted may be used as anonymous examples with instructor discretion.**

**Seminar (10%) & Capstone Evaluation (5%):** Preceptor will complete a mid-point and final evaluation of the student that will be considered in the final grade for the capstone evaluation (Competency Evaluation). Also, the Seminar portion (10%) will be for the completion of the full 120 hours with submitted logs which will count as the seminar grade. If there are concerns with your preceptor, it is the student’s responsibility to bring these concerns forward to the instructor as soon as possible. Every effort will be made to rectify the situation so that the project can be completed, or another preceptor secured. If the preceptor is reporting that work isn’t being completed, or there are other professional issues affecting the completion of the capstone project, the Competency Evaluation grade and the Seminar grade will be negatively impacted.

**Instructor/student meetings (Participation) (5%):** There will be two meetings between the instructor/student throughout the project. The purpose of these meetings is to determine progress, answer questions, problem solve, etc. It is up to the student to reach out to the instructor to schedule these meetings (Canvas assignment link). The instructor will post reminders in Canvas, but the student needs to respond in a timely manner and offer suggestions for dates and times to meet. These meetings will be via phone, skype or email (not encouraged). See the calendar for weeks that these meetings will occur. If the student is hard to reach, or not reaching out during those weeks, there will be deductions in this part of the grade.

**Capstone project paper (30%):** Studentswill create a comprehensive paper based on their project assignment. The paper will be completed in phases from the introduction to conclusions and recommendations. See separate rubric, posted in Canvas

**Capstone Project Presentation (20%):** Students will create an engaging and encompassing Prezi or Powerpoint recorded presentation to discuss and present to peers. See “Presentation Rubric”

**Discussion boards (20%):** The Discussion Boards (3) will be worth 6.6% each. Please see Discussion Board document in Canvas.

**Drafts of Capstone Paper (15%):** The Capstone paper will be turned in at varying intervals to acquire feedback on the components of the capstone paper. In order to acquire full points for each draft, there needs to be sufficient evidence that the draft was performed to the best of your ability and with sufficient depth related to your topic. All feedback must be corrected prior to submitting the next draft. The instructor will not give additional feedback on parts of the paper that had been turned in previously. These drafts are very important to provide a framework for your project, but to also help you with your professional writing skills. If you turn in your drafts late, you will lose the 10 points-unless there are unforeseen circumstances that the instructor is aware of in advance. However, if the draft document is turned in late, the instructor may or may not give you feedback on the draft.

**Guidelines for the Precepted Capstone experience**

Identifying a qualified preceptor will be one of the most important tasks of the clinical experience. Criteria for the selection of a qualified preceptor should include educational preparation, experience in nursing practice, avoidance of a direct working relationship with student, and commitment and a willing attitude to work with you as a student. Criteria are as follows:

1. Educational background: Baccalaureate preparation is required. The student may also work with Advanced Nursing Practice RN’s , and others with instructor approval.
2. Experience: A minimum of two (2) years of full-time practice experience is required.
3. Recommendations: A recommendation from a nursing administrative person is recommended, but not required.
4. Acceptance of the Assignment: The preceptor has been asked, and is willing, to assume the responsibilities to work with the student and fulfill all of the expectations required. This person cannot be a direct peer on the same unit the student is employed.
5. Selection Method: The preceptor may be selected for the student in intra-professional activities. Otherwise, it is preferred for the student to lead the process in finding a preceptor that works for them. Once this preceptor is identified, the preceptor will be approved by the instructor. The instructor will work with the UWSP Administrative office to assist the student in the placement at the agency identified. The student is responsible to submit all materials for the medical clearance at the identified agency.

**Responsibilities for Students, Preceptors and Instructors in the Precepted Capstone Experience**

**Students Responsibilities**

1. Identify a preceptor that has an interest and is knowledgeable about the project the students will want to complete.
2. Communicate frequently with instructor to attain approval of preceptor and project.
3. Complete all Health/other agency requirements as indicated and on time. This may incur expenses exceeding $100.00 for **Viewpoint** uploading-even if you are employed with the facility that you are doing your capstone with. There may be other requirements that are expected that may cause additional expenses-such as professional liability insurance, titers, etc.
4. Participate responsibly for the 120 hours in the clinical experiences available at the site.
5. Use the course objectives as a guideline for the learning experiences
6. Be present on time at the clinical site on the assigned days. If a date change is needed, make sure this is communicated early with the preceptor.
7. Work under the supervision of the assigned preceptor at all times.
8. Present yourself professionally at all times. Follow the dress code of the unit per their policy and communicate professionally at all times.
9. Attend all necessary classes which require face to face attendance.
10. Complete all clinical logs as well as clinical evaluations as scheduled.
11. Provide feedback to the instructor regarding the clinical experience and notify the instructor of any concerns immediately.

**Preceptor Responsibilities**

1. Participate in the learning needs of the students and assist them in identifying an appropriate project for their capstone. The project must have an element of direct patient contact that meets the project goals.
2. Communicate with the instructor as necessary regarding the performance of the student/s.
3. Function as a professional role model in the designated clinical area for the student and provide a climate of learning and acceptance.
4. Assist the student with communication with the agency and facilitate the student’s professional socialization into the new role and with other staff.
5. Provide direct on-site supervision of the student as necessary knowing much of the 120 hours may be independent student learning activities.
6. Approve of all student hours logged on the clinical hours tracking form. Notify the student and instructor of any concerns.
7. Work with the student and instructor in the progression of the capstone project to the end of the 120 hours in order to meet course objectives. If the project is not complete, validate the rationale as to why with the instructor.
8. Delegate acts within the scope of practice to the student provided that:
   1. Activities are commensurate with educational preparation and demonstrated abilities of the student
   2. Direction and assistance are provided to the student
   3. Student activities are observed and monitored
   4. Effectiveness of acts performed by the student are evaluated
   5. Student charting is co-signed.
9. Assist student to increase proficiency in previously learned skills and activities
10. Review student performance with the instructor at the end of the experience using evaluation form provided
11. Arrange a substitute preceptor if unable to work during any of the time the student is on-site if needed. Provide the substitute with any paperwork necessary so that they are prepared to work effectively with the student on their capstone project.
12. Do not count the student toward staffing numbers on the unit as this experience is intended for the capstone project only.
13. Assist the student in acquiring opportunities at the clinical site for attainment of course objectives

**Instructor Responsibilities**

1. Responsible for the overall coordination of the students learning experience; evaluation of the student achieving the course objectives and the course grade and orienting the preceptors to the N455 capstone course and their role in the completion of the course objectives.
2. Conduct an orientation to the course, clinical objectives, assignments and evaluation methodology for the course. The instructor must ensure that the student is participating in direct patient contact in some form to meet their project goals.
3. Develop a schedule of clinical hours with preceptor and student if needed
4. Provide ongoing assistance and guidance to the student regarding course requirement, planning and achieving course objectives
5. Assist and collaborate with the preceptor and student by:
   1. Helping to identify learning experiences needed for the individual student as needed
   2. Contacting preceptor to discuss student progress
   3. Being available by email or phone for consultation
   4. Being a resource and support person to the agency
6. Review student assignment in relation to achieving course objectives in determining final grade
7. Obtain input from preceptor and student regarding course objectives in determining final grade
8. Obtain feedback from preceptor and student regarding clinical experience
9. Be an available resource for consultation as needed.

**Other Policies and Information**

**Expected Instructor Response Times**

* + I will attempt to respond to student emails within 24 hours. If you have not received a reply from me within 24 hours, please resend your email.
  + I will attempt to reply to and assess student discussion posts within 48 hours (about 2 days) of discussions closing.
  + I will grade written work within 72 hours, but longer written assignments may take me longer to read and assess.

**Communicate with your Instructor**

If you find you have trouble keeping up with assignments or other aspects of the course, tell your instructor as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

**Student Expectations**

In this course you will be expected to complete the following types of tasks.

* communicate via email
* complete basic internet searches
* download and upload documents to the LMS
* read documents online
* view online videos
* participate in online discussions
* complete quizzes/tests online
* upload documents to Canvas to submit an assignment
* participate in synchronous online discussions

**Technology**

**Artificial Intelligence Policy**

One goal of this course is for you to work on developing the discipline-specific writing skills that you will need to be successful as a professional in this field. I want to acknowledge that recent buzz about ChatGPT and other generative AI tools poses some interesting questions about the need for developing these skills, and how such tools can be used in higher education. Given that this technology is still in its infancy and that my goal is for you to develop your skills as writers, the unauthorized use of ChatGPT or other AI writing tools is not permitted in this course. Students found to be using such tools will be considered as engaging in conduct aimed at making false representations of a student’s academic performance and will be subject to disciplinary action as defined in the [UWSP Academic Misconduct Policies](https://www3.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf).

**Canvas Support**

UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users.

Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs.

*All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.*

Self-train on Canvas through the [Self-enrolling/paced Canvas training course](https://uws.instructure.com/enroll/FNRAL8)

**Course Technology Requirements**

* View this website to see [minimum recommended computer and internet configurations for Canvas](https://community.canvaslms.com/docs/DOC-10721).
* You will also need access to the following tools to participate in this course.
* webcam
* microphone
* printer
* a stable internet connection (don't rely on cellular)

**Protecting your Data and Privacy**

UW-System approved tools meet security, privacy, and data protection standards. IT provides a [list of UWSP approved tools](https://www.wisconsin.edu/dle/external-application-integration-requests/).

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.

* Use different usernames and passwords for each service you use
* Do not use your UWSP username and password for any other services
* Use secure versions of websites whenever possible (HTTPS instead of HTTP)
* Have updated antivirus software installed on your devices

**Technology Support**

* Participate in the [Tech Essentials for Student Success (TESS)](https://www3.uwsp.edu/tlc/Pages/TechEssentials.aspx) program.
* Seek assistance from the [IT Service Desk](https://www.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (Formerly HELP Desk)
  + IT Service Desk Phone: 715-346-4357 (HELP)
  + IT Service Desk Email: [techhelp@uwsp.edu](mailto:techhelp@uwsp.edu)

**Student Support Resources**

[**Academic and Career Advising Center (ACAC)**](https://www3.uwsp.edu/ACAC/Pages/default.aspx)

209 Collins Classroom Center (CCC)

1801 4th Ave.

Stevens Point, WI 54481

715-346-3226

[acac@uwsp.edu](mailto:acac@uwsp.edu)

[**Counseling Center**](https://www3.uwsp.edu/counseling/Pages/default.aspx)

Delzell Hall

910 Fremont Street

Stevens Point, WI 54481

715-346-3553

[counsel@uwsp.edu](mailto:counsel@uwsp.edu)

**Mental Health Resources for Students**

[**Mantra Health**](https://app.mantrahealth.com/register)

Teletherapy & Telepsychiatry

* Diverse therapists
* After-hours availability
* Medication evaluations & prescriptions

[**You@UWSP**](https://you.uwsp.edu/)

Self-help & Well-being Platform

**Didi Hirsch Mental Health Services**

24/7 M​​ental Health Support​:

* ​​Call or text:  888-531-2142
* [Start a chat session​](https://na0messaging.icarol.com/ConsumerRegistration.aspx?org=2036&pid=813&cc=en-US)
* Crisis care available

[**Dean of Students Office**](https://www3.uwsp.edu/dos/Pages/default.aspx)

2100 Main Street

Old Main, Room 212

Stevens Point, WI 54481-3897

Phone: 715-346-2611

[DOS@uwsp.edu](mailto:DOS@uwsp.edu)

**\*Equal Access and Disability Accommodations**

If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center](https://www.uwsp.edu/disability-resource-center/) (DRC).  The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University’s legal obligations.  Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports.  Accommodation is rarely applied retroactively so it is vital that students make timely requests.

Please let me know if you have questions.  The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and [drc@uwsp.edu](mailto:drc@uwsp.edu).

[**Student Health Service**](https://www3.uwsp.edu/stuhealth/Pages/default.aspx)

Delzell Hall

910 Fremont St

Stevens Point, WI 54481

715-346-4646

[**Tutoring-Learning Center**](https://www3.uwsp.edu/tlc/Pages/default.aspx) **(TLC)**

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four tutoring services:

* Academic Coaching: Build skills in studying, time management, test-taking, online learning, and more.
* Course Content: Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, World Languages, and more.
* Reading/Writing: Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more.
* Tech Essentials: Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and zoom.

To make an appointment, students can self-schedule using Navigate, contact us at [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu) or 715-346-3568, or stop into CCC 234.

[**Stevens Point Campus**](https://www3.uwsp.edu/tlc/Pages/default.aspx) **Tutoring-Learning Center**

234 Collins Classroom Center (CCC)

1801 4th Ave.

Stevens Point, WI 54481

715-346-3568

[tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu)

[**Marshfield Campus**](https://www3.uwsp.edu/marshfield/academics/Pages/success-center.aspx) **Tutoring-Learning Center**

Library

2000 W. 5th Street

Marshfield, WI 54449

715-898-6036

[roleary@uwsp.edu](mailto:roleary@uwsp.edu)

[**Wausau Campus**](https://www3.uwsp.edu/wausau/tlc/Pages/default.aspx) **Tutoring-Learning Center**

Library

518 S. 7th Ave

Wausau, WI 54401

715-261-6148

[lorandal@uwsp.edu](mailto:lorandal@uwsp.edu)

**Additional UWSP Policies**

**Absences due to Military Service**

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) [weeks](https://www.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible for providing reasonable accommodation or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](https://www.uwsp.edu/finaid/veteran-services/Pages/Call-Up-Guidelines.aspx).

**Academic Integrity**

At UW-Stevens Point and, in all courses, we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution’s policies ([UWSP Chapter 14](https://www3.uwsp.edu/dos/Documents/UWSP14-Final2019.pdf)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing greater academic consequences.

*If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact your instructor as soon as possible.* By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UW-Stevens Point are both meaningful and genuine.

**Clery Act**

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](https://www.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](https://www.uwsp.edu/dos/clery/Pages/default.aspx) page.

**Commit to Integrity**

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

**Confidentiality**

Learning requires risk-taking and sharing ideas. Please keep your classmates’ ideas and experiences confidential outside the classroom unless permission has been granted to share them.

**Copyright infringement**

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](http://libraryguides.uwsp.edu/copyright?hs=a).

**Dropping UWSP Courses**

It is the student’s responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](https://www.uwsp.edu/regrec/Pages/calendars.aspx) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student’s family.

**Drug Free Schools and Communities Act**

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances.[Center for Prevention – DFSCA](https://www.uwsp.edu/dos/aoda-ipv/Pages/dfsca.aspx)

**Emergency Procedures**

* In the event of a **medical emergency call 9-1-1** or use campus phone [list location in room or nearest your classroom]. Offer assistance if trained and willing to do so. Guide emergency responders to victims.
* In the event of **a tornado warning**, **proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. Emergency management provides [floor plans showing severe weather shelters on campus](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx). Avoid wide-span structures (gyms, pools or large classrooms).
* In the event of **a fire alarm**, **evacuate the building** in a calm manner. Meet at [state logical location to meet 200 yards away from building]. Notify instructor or emergency response personnel of any missing individuals.
* **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.
* See [UW-Stevens Point Emergency Procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.

**FERPA**

The [Family Educational Rights and Privacy Act](https://www.uwsp.edu/regrec/Pages/ferpa.aspx) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student’s education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities.  Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor’s express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

**Inclusivity Statement**

([Examples found here](https://www.brown.edu/about/administration/sheridan-center/sites/brown.edu.about.administration.sheridan-center/files/uploads/InclusiveSyllabusStatements_4_1_17.pdf). Sample below from Lynn Hernandez, Brown University)

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it, please visit [the Dean of Students – Bias/Hate Incident Reporting website](https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx). You may also contact the Dean of Students' office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

**Netiquette Guidelines**

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

* Do not dominate any discussion.
* Give other students the opportunity to join in the discussion.
* Do not use offensive language. Present ideas appropriately.
* Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
* Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
* Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
* Never make fun of someone’s ability to read or write.
* Share tips with other students.
* Keep an “open mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
* Think and edit before you push the “Send” button.
* Do not hesitate to ask for feedback.
* Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). [*Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching](http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm), 6(1).

Shea, V. (1994). [Netiquette. Albion.com](http://www.albion.com/netiquette/book/).

**Religious Beliefs Accommodation**

It is UW System policy ([UWS 22](https://docs.legis.wisconsin.gov/code/admin_code/uws/22)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

* There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
* You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
* Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
* Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
* You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

**Title IX**

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](https://www.uwsp.edu/DOS/sexualassault) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page.](https://www.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

**Concepts in Nursing Practice N455**

**Capstone Course Expectations for the Global Education Service- Learning Option**

Some students may elect to attend a Global Service- Learning experience through an International Travel program or Global Education initiative through another educational entity. These would be trips where the student goes with a group of nursing students to a healthcare site that has a need. There is a Nursing faculty instructor that is the leader of these trips and guides the experience for the students. These experiences may count towards fulfilling a large portion of the time and credit for this capstone course to graduate from the RN to BSN program at UWSP. There are some criteria that must be met for these Service-Learning Experiences to count and other expectations that will be required.

1. The Service- learning program or course must be at least a minimum of 80 hours including time on the site and any preparatory meetings and work required to attend this activity.
2. The Service- Learning program must be led by a Master’s (minimum a Master’s in Nursing) or Doctoral prepared instructor with an emphasis on nursing practice at the BSN level.
3. A copy of the course syllabus, or Service- Learning program guide, must be given to the N455 capstone instructor for review and approval for course credit. In addition, the Associate Dean of CPS may have to approve the Global Service- Learning Program.
4. The Service- Learning program must have a patient care focus whether it is in a hospital, clinic or community-based setting. Any other format must acquire approval before it would count towards credit.
5. The Service Learning must be through a Nursing program where the Course Objectives of this course, or the Program Outcomes in the BSN completion program, will be the primary focus of the Service Learning.

**N455 Course Objectives:**

1. Identify issues and factors that impact individual and population health based on knowledge and information.
2. Apply clinical reasoning skills and optimize use of resources to develop and implement interventions that improve health or prevent debility.
3. Evaluate their role within the inter-professional health team in service learning.
4. Practice communication skills, professionalism, and leadership behaviors.
5. Recognize the impact of diversity, values and ethics, and socioeconomic and political dimensions in the delivery of care to communities and populations.
6. Describe personal areas of self-learning, resources and skills development needed to make a successful transition as a baccalaureate prepared nurse.
7. Complete a capstone project that integrates knowledge, skills, and experience related to student learning outcomes related to nursing.

**Program Outcomes:**

1. Integrate the knowledge from liberal education as a basis for decision-making and nursing practice
2. Apply knowledge and skills in leadership, quality improvement, and patient safety that support high quality nursing practice.
3. Apply the principles of research in evaluating scientific studies to support the practice of evidence-based nursing.
4. Utilize technology to evaluate information to support the practice of quality patient care.
5. Connect knowledge of the economic, political, and social environment to health care and its impact on professional nursing practice
6. Demonstrate the integration of inter-professional communication and collaborative skills to optimize patient care.
7. Assess the community/population using the principles of public health determining approaches that support health promotion and prevention for individuals, families and the community.
8. Demonstrate professionalism incorporating understanding of diversity, values, and ethics in the professional practice of nursing.
9. Demonstrate synthesis of previous and new knowledge through completion of practicum in nursing setting that incorporates inter-professional communication skills, professionalism, leadership and clinical reasoning skills.
10. A global experience that meets the above requirements serve as the capstone. Student’s participating in a global experience will not be required to write a paper, in lieu of the paper the following requirements will apply:
    1. Acquire an evaluation of the student’s work as it related to the global Service-Learning project and present to the instructor of N455.
    2. The student must develop a poster presentation, or verbal presentation, of their experience using the assignment requirements for this course and present to their classmates and other students in the RN to BSN program following this course’s requirements for the poster presentation.
    3. The student must submit their poster/verbal presentation slides to the Canvas Assignment link in the course, or instructor email, for evaluation by the instructor.
    4. The poster/verbal presentation must be at the acceptable level according to the poster presentation guidelines and grading expectations outlined in the course syllabus and in Canvas.
    5. The student must complete two reflection papers. The first will reflect the Global experience and how this experience met the outcomes of the RN to BSN program. The second reflection will reflect the entire program and how they met the program outcomes throughout the program.
    6. The student must complete a final evaluation of the program and of the Global experience.

**When the work is completed above with all expectations met, then credit will be given for this 3-credit capstone course.**