

**Nursing 455 Concepts in Nursing Practice  
Spring 2018**

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*

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**Course Meeting Time/Location:** Science Building D214

**Face to Face Classes:** 1/31, 2/21, 3/21 & 5/2 **Attendance is mandatory. The 3/21 class may be individual meetings with students regarding their project.**

**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

**Course materials:**

Public health nursing: Scope and standards of practice (2006). American Nurses Association: author  
ISBN-13: 978-1558102460

Nies, M. A., & McEwen, M. (2011). *Community/public health nursing: Promoting the health of populations* (5<sup>th</sup> ed.). St. Louis: Saunders/Elsevier. ISBN 978-1-4377-0860-8

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

**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 experience related to student learning outcomes related to nursing.

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

“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 but not on a unit where they are directly employed. The project will be conducted under the supervision of a BSN or higher preceptor in the clinical setting and in collaboration with the interdisciplinary team.”  
Some possible ideas:

1. Research and implement a nurse-focused training related to a new piece of equipment, new procedure, new policy, or activity that directly relates to activities that nurses must do and there is an identified concern with the current state.
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.
4. Work with a nurse educator to assess the learning needs of nurses on a particular unit. Develop 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.
6. The sky’s the limit. Present your idea to your instructor and preceptor to acquire approval before beginning your project.

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 Desire 2 Learn (D2L). 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	25%
Seminar	15%
Professional reflections/discussion boards	20%
Final Presentation of project	20%
Capstone evaluation	20%
<b>Total</b>	<b>100%</b>

**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 (15%):** Instructors will schedule class meetings at certain points in the course for which activities will be assigned and specific topics will be addressed. Grade will be based on preparedness and participation. Attendance is required. See Course Calendar for dates and assignments.

**Capstone Evaluation (20%):** Preceptor will complete a final evaluation of the student that will be considered in the final grade for seminar. If there are concerns with your preceptor, it is the student's responsibility to bring these 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.

**Capstone project paper (25%):** Students will create a comprehensive paper based on their project assignment. The paper will be completed in phases from the proposal to

conclusions and recommendations. See separate rubric, “Capstone Project Guideline and Paper Rubric”.

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

**Professional reflections (20%):** Students will keep a journal outlining their understanding of their role within the project and what they are learning. In addition, progress toward course and project objectives will be reflected on and a written product will be turned in during the designated time-points in the course calendar. See separate guideline, “Professional reflections”. The reflections will be worth 5% each (total of 3). The two Discussion Boards will be worth 2.5% each for a total of 20%. Please see Discussion Board document in D2L.

### **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 with instructor approval.
2. Experience: A minimum of two (2) years of full-time nursing 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: 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. Participate responsibly for the 120 hours in the clinical experiences available at the site.
4. Use the course objectives as a guideline for the learning experiences
5. 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.
6. Work under the supervision of the assigned preceptor at all times.
7. Present yourself professionally at all times. Follow the dress code of the unit per their policy and communicate professionally at all times.
8. Attend all necessary classes which require face to face attendance.
9. Complete all clinical logs as well as clinical evaluations as scheduled.
10. 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.
2. Communicate with the instructor as necessary regarding the performance of the students.
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.
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:
  - a. Activities are commensurate with educational preparation and demonstrated abilities of the student
  - b. Direction and assistance are provided to the student
  - c. Student activities are observed and monitored
  - d. Effectiveness of acts performed by the student are evaluated
  - e. 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 hours the student is scheduled. 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
2. Conduct an orientation to the course, clinical objectives, assignments and evaluation methodology for the course
3. Develop a schedule of clinical hours with preceptor and student

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:
  - a. Helping to identify learning experiences needed for the individual student
  - b. Regularly contacting preceptor to discuss student progress
  - c. Being available by email or phone for consultation
  - d. 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 when students are in clinical.

