

**Nursing 455 Concepts in Nursing Practice
Fall 2020**

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:

Face to Face Classes: No FTF meetings this Fall 2020 session. The orientation to the course will be a recording that the students will be required to watch. The first week of school, there will be an instructor/student meeting (via Zoom or phone) to discuss each project. Look for an email regarding this meeting.

There will be 3 student/instructor meetings that will occur throughout the semester during designated weeks. These meetings can be via skype, 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.

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. (2011). *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.

****CastleBranch Access for health and other agency requirements such as student liability insurance (Possible expense \$100.00+)**

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. 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.

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	35%
Participation in instructor/student meetings	5%
Seminar (10%) and capstone evaluation (10%)	20%
Professional reflections/discussion boards	15%
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 (10%): Preceptor will complete a mid-point and final evaluation of the student that will be considered in the final grade for the capstone 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.

Instructor/student meetings (5%): There will be three 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. 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 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 (35%): 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/Discussion boards (15%): Professional reflections are designed to assist the student in critically analyzing their progress toward meeting the program outcomes and to critically appraise their understanding of the four domains of nursing practice. See separate guideline, "Professional reflections". The reflections will be worth 5% each (total of 2). The one Discussion Board will be worth 5% for a total of 15%. 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.

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 Castlebranch 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.
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:
 - 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 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:
 - a. Helping to identify learning experiences needed for the individual student as needed
 - b. 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 as needed.

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 in order to graduate from the RN to BSN program at UWSP. There are some criteria that must be met in order 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.
6. 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:
- a. Acquire an evaluation of the student's work as it related to the global Service Learning project and present to the instructor of N455.
 - b. 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.
 - c. The student must submit their poster/verbal presentation slides to the Dropbox in the course, or instructor email, for evaluation by the instructor.
 - d. 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 D2L/Canvas.
 - e. The student must complete two reflection papers. The first will be a reflection of the Global experience and how this experience met the outcomes of the RN to BSN program. The second reflection will be a

reflection of the entire program and how they met the program outcomes throughout the program.

- f. 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.