

NORTH DAKOTA STATE UNIVERSITY
College of Pharmacy, Nursing, and Allied Sciences
Department of Nursing
Spring 2012

Course No./Title: NURS 450: Nursing Synthesis and Practicum
March 26, 2012– May 11, 2012

Credits: 4 semester hours

Faculty: Karla Haug, MS, RN, CNE
Assistant Professor
Sudro Hall 222D
Office: 231-5128
E-mail: karla.haug@ndsu.edu

Clinical Faculty Advisors: Karla Haug, MS, RN, CNE
Shila Thompson, MSN, RN
Mary Wright, PhD, RN, CNE

Course Prerequisite: Nursing 404, Nursing 406, and Nursing 440

Course Description: Nursing 450 is the capstone course in the nursing major. The course provides an immersion experience designed to increase the student's self confidence as a provider of care and member of an interdisciplinary team. The student is expected to focus on self reflection and identification of own needs as he/she transitions into the role of baccalaureate generalist nurse.

Course Objectives: In this course, the student will:

1. Integrate evidenced based practice and critical thinking into the provision of patient-centered care, coordination of care and management of care to a select group of patients/families.
2. Evaluate own practice according to the ANA Standards of Professional Nursing Practice.
3. Develop working skills in delegation, prioritization, and oversight of care for patients and families.
4. Demonstrate relationship building with patients/families and the interdisciplinary team.

Required Texts:

Required texts from previous and current nursing courses are used as a resource.

Other Resources:

See Blackboard for additional web resources.

Course Requirements:

120 hours of clinical practice under the supervision of an approved preceptor in the selected clinical setting, successful completion of course assignments, development of learning contract with assigned preceptor and clinical advisor, and attendance at classroom sessions.

Students with a Disability:

Students with disabilities who believe they may need an accommodation in this class are encouraged to contact Disability Services located in Ceres 212 (or call 231-7671) as soon as possible to ensure that accommodations are implemented in a timely fashion.

Academic Honesty Statement:

The nature of the profession of nursing requires ethical behavior on the part of students in the classroom settings. The faculty adheres to the Academic Integrity Policy of the institution concerning cheating, plagiarism, falsification, facilitating other's violations, and impedance of the pursuit of truth. All work in this course must be completed in a manner consistent with NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.nodak.edu/policy/335.htm>). Failure to adhere to this policy will result in consequences as outlined in the Nursing Student Handbook.

Course Requirements:

1. Attendance at class is expected as per NDSU University Senate Policy, Section 333: Class Attendance Policy and Procedure. See <http://www.ndsu.nodak.edu/policy/333.htm>.
2. Per NDSU University Senate Policy, Section 333: Students are responsible for informing the instructor of absences. If absences are known (e.g., university sanctioned activity), the instructor should be informed with written notification as far in advance as possible (preferably a two-week notice). Where advance notification is not possible (e.g., illness, family emergency, etc.), students should contact the instructor as soon as possible about the absence.
3. Attendance at all clinical experiences is required. Excused absences (illness, family crisis, and university/college sanctioned activities) must be made up. Prior notification of absence is mandatory. Unexcused absence may result in failure of the course.
4. All written assignments are to be in APA format. If they do not follow APA format, points will be deducted from your grade. (Exception: journal entries on Blackboard)
5. Written assignments are due by the announced dates. One point will be deducted for each day the assignment is late. (Unless prior arrangements have been made with your Faculty Advisor).
6. On a regular basis, the student will need to login and check Blackboard for announcements and assignments.
7. Professional Behavior is expected at all times.
8. Unsafe behaviors or performance may result in failure of the course.

Syllabus Modification:

Instructor may modify the syllabus.

Teaching Methodology:

Reading, writing, reflection, discussion, dialogue, and presentations are the primary teaching/learning methods used in this course.

Evaluation:

Letter grades are determined based on the percent of points earned in the course, based on the table below.

A = 100-92%
B = 91-84%
C = 83-75%
D = 74-67%
F = 66% or less

COURSE EVALUATION:

NCLEX Plan	10 points
Draft of Learning Contract	5 points
Completed Contract and Data Sheet	5 points
Management of Care Assignment	30 points
Change Project Paper	35 points
Self Reflection Assignment	20 points
Evaluations	15 points
Journal Entries	15 points
Wrap Up Session	<u>10 points</u>
	145 points

Clinical performance is evaluated on a pass/fail basis. Students must obtain a passing grade in clinical performance to pass the course.

ASSIGNMENTS:

1. **5 Week plan for NCLEX preparation (10 points) – due March 2nd by NOON to Karla Haug.**
 - a. Develop a weekly plan as to how you will use the time during N450 to prepare for the National Council Licensure Examination (NCLEX). This should include utilizing the resources such as Kaplan if purchased. Each week should outline the topics you will study/review as well as the number of questions or quizzes you plan to complete that week.
2. **Draft of Learning Contract (5 points) – due by March 9th by Noon to Faculty Advisor.**
3. **Completed and Signed Learning Contract and Data Sheet (5 points) – due no later than Noon on April 6th (all except those at Sanford Health) or April 13th (those at Sanford) (please contact Faculty Advisor if date needs to be negotiated)**
4. **Journal Entry/Discussion Board: (15 points total)**
 - a. Beginning the week of April 2nd: Weekly journal entry on blackboard reflecting on clinical experience for the week. (Limit of one page per week). (Due Fridays). You must also respond to at least one post from a classmate each week. (Due Tuesdays)
 - b. You may select one of the following topics as the bases for your entry. You may use the Reflective Summary topic several times but the remaining topics may only be used once.
 - i. Reflective Summary:
 1. Provide a reflective summary of the week. What did you learn? Was there a patient situation that occurred that stood out to you?
 - ii. Role Transition:
 1. Now that you've had more extensive experience in the professional role, what aspects of the role did you feel most prepared for? What aspects did you identify as areas for growth?
 - iii. Ethics
 1. Discuss ethical dilemmas which occurred during your clinical practice. Which ethical principles applied to the situations? How did you or the health care team come to a decision? What did you learn about the professional nursing role in ethical decision-making?
 - iv. Caring
 1. What caring values did you use or observe others use in the clinical setting? How did patients and families respond?
 2. How will you integrate these caring values into your professional practice? What are the barriers? What will facilitate you?
 - v. Health Promotion
 1. Now that you've been more emerged in the practice setting, how does health promotion "fit" in the professional nursing role?
 - vi. Communication
 1. Discuss situations in your clinical practice in which you or your colleagues displayed effective communication skills? Ineffective?
 2. What did you learn about your own communication skills throughout your clinical experience?
 - vii. Critical Thinking
 1. Throughout your clinical experience, discuss situations in which your critical thinking skills were challenged? Were there times when your knowledge base was under-utilized?

5. Management of Care Assignment (30 points) DUE APRIL 20 BY NOON

- a. Describe the process of delegation for one clinical day's assignment.
 - i. List patient assignment for one clinical day (patient, age range, diagnosis)
 - ii. Did you delegate any of the patient's care? If so, what care and to whom? If not, why did you decide to not delegate any of the care?
 - iii. In retrospect, would you make the same decisions and why?
- b. Describe the management and prioritization of care.
 - i. Describe the process of deciding how to prioritize the nursing care for your assigned patients? What was your priority? Provide examples. What went smoothly in your prioritization, what adjustments did you have to make?
 - ii. What were your guiding principles (Maslow's, ABC's, labs, report, etc) in managing the care and prioritization for your group of client's?
 - iii. In retrospect, would you do anything differently?
- c. Describe patient and family education and health promotion activities.
 - i. What patient and/or family education did you provide?
 - ii. How did you assess learning needs, most effective teaching methods, and evaluate learning?
 - iii. What health promotion issues were identified with your assigned clients?
 - iv. How did you address these issues?
 - v. How did you or would you evaluate the outcome of the health promotion activities?
- d. Describe creativity and innovation you employed in patient care.
 - i. Did you use creativity and innovation (non-pharmacological pain control, teaching, etc) in your patient care activities? Please describe and provide explanation.
- e. Submit annotated bibliography from two nursing journal articles on management of care, delegation, prioritization, health promotion, patient education, or clinical care related to the care of the patient population on your assigned unit.
 - i. The annotated bibliography must be journals selected from professional journals. They must be from a nursing journal and must be published in the last five years. Use APA format to document the source. Write a paragraph summarizing the article and a paragraph summarizing how it will apply to your clinical practice.
- f. APA Style/Grammar/Structure

6. Change Project Paper: (35 points) DUE APRIL 27 BY NOON

- a. Identify one organizational (systems) issue that was a barrier to care provision for one or more of your clients. (You may identify a clinical issue if you were not able to identify a systems issue.) You may wish to work with your preceptor, the Clinical Coordinator, or the Manager of your assigned unit in identifying an issue.
 - i. Describe the issue that is a barrier to patient care.
 - ii. Review the literature and provide four nursing journal articles (which must be referenced in your paper) which provide some insight, guidance, or problem solving issues in relation to the identified issue.
 1. Journal articles must be selected from professional nursing journals and must be published in the last five years.
 - iii. Identify steps/process you would use to work through making a change in this particular institution regarding the identified issue. Include staff/ resource people you did consult or would consult.
- b. APA Style/Grammar/Structure

7. Evaluations: (15 points) MIDTERM: DUE BY NOON APRIL 25 FINAL: DUE BY MAY 4 AT NOON

- a. Clinical Evaluation by your preceptor.
 - i. Your preceptor will be asked to submit a mid-term evaluation regarding your performance. It is your responsibility to review the mid-term evaluation with your preceptor and come up with a mutually acceptable plan for areas of growth (if any are identified) and ensure it is submitted to your clinical advisor. Midterm of experience about April 20
 - ii. Your preceptor will also submit a final evaluation of your performance. This evaluation is to be submitted to your faculty advisor at the end of your experience. Final day of experience about May 4.
- b. Complete the self evaluation at the mid-point of your clinical experience and again after your final clinical day. Submit at the end of the experience.

8. Self Reflection: (20 points) DUE MAY 4 BY NOON

- a. Identify how you will plan to meet the ANA Standard #3 (listed below) in your practice as a professional nurse. This includes:
 - i. How do you intend to continue your learning?
 - ii. How do you intend to commit to life-long learning via self-reflection?
 - iii. How do you intend to maintain your clinical skills and competence in the various nursing roles you may undertake?
 - iv. Review your philosophy of nursing. Reflect on how you used your philosophy as a guiding factor in your preceptorship experience and how you implemented your philosophy during your preceptorship.
 - v. How will you provide for yourself? How will you manage stress that occurs? How will you take care of your own self care needs?
- b. Grammar/Structure

Standard III. Education: states that the nurse acquires and maintains current knowledge in nursing practice. Rationale for this standard is the diverse health care needs in the correctional facility and the attendant need for nursing autonomy require the nurse to engage in ongoing education.

Measurement Criteria that a nurse has met the standard is as follows:

1. The nurse participates in ongoing educational activities related to clinical knowledge and professional issues.
2. The nurse seeks experiences to maintain clinical skills.
3. The nurse seeks knowledge and skills appropriate to the practice setting.

9. Wrap up session: (10 points) TBA

- a. Contribution to the wrap up session regarding the preceptorship experience with your peers and faculty advisors.

CLASS MEETING DATES:

DATE	TIME	ROOM	AGENDA
January 27 th , 2012	8 am – 9:50 am	Sudro 22	<ol style="list-style-type: none"> 1. Review course syllabus including assignments. 2. Review Contract & Preceptor Packet 3. Clarify any concerns.
March 23 rd , 2012	8 am – 9:50 am	Sudro 22	<ol style="list-style-type: none"> 1. Review applying for NCLEX/Licensure. 2. Review assignments. 3. Review evaluation process. 4. Meet with assigned Faculty Advisor. 5. Receive preceptor information. 6. Clarify any concerns. 7. Preparation for clinical experience.
Thursday, May 10 th (Is subject to change)	TBA	TBA	<ol style="list-style-type: none"> 1. Wrap up session regarding clinical experience. 2. Student sharing of experience in clinical setting.

NORTH DAKOTA STATE UNIVERSITY
DEPARTMENT OF NURSING

Nursing 450: The Learning Contract

1. A learning contract represents a written agreement between your preceptor, faculty advisor, and you, the learner, specifying responsibilities in terms of outcomes to be achieved. You, the learner, then fulfill the contract *independently*. The contract enables you to pursue individual objectives related to clinical practice, which are compatible with the overall goals of this course.
2. The contract will be developed in collaboration with your Faculty Advisor (TBA), and will include the following components:
 - a. Goals and objectives to be achieved upon completion of the contract
 - b. Types of learning activities/strategies to be completed for meeting the goals/objectives.
 - c. Dates for completion of each contract goal.
 - d. Evaluation methods and materials or evidence of achievement to be submitted.
 - e. Signatures of agreement by you, the learner, your preceptor, and faculty advisor.

The contract must include an objective for each of the following concepts in the nursing program's curricular framework: ethical practice, caring values, critical thinking, communication, and health promotion. Additional objectives may be included based on individual goals and learning needs.

3. Be certain that for each broad goal or specific objective, you list your learning strategies and how you demonstrate meeting each objective. A sample format for a learning contract follows.
4. Your clinical preceptor will be a manager-recommended staff nurse who will serve as a role model through a one-to-one relationship. Preceptorships are based on the concept of modeling; learners acquire (or modify) behaviors by observing a model who has the behaviors needed by the learner and by having an opportunity to practice those behaviors. This preceptorship experience is designed to facilitate the transition from the student role to that of a staff nurse, as well as to become socialized into the professional role overall.

The preceptor will provide your clinical instruction. Your faculty advisor has overall responsibility for the experience and is responsible for the overall evaluation. You will need a final signature of approval from both your preceptor and advisor on your learning contract before the clinical experience begins.

1st draft - due March 5th by Noon

Final signed contract to advisor by Noon on April 6st (all except Sanford) or April 13th (Sanford)

Sample Learning Contract Format:

Nursing 450: Synthesis and Practicum Clinical Learning Contract

Student: Sally Student
Phone: 222-1212

Faculty Advisor: Prof. Frances
Phone: 231-2222

Preceptor: Nancy Nurse
Phone: 232-2323

Objectives	Strategies	Completion Date	Evaluation
Integrate critical thinking and research in clinical care.	120 hour clinical experience with mentor/role model in <i>(put unit here)</i> clinical area.	May 4, 2012	Self evaluation Preceptor evaluation Wrap up session participation.
	Selection of patient population and preparation of Management of Care Assignment.	April 20, 2012	Faculty advisor evaluation of assignment.
Demonstrate relationship building with patients/families and interdisciplinary team.	120 hour clinical experience with mentor/role model in <i>(put unit here)</i> clinical area	May 4, 2012	Self Evaluation Preceptor Evaluation Wrap up session participation
Prepare a plan for managing change in a selected clinical or systems issue.	Collaboration with unit resource persons. Identification of a clinical or systems issue of interest. Literature review on change process. Preparation of Change Project paper.	April 27, 2012	Wrap up session participation Change Project Paper Faculty Advisor evaluation of assignment.
Provide nursing care in accordance with the American Nurses Association Standards of practice in the <i>(put unit here)</i> setting.	120 hour preceptorship with identified mentor/role model in <i>(put unit here)</i> clinical setting.	May 4, 2012	Self Evaluation Preceptor Evaluation Wrap up session participation

Signature Statements (may be on separate page):

I, **Sally Student**, agree to fulfill the objectives of this learning contract according to the approaches and evaluation methods as outlined in the contract.

Signed _____

Date _____

I, **Nancy Nurse-Already (or designated other)**, agree to supervise and serve as a professional role model for the above-named student during the student's clinical experience at **MeritCare Medical Center, Fargo, ND**.

Signed _____

Date _____

I, **Frances Faculty**, agree to assist the above named student and preceptor in fulfilling the terms of this contract through consultation, advisement and evaluation.

Signed _____

Date _____