



Course Number and Section: (NURS-4161-101C6-S12025)

Name of Course Leadership: & Management Practicum)

Course Semester (Summer2025)

Internet

**Instructor Information:** Jay Ketcherside, MSN, RN Email bketcherside@com.edu

Office number 409-933-8137

Office location: STEM 225-13

**Student hours and location:** Tuesday and Thursday 0900-1300 or by appointment

**Required Textbook/Materials:**

Yoder-Wise, P. (2023). *Leading and Managing in Nursing ,8<sup>th</sup> edition*. St. Louis: Elsevier, Inc.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association, 7<sup>th</sup> edition*. Washington, DC: APA

**Shadow Health: Instructor-Led Course**

[Summer 2025 Leadership Digital Clinical Experiences, 1st Edition - April 2025](#)

By Shadow Health

ISBN: 9780323753739

Course ID: 165722\_danderson351\_5001

Instructor: deosha anderson

**Course Description:** NURS 4161. LEADERSHIP AND MANAGEMENT CLINICAL (LECTURE 0, CLIN 3). CREDIT 1. UDCM.

This course provides a health-related work-based learning experience in a variety of settings that allow the student to apply theories, skills, and concepts related to the role of nursing leader and manager. Co-requisite: NURS 4457 with a grade of "C" or better.

### **Course requirements:**

**1. Practicum Hours:** The student will complete 16 practicum hours with a preceptor in a leadership or management position during this course.

**2. Shadow Health DCE:** Assesses leadership competencies relevant to the role of the nurse as an effective member of the healthcare team including bedside shift report, prioritizing delivery of care, prioritizing individual patient needs, team delegation, interprofessional communication, and debriefing. (Appendix A)

### **3. Discussion Board:**

**a. Nursing Sensitive Indicator Discussion Board:** Requires the student to utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system (Appendix B).

**b. The Staffing and Scheduling Activity** requires the student to evaluate methods of resource allocation in a select healthcare setting to determine the effectiveness in meeting institutional outcomes (Appendix C).

### **4. Assignment Title: Integrating AI in Nursing Practice – Workplace Application**

As emerging nurse leaders, RN-to-BSN students must develop awareness of current technologies that can optimize healthcare delivery and nursing operations. Artificial Intelligence (AI) is increasingly being used to support clinical decision-making, streamline documentation, manage staffing, and improve patient safety. This assignment invites you to explore the potential for AI in your current healthcare setting and to practice articulating ideas for innovation and change in a clear, concise, and professional format.(see appendix D)

**6. Final (Summative) Clinical Performance Evaluation:** Evaluates the overall performance of the student in the leadership and management roles of the nurse at the end of the course. The student must score a "Meets Expectation" on all indicators on the Leadership and Management Clinical Performance Evaluation to pass the course. This is not a checklist assignment and the student must provide data on how the met the objective. (Appendix E).

### **Determination of Course Grade/Detailed Grading Formula:**

### Grading Scale

A = 90 -100.00

B = 80 -89.99

C = 70 -79.99

D = 60 -69.99

F = < 60

### Grade Calculation

Assignment	%
Staffing and scheduling activity	25
Nurse Sensitive Indicator Discussion Board	25
Nursing Management Assignment Title: Integrating AI in Nursing Practice – Workplace Application Video	20
Shadow Health Leadership DCE modules	30
Final Clinical Performance Eval	Pass/Fail
16 Practicum Hours	Pass/Fail
Practicum Attestation	Pass/Fail
Clinical site Evaluation	Pass/Fail
Clinical job placement survey	Pass/Fail
<b>*Grade Total</b>	<b>100%</b>
<p>*A Grade Total of at least 70% is required to pass the course.  **The student must score “Meets Expectations” on all items on the final/summative clinical evaluation to pass the course. The student will receive a score of 100% if all items on the final/summative clinical evaluation tool are met with a score of “Meets Expectations”.  The minimum grade required for all Shadow Health Leadership DCE modules is required to pass the course. The student will have an unlimited number of attempts to achieve the minimum score*</p>	

**Late Work, Make-Up, and Extra-Credit Policy:** Assignments are due by designated due date, there is no make-up or extra credit opportunities.

### Attendance Policy:

See the Attendance policy in the Nursing Student Handbook.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS).

### Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

Student Learner Outcome	Maps to end of Program Outcomes (Student) SLO's	Assessed via this Assignment
1. Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing.	•Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Clinical evaluation in NURS 4161 Leadership & Management Clinical on the rubric items of synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing.
2. Demonstrate principles of leadership in a select healthcare setting.	•Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Shadow Health Module Prioritization and Introduction to Leadership
3. Evaluate methods of resource allocation in a select healthcare setting to determine the effectiveness in meeting institutional outcomes.	•Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	The Nursing Sensitive Indicator Discussion Board Assignment
4. Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	•Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	The Staffing and Scheduling Activity

5. Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes.	•Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes.	Clinical evaluation rubric items to lead and manage shared decision-making for optimal patient, family, population, and community outcomes in NURS 4161 Leadership & Management Clinical.
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### **Academic Dishonesty**

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with Mr. Ketcherside and you still have questions you can contact Sandra Rondeau, DNP, RN at [srondeau@com.edu](mailto:srondeau@com.edu) 409-933-8460, if you continue to have questions, please contact Rachel Fano, DNP, APRN Director of Nursing at [rfano@com.edu](mailto:rfano@com.edu) 409-933-8568

**Course outline:** Located at end of syllabus.

### **Textbook Purchasing Statement:**

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

### **Methods of Instruction**

Case studies  
Assignments  
Audio-visual instructional aids  
Written Reports/Clinical Reasoning exercises

### **Tardiness**

See Attendance policy in the Nursing Student Handbook.

### **Withdrawal**

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

### **Classroom Conduct Policy/Student Conduct**

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php>. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 ([http://bon.texas.gov/rr\\_current/213-27.asp](http://bon.texas.gov/rr_current/213-27.asp)). See Behavior/Conduct in the Nursing Student Handbook.

### **Plagiarism**

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

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## Institutional Policies and Guidelines

**Grade Appeal Process:** Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student Handbook 2024-2025 v2.pdf](https://www.com.edu/student-services/docs/Student%20Handbook%202024-2025%20v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: [AccessibilityServices@com.edu](mailto:AccessibilityServices@com.edu)

Location: COM Doyle Family Administration Building, Student Success Center

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1<sup>st</sup> 5-week session is June 29. The last date to withdraw from the 10-week session is July 28. The last date to withdraw for the 2<sup>nd</sup> 5-week session is July 31.

**FN Grading:** The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

**Resources to Help with Stress:**

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at [deanofstudents@com.edu](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).

### **Nondiscrimination Statement:**

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

### **Successful Tips for Students**

Schedule time to study based on the difficulty of the content. Use this table as a guide:

<b>Course Difficulty</b>	<b>Study Hours Per Week Per Hour in Class</b>
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

[http://www.usu.edu/arc/StudySmart/pdf/estimating\\_study\\_hours.pdf](http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf)

Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:  
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:  
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review

<http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>

- How to Read Your Textbooks More Efficiently College Info Geek (video)  
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)  
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

### **ANA Scope and Standards of Practice**

Students are expected to adhere to established ANA Scope and Standards of Practice (2015)

### **Student Handbooks**

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

### **Syllabus Revisions**

Faculty reserves the right to make changes to the syllabus as deemed necessary.

### **The Speaking, Reading, and Writing Center**

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at [com.mywconline.com](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

### **What is the Shadow Health Digital Clinical Experience™ (DCE)?**

Shadow Health provides a clinical simulation designed to improve your leadership skills in a safe learning environment. You will interact with digital patients and healthcare providers throughout the course that are accessible online 24/7.

The Shadow Health Digital Clinical Experience is free of many of the constraints and interruptions you face in a hospital or clinical setting. This unique simulation experience allows you to explore current leadership and nursing models/theories employed for the delivery of patient centered care, at your own pace.

You will also identify leadership behaviors and utilize effective communication strategies when working as a member of the healthcare team. Because the exams are in-depth, these assignments will often take almost two hours to complete, so it is important to plan enough time to complete your assignments each week.

### **Assignment**

#### **Flexible Turn In**

Students have the ability to choose which of their attempts to 'Turn In' or flag for submission. Here is a [link](#) explaining how students can turn in an attempt of their choice.

Grading & Approximate Time Expectations:

Assignment	Flexible Turn-In	Grading	Graded Weight (Percentage of Course Work)
Leadership Orientation	10 min	Required pre-requisite	Pass / Fail
Prioritization and Introduction to Leadership	180 min	DCE Score – 85% required to pass: may repeat as often as necessary to achieve 85% score.	16.66%
Delegation	180 min	DCE Score – 85% required to pass: may repeat as often as necessary to achieve 85% score.	16.66%
Confliction Management	180 min	DCE Score – 85% required to pass: may repeat as often as necessary to achieve 85% score.	16.66%
Ethics	180 min	DCE Score – 85% required to	16.66%

		pass: may repeat as often as necessary to achieve 85% score.	
Change Management and Patient Advocacy	180 min	DCE Score – 85% required to pass: may repeat as often as necessary to achieve 85% score.	16.66%
Discharge and Conclusion	180 min	DCE Score – 85% required to pass: may repeat as often as necessary to achieve 85% score.	16.66%

**Contact Information section:**

If at any time you have any questions or encounter any technical issues regarding the Digital Clinical Experience, please contact the Shadow Health support specialists by visiting the Learner Support Page at <http://support.shadowhealth.com> for contact information and hours. You may email the Learner Support team directly at [support@shadowhealth.com](mailto:support@shadowhealth.com) at any time or by calling 800.860.3241.

## Appendix A

### Shadow Health Leadership DCE

Health Assessment DCE Student Learning Outcomes.

Upon completion of this simulation, the student will:

1. Describe the components of a complete health history. Learning activities include:
2. Complete a comprehensive patient interview to collect relevant subjective data.
3. Complete a focused interview to collect relevant subjective data.
4. Explain the major variables in a cultural assessment. Learning activities include:
5. Complete a comprehensive patient interview to collect relevant subjective data.
6. Complete a focused interview to collect relevant subjective data.
7. Evaluate the importance of therapeutic communication skills in interaction with patients, colleagues, and the healthcare team. Learning activities include:
8. Identify appropriate moments to educate the patient to engage in therapeutic communication.
9. Identify appropriate moments to empathize with the patient to engage in therapeutic communication.
10. Communicate patient situation and needs to other healthcare professionals.
11. Communicate using SBAR report that reflects clinical decision making.
12. Properly demonstrate the required physical exam techniques and health assessment skills. Learning activities include:
13. Complete a comprehensive physical examination.
14. Complete a system focused physical examination.
15. Differentiate between normal and abnormal physical examination findings. Learning activities include:
16. Complete a comprehensive physical examination.
17. Complete a system focused physical examination.
18. Properly demonstrate a complete head to toe assessment. Learning activities include:
19. Develop a mental model for sequencing of comprehensive physical examination.
20. Complete a comprehensive physical examination.
21. Complete a focused physical examination to collect relevant data.
22. Model strategies for health promotion, risk reduction, and disease prevention. Learning activities include:
23. Interview to assess risk for disease, infection, injury, and complications.
24. Perform patient safety, infection control and privacy tasks
25. Demonstrate methods of data collection, including interaction, observation,

- and critical reasoning for selected individuals. Learning activities include:
26. Document in the EHR using appropriate professional terminology.
  27. Demonstrate professional and caring behaviors when performing health assessments, providing patient privacy while maintaining patient dignity. Learning activities include:
    28. Perform patient safety, infection control and privacy tasks.
    29. Complete a comprehensive patient interview to collect relevant subjective data.
    30. Complete a focused interview to collect relevant subjective data.
  31. Utilize the nursing process in assessing the health of individuals. Learning activities include:
    32. Identify nursing diagnoses utilizing evidence from the collected data.
    33. Prioritize the identified diagnoses to differentiate immediate from non-immediate care needs.
    34. Develop a plan of how to address the identified diagnoses.
  35. Demonstrate ability to thoughtfully reflect on experiences to gain insight on your patient interactions and identify areas for improvement. Learning activities include:
    36. Complete reflective questions to gain insight on patient interactions and identify areas to improve.
  37. Demonstrate lifespan considerations across each system. Learning activities include:
    38. Complete lifespan questions
  39. Begin Elder Project that continues through each semester of the Transition to Professional Nursing Curriculum

## Appendix B

### Nursing Sensitive Indicator Discussion Board Assignment

The Nursing Sensitive Indicator Discussion Board Assignment will require the student will utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system. The student will utilize evidence-based information to synthesize information to address each rubric item regarding Nursing Sensitive Indicators. The student may choose a nursing sensitive process, a nursing sensitive outcome indicator, or a nursing sensitive process indicator as the focus for discussion. The student must address the following:

1. Describe three or more key insights or strategies you would share with your team if you were engaged in planning for a program related to improving client outcomes for the identified Nursing Sensitive Indicator. Strategies identified must be supported by evidence.
2. Describe three or more approaches that would support the intended program outcome. Responses must be supported with evidence.
3. Provide data and discuss how the practicum's data is better or worse than national benchmarks. Responses must be supported with data.
4. Describe two or more benefits to patient safety to resource utilization by meeting national benchmarks. Responses must be supported with data.

### Rubric

Criteria	Novice	Competent	Proficient	Total
	1	2	3	
Identified a Nursing Sensitive Indicator and strategies to improve the client outcome. Be sure to support your response.	Missing	Described one to two key insights or strategies you would share with your team if you were engaged in planning for a program related to improving client outcomes for the identified Nursing Sensitive Indicator.	Described three or more key insights or strategies you would share with your team if you were engaged in planning for a program related to improving client outcomes for the identified Nursing Sensitive Indicator. Response	

			supported by evidence.	
How do you expect that your intended approach to developing an understanding of Nursing Sensitive Indictors could affect program planning? Be sure to support your response.	Missing	Described one or two approaches that would support the intended program outcome. Responses supported by evidence.	Described three or more approaches that would support the intended program outcome. Responses supported by evidence.	
Identify data from your practicum site that would support process improvement and compare to national benchmarks. Be sure to support your response.	Missing	Missing elements of data, national benchmarks, and/or evidence.	Provided data and discussed how the practicum's data is better or worse than national benchmarks. Responses supported by evidence.	
Describe how identified nursing sensitive indicator would promote client safety and improve resource utilization. Be sure to support your response.	Missing	Described one benefit to patient safety and one benefit to resource utilization by meeting national benchmarks. Responses supported by evidence	Described two or more benefits to patient safety and two or more benefits to resource utilization by meeting national benchmarks. Responses supported by evidence.	

			<b>Total</b>	
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Montalvo, I. (2007). The National Database of Nursing Quality Indicators (NDNQI).

*Online Journal of Issues in Nursing*. 12(3) (Manuscript 2), doi:

10.3912/OJIN.Vol12No03Man02.

## Appendix C

**The Staffing and Scheduling Activity** requires the student to evaluate methods of resource allocation in a select healthcare setting to determine the effectiveness in meeting institutional outcomes. The student will utilize evidence-based information to synthesize information to sufficiently address each rubric item regarding Staffing Decisions relevant to allocated resources to meet institutional outcomes. The student must address the following:

1. Determine indicators utilized to evaluate effectiveness at the practicum site. Describe the indicators and provide an analysis of how the indicators are used to determine staffing ratios at the practicum site. Describe how the indicators compare to national benchmarks.
2. Identify the most important outcome of effective staffing. Discuss outcomes that result from higher RN staffing levels. The response must be supported by evidence.
3. Interview the preceptor at the practicum site regarding calculation of productivity targets, the number of staff needed at a given time period, and the number of full-time equivalents (FTEs) in an overall staffing plan. Ask the preceptor at the practicum site if there are any other variables that may impact the staffing plan. Describe your findings and provide synthesize the importance of FTE's based upon the preceptor's responses.
4. Analyze how a staffing plan may differ among two different types of nursing units and how different plans may affect staffing budgets.

## Rubric

Criteria	Novice	Competent	Proficient	Total
	1	2	3	
Determine indicators utilized to evaluate effectiveness at the practicum site. Describe the indicators and	Missing	Does not provide thorough answers to all components and/or does not support	Provides thorough answer to all components of the question and supports answers with evidence.	

provide an analysis of how the indicators are used to determine staffing ratios at the practicum site. Describe how the indicators compare to national benchmarks. Be sure to support your response.		answers with evidence.		
Identify the most important outcome of effective staffing. Discuss outcomes that result from higher RN staffing levels. Be sure to support your response.	Missing	Does not provide thorough answers to all components and/or does not support answers with evidence.	Provides thorough answer to all components of the question and supports answers with evidence.	
Interview the preceptor at the practicum site regarding calculation of productivity targets, the number of staff needed at a given time period, and the number of full-time equivalents (FTEs) in an overall staffing plan. Ask the	Missing	Does not provide thorough answers to all components and/or does not support answers with evidence.	Provides thorough answer to all components of the question and supports answers with evidence.	

preceptor at the practicum site if there are any other variables that may impact the staffing plan. Describe your findings and provide synthesize the importance of FTE's based upon the preceptor's responses. Be sure to support your response.				
Analyze how a staffing plan may differ among two different types of nursing units and how different plans may affect staffing budgets. Be sure to support your response.	Missing	Does not provide thorough answers to all components and/or does not support answers with evidence.	Provides thorough answer to all components of the question and supports answers with evidence.	
			<b>Total</b>	

## Appendix D

### NURS 4161: Nursing Management Assignment Title: Integrating AI in Nursing Practice – Workplace Application Video

#### Assignment Overview

As emerging nurse leaders, RN-to-BSN students must develop awareness of current technologies that can optimize healthcare delivery and nursing operations. Artificial Intelligence (AI) is increasingly being used to support clinical decision-making,

streamline documentation, manage staffing, and improve patient safety. This assignment invites you to explore the potential for AI in your current healthcare setting and to practice articulating ideas for innovation and change in a clear, concise, and professional format.

### **Assignment Instructions**

Create a 3–5-minute video where you respond to the following prompt:

**"How can AI be used to streamline activities in your current workplace?"**

You may interpret "streamline" to include improving efficiency, reducing redundancy, supporting safety and quality, enhancing communication, or reducing burnout.

Your video must include:

#### **1. Introduction (10 points)**

- o Brief description of your current workplace setting and your role.
- o A short statement of the focus of your video.

#### **2. Current Challenges (20 points)**

- o Identify 1–2 workplace processes that are inefficient or burdensome.
- o Explain why these processes need improvement (e.g., time-consuming, error-prone, contribute to burnout).

#### **3. AI Integration (30 points)**

- o Describe at least one specific way AI could improve or replace part of the identified process(es).
- o You may discuss AI-powered tools such as predictive analytics, automated documentation, smart scheduling, virtual assistants, or AI triage support systems.
- o If you are not sure how AI could make something in your workplace more efficient, think of something that is very repetitive and takes a long time to do (usually with documentation).

#### **4. Benefits & Considerations (20 points)**

- o Briefly address potential benefits (e.g., time saved, improved safety, reduced workload).
- o Mention any risks or barriers to implementation (e.g., cost, training, resistance to change).

#### **5. Conclusion and Reflection (10 points)**

- o Reflect on how incorporating AI could impact your role as a nurse manager or leader.

- o Include one thing you would want to learn more about related to AI in nursing.

#### **6. Professionalism & Clarity (10 points)**

- o Use professional language and tone.

- o Audio/visual quality should be sufficient for clear communication.

- o Include citations on a closing slide or video description if you referenced any sources using APA guidelines.

#### **Submission Guidelines**

- Upload your video file (MP4 preferred) to Canvas OR provide a YouTube or Vimeo link (make sure your video is set to unlisted or public so it is viewable).

- Title your file or post as: LastName\_AInWorkplace

- Submit via the Canvas assignment submission link by 11:59 PM on [Insert Date]

## Appendix E

### Formative and Summative Clinical Evaluation Tool

<b>Criteria</b>	<b>Meets Expectations (3)</b>	<b>Needs Improvement (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Clinical Performance Evaluation:</b>			
The student completed 16 practice hours at the chosen workplace site with a nurse manager implementing leadership and management hours and assignments.			
The student will demonstrate synthesis of knowledge, skills, values, humanities, professionalism, and will demonstrate being an advocate of social justice. (Member of the Profession)			
The student functions within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or			

practice setting. (Member of the Profession)			
The student assumes responsibility and accountability for the quality of nursing care provided in the nurse leadership clinical. (Member of the Profession)			
The student participates in activities that promotes the practice of nursing through leadership activities and advocacy. (Member of the Profession)			
The student demonstrates responsibility for continued competence in nursing practice, and develops insight through reflection, self-analysis, self-care, and lifelong learning. (Member of the Profession)			
The student demonstrates knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that			

emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. (Patient Safety Advocate)			
The student implements measures to promote a quality and a safe environment for patients, self, and others. (Patient Safety Advocate)			
The student obtains instruction, supervision, or training as needed when implementing nursing procedures or practices. (Patient Safety Advocate)			
The student complies with mandatory reporting requirements of the Texas NPA. (Patient Safety Advocate)			
The student accepts and make assignments and delegates tasks that take into consideration			

patient safety and organizational policy. (Patient Safety Advocate)			
The student coordinates, collaborates, and communicates with patients, families, populations, communities, and the interdisciplinary team to plan, deliver, and evaluate care. (Member of the Healthcare Team)			
The student serves as a healthcare advocate in monitoring and promoting quality and access to health care for patients, families, populations, and communities. (Member of the Healthcare Team)			
The student uses multiple referral resources for patients, families, populations, and communities considering cost, confidentiality, effectiveness and efficiency of care, continuity and continuum of care, and health promotion,			

<p>maintenance, and restoration. (Member of the Healthcare Team)</p>			
<p>The student communicates and collaborates in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients, families, populations, and communities. (Member of the Healthcare Team)</p>			
<p>The student communicates and manages information using technology to support decision-making to improve patient care and delivery systems. (Member of the Healthcare Team)</p>			
<p>The student assigns and/or delegates nursing care to other members of the health care team based upon an analysis of patient or organizational need. (Member of the Healthcare Team)</p>			

The student leads and manages shared decision-making for optimal patient, family, population, and community outcomes grounded in evidence-based practice. (Provider of Patient-Centered Care)			
The student supervises nursing care provided by others for whom the nurse is responsible by using best practices of management, leadership, and evaluation. (Member of the Healthcare Team)			

**Course Calendar:**

Date	Weekly content	Assignments
Week 1 6/2-6/8	Orientation to syllabus and assignments	<b>Course orientation online due by Sunday 2359.</b> Shadow health orientation video by Sunday 2355
Week 2 6/3-6/15		Shadow health prioritization and introduction by Sunday 2355
Week 3 6/16-6/22	Preceptor letter agreement	<b>Preceptor letter agreement is due by Sunday 2359.</b> Preceptor orientation is due by Sunday 2359
Week 4 6/23-6/29		Shadow health delegation by Sunday 2359
Week 5 6/30-7/6	Video assignment	<b>Nursing Management Assignment Title: Integrating AI in Nursing Practice – Workplace Application Video due by Sunday 2359</b> Shadow health conflict management by Sunday 2355
Week 6 7/7-7/13		Shadow health ethics by Sunday 2355
Week 7 7/14-7/20		Shadow health change management and patient advocacy by Sunday 2359 <b>Staffing and scheduling activity due by Sunday 2359</b>
Week 8 7/21-7/27	Nurse sensitive indicator assignment	<b>Discussion Nurse Sensitive Indicator assignment DB due by Sunday 2359</b>  Shadow health discharge conclusion by Sunday 2355

Week 9 7/28-8/3	Practicum attestation Formative and summative evaluation	<b>Practicum attestation due Sunday by 2359 Formative and Summative And Clinical Evaluation due by 05/05 by 2359.</b>
Week 10 8/4-8/8	Clinical site evaluation Job placement survey	Student clinical site evaluation due Wednesday 2359. Online job placement survey due by Wednesday 2359 <b>Course evaluations due by 08/05 by 2359.</b>