College of the Mainland

Course Number and Section: (NURS-4457-001IN-FA2023)

Name of Course Leadership: & Management Practicum)

Course Semester (Fall 2023)

Internet

Instructor Information: Sandra Rondeau, DNP, RN, CNOR, srondeau@com.edu, Office 409-933-8464

Office location: STEM 225-15

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

Required Textbook/Materials:

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

American Psychological Association. (2020). *Publication Manual of the American Psychological*

Association, 7th edition. Washington, DC: APA

Shadow Health: Instructor-Led Course

NURS 4161 Leadership DCE - August 2023

By Shadow Health

ISBN: 9780323753739

Course ID: 165722_srondeau5_5006

Instructor: Sandra Rondeau

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. IHI Communication, Teamwork, and Collaboration in Patient Safety Open School Modules: Promotes communicate and collaboration with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes (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 (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
IHI Open Access Modules	20
Shadow Health Leadership DCE modules	30
Final Clinical Performance Eval	Pass/Fail
16 Practicum Hours	Pass/Fail

*Grade Total		**100%**

*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*

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	•Utilize data to monitor outcomes of care and improvement methods to continuously improve the	The Nursing Sensitive Indicator Discussion Board Assignment

effectiveness in meeting institutional outcomes.	quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	
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.

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.
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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 me, you continue to have questions, please contact Debra Bauer, DNP, MBA Director of Nursing[Dbauer3@com.edu, 409-933-8908

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). 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_2023-2024_v2.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 with 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 accommodation is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the 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 1st 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

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.e Avoiding Plagiarism: http://www.plagiarism.org/

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

Course Difficulty	Study Hours Per Week Per Hour in Class
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

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, or by clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos
Run, Hide, Fight * **(Mandatory)**
https://www.youtube.com/watch?v=5VcSwejU2D0
Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi
https://www.youtube.com/watch?v=r2tIeRUbRHw
Surviving an Active Shooter Event - Civilian Response to Active Shooter
https://www.youtube.com/watch?v=j0It68YxLQQ
Make the Call * **(Mandatory)** https://www.youtube.com/watch?v=AWaPp-8k2p0

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?

a. COM Police Emergency number (409-933-8599)
b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

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	16.66%

		as necessary to achieve 85% score.	
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 pass: may repeat as often as necessary to achieve 85% score.	16.66%
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 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	Missing	Described one or two approaches that would support the intended program outcome. Responses	Described three or more approaches that would support the intended program outcome.	

understanding of Nursing Sensitive Indictors could affect program planning? Be sure to support your response.		supported by evidence.	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.	
			Total	

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 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.	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.	
Identify the most important outcome of effective	Missing	Does not provide thorough	Provides thorough answer to all	

staffing. Discuss outcomes that result from higher RN staffing levels. Be sure to support your response.		answers to all components and/or does not support answers with evidence.	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 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.	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.	
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.	
			Total	

Appendix D

IHI Open School Modules: Promotes communicate and collaboration with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes. The modules will assess the understanding of introductory concepts related to quality communication, teamwork, and collaboration in the patient, family, population, and community. The student is required to complete the required communication, teamwork, and collaboration IHI modules. The minimum required score for each module is 80%. The student may have unlimited attempts for each module until the score of 80% is obtained. The student may access the modules at:
http://www.ihi.org/education/IHIOpenSchool/Pages/default.aspx?gclid=Cj0KCQjwkZiFBhD9ARIs AGxFX8A-qGbJrB2o4fEZPkDjhv4XWtCxazpYjHAnDmgf4PQxwGJEbGgnxOsaApUfEALw_wcB

Registration is free. You will need to register and set a password.

Go to home page

Click on education on the top bar

Click on IHI open school

Take a course

Browse catalog

Open school courses

You will take three courses: Each course will take approximately 60 minutes to complete.

Course L 201 The role of leaders in workforce safety

Course TA 104 Building skills for Anti Racism Work: Supporting the Journey of Hearts, Minds and Action

Course PS 104: Teamwork and communication _ student version

Once you have completed the course click on submission

Take a screen shot of your scores and upload it in the assignment

Appendix E

Formative and Summative Clinical Evaluation Tool

Criteria	Meets Expectations (3)	Needs Improvement (2)	Does Not Meet Expectations (1)
Clinical Performance Evaluation:			
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, maintenance, and restoration. (Member of the Healthcare Team)			
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)			
The student communicates and manages information using technology to support decision-making to improve patient care and delivery systems. (Member of the Healthcare Team)			
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)			
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 08/28-09/03	Preceptor Orientation to syllabus and assignments	**Course orientation on teams 08/29 at 1730. Recording of orientation will be posted.**
Week 2 09/04-09/10		
Week 3 09/11-09/17		
Week 4 09/18-09/24		
Week 5 09/25-10/01	Preceptor letter agreement	**Preceptor letter agreement is due by 10/01 by 2359.**
Week 6 10/02-10/08		
Week 7 10/09-10/15	Units IHI Open school modules	**Discussion IHI Open School modules due by 10/15 by 2359**
Week 8 10/16-10/22		
Week 9 10/23-10/29		
Week 10 10/30-11/05	Modules Shadow Health DCE modules	**Shadow Health Leadership and management DCE Modules by 11/05 by 2359**
Week 11 11/06- 11/12	Nurse Sensitive Indicator Discussion Board Assignment with one reply to a peer.	**Discussion Nurse Sensitive Indicator assignment DB due by 11/12 2359**
Week 12 11/13-11/19		
Week 13 11/20- 11/26	Staffing and scheduling activity	**Staffing and scheduling activity due by 11/26 2359**
Week 14 11/27-12/03		**Practicum attestation due 12/03 2359**
Week 15 12/04-12/10	Formative and Summative Clinical Evaluation Tool	**Formative and Summative Clinical Evaluation due by 12/10 2359.**
Week 16 12/11-12/15		**Course evaluations due by 12/11**