KENT STATE UNIVERSITY
COLLEGE OF NURSING

NURS40045
Course Syllabus

Integration of Leadership and Management in Nursing

Prerequisites: NURS 30020 with minimum C (2.0) grade; and senior standing

Kent State University College of Nursing
Term:

Course Number and Title: NURS40045 Integration of Leadership and Management in Nursing
Credit Hours: 6
Theory Hours: 30
Clinical Hours: 144 Clinical hours as arranged with clinical preceptor
Placement: Senior Year

*This course meets the Kent State University Experiential Learning Requirement.

Faculty:

Mary Kutchin PhD (c), RN, CNS; Course Coordinator- mkutchin@kent.edu; 330-672-8810
Melissa Dyer, RN, MSN, MBA; Lecturer; mbmcgowa@kent.edu
Jen Shanholtzer MSN, RNC; Lecturer; jshanhol@kent.edu
Practicum Faculty:
Varies per semester

Regional Campuses:

Trumbull: Alice Colwell MSN, RNC-NIC ; acolwel1@kent.edu
Salem: Mary Lou Ferranto. PhD, MSN, CNP; mferrant@kent.edu
Stark: Christine Kauth PhD, RN; ckauth@kent.edu
Geauga: Melissa Owen MSN, RN, mowen1@kent.edu

Course Description: This course provides students with the knowledge and skills for a beginning leadership position (team leader, module leader and primary nurse), applicable to the care of patients in a health care environment. This course provides students with opportunities to synthesize their nursing knowledge and collaborate with their clinical preceptor in preparation for their professional nursing role.
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Course Objectives:
At the completion of this course the student will be able to:

1.) Apply leadership concepts, skills, and decision making in the provision of:
- High quality nursing care
- Health care team coordination
- Oversight and accountability for health care delivery

2.) Utilize leadership, communication, team building, priority setting, and delegation skills when managing a group of patients.

3.) Describe the scope of practice and responsibilities of the registered nurse and use professional communication and collaborative skills to deliver evidence–based,

patient centered care.

4.) Demonstrate basic nursing competencies expected of entry-level staff nurses.

5.) Describe how health care is organized and financed.

6.) Synthesize professional standards of conduct.

7.) Identify factors that create a culture of safety and quality.

(*The Essentials of Baccalaureate Education for Professional Nursing Practice*, 2008)

Academic Integrity and Plagiarism:
Students are required to review the Kent State University Policy on Cheating and Plagiarism #3342-3-01.8 at http://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism
The Kent State University Libraries' resource, "Academic Honesty & Plagiarism," offers further resources at http://libguides.library.kent.edu/plagiarism

Electronic Communications:
Students are reminded that e-mail is an official University means of communication with Kent State University students. Students are responsible for all information sent to them via their University assigned e-mail account. If students choose to forward their University email account, they are responsible for all information, including attachments, sent to any other email account(s). Students are expected to check their official University email account and other electronic communications on a frequent and consistent basis. The University recommends that electronic communications be checked minimally twice a week, if not daily. Each faculty will inform his/her group about the use of electronic communications/email.

Accessibility Services:
University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, you must contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments.
Please note, you must first verify your eligibility for these through Student Accessibility Services [SAS] (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures). (Revised 6/01/07)
Regional Campus students should contact the Dean's Office to acquire the name of the campus SAS representative to whom documentation should be submitted.

Mass Media
Students are responsible to inform faculty if they did not give permission for pictures, videotaping, or any other electronic media during the educational process.

Attendance:
Classes are conducted on the premise that regular attendance is expected. The individual instructor has both the responsibility and the prerogative for managing student attendance. If students anticipate an absence, they should consult with the instructor individually. In the event the absence was due to illness or injury, verification from the medical professional treating the illness or injury should be presented to the instructor. Attendance at CLASS and PRACTICUM is required. ANY ABSENCE FROM PRACTICUM requires proper and timely notification of the faculty and preceptor a minimum of 2 hours before scheduled PRACTICUM. PRACTICUM absences or lateness may result in failure to meet clinical and course objectives. Please note that vacations do not constitute a valid reason for an absence. Failure to comply with this requirement may result in failure of the course. All practicum hours in NURS 40045 must be made up hour for hour to pass the clinical experience.

Experiential Learning Requirement

This course may be used to satisfy an Experiential Learning requirement. The Experiential Learning Requirement provides students with the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.

Registration Statement:
Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course. Students who do not have a status of ENROLLED are not eligible to attend, receive credit, or a grade for the course.

Website Disclaimer:
The websites included in this syllabus are provided only as a reference and/or resource and do not imply, directly or indirectly, Kent State University's endorsement, sponsorship, or approval of these websites. Kent State University does not assume responsibility and/or liability for the accuracy or reliability of the information contained in the websites. (This statement has been approved by Sue Averill, Associate Provost.)

NOTICE OF COPYRIGHT AND INTELLECTUAL PROPERTY RIGHTS. Any intellectual property displayed or distributed to students during this course (including but not limited to powerpoints, notes, quizzes, examinations) by the professor/lecturer/instructor remains the intellectual property of the professor/lecturer/instructor. This means that the student may not distribute, publish or provide such intellectual property to any other person or entity for any reason, commercial or otherwise, without the express written permission of the professor/lecturer/instructor.

Course Withdrawals: www.kent.edu/registrar/how-withdraw

Clinical Agency Policies:
Some agencies require computer classes, other learning, drug screening, background checks, and other components before students can enter clinical practice. Be advised that this requirement may apply to your clinical placement and you will have to comply. Collaborate with your clinical preceptor and assigned faculty member about this issue if it applies. These requirements do not count as practicum hours.

Instructional Strategies:
Assigned readings
Lectures
Guided Clinical Practice: Practicum
Clinical Journal Packets
Student Presentations
Simulation

Required Texts:

Murray, E. (2017). *Nursing Leadership and Management for Patient Safety and Quality Care.*
 Philadelphia, PA: F.A. Davis. ISBN 0803668872, 9780803668874

APA Manual (6th edition)

Optional Resource:
ANA Code of Ethics

Student Expectations:

Professional Standards:
Students are expected to be professional in all communications and interactions with administration, faculty, peers, College of Nursing guests, and the community. Nursing students are also to be accountable and responsible. Therefore, students will be assessed by faculty on accountability and responsibility as well as professional behavior as reflected in student evaluations. **As professional conduct is expected of all**

students in both the classroom and practicum settings, students who do not comply will receive a learning contract and have points deducted from the corresponding clinical journal assignments and/or clinical presentation in which the situation has occurred.

Professional Appearance:
For their clinical experiences, NURS40045 nursing students are required to be in approved KSU College of Nursing (CON) student uniforms with a KSU CON patch; the uniform and dress code are described in the KSU CON handbook. Additionally, proper identification includes the nametag issued to the student and the facility identification badge. Consistent with professional behavior, badges/nametags should be worn in a manner that allows the student's name and/or picture to be seen.
NOTE: Students will comply with the dress code of the health care facility/unit where they have their clinical assignment if special hospital-distributed scrubs are to be worn (as is sometimes the case in labor and delivery, for example).

Attendance:
Attendance at CLASS and CLINICAL is required. ANY ABSENCE FROM CLINICAL requires proper and timely notification of the faculty and preceptor. Students are expected to be on time for the start of class and practicum clinicals. Any attempt to falsify the completion of the 120 clinical hours will result in failure of the course.

COURSE REQUIREMENTS
Students will be evaluated according to how well they met the course objectives as evidenced by completing and submitting all course requirements on the date indicated in the syllabus. Failure of the course will result if a student does not submit ALL required course assignments, evaluations, and take all exams.

Leaders in nursing need to be individuals of the highest personal and moral integrity and therefore, ethical behavior in the clinical setting necessitates evidence of attributes that include, but are not limited to, respect for cultural differences, and ideas of others, honesty, preservation of patients' rights to privacy, confidentiality, and personal accountability for one's actions.

*All practicum hours and assignments must be completed by Monday of the 14th week of semester for first half starts, Monday of the 15th week for second half practicum starts.

Classroom and Clinical Behavior
Conduct in Class Policy
See University Life: Digest of Rules and Regulations 3342-4-151 - Student responsibility - Expectations for students.
Clinical Contracts
Students who are not meeting the objectives of the course (as identified by preceptors and faculty) will be issued a learning contract that will address aspects of necessary remediation to earn a satisfactory in the course. This contract will be developed in collaboration with the preceptor and faculty.

Student Expectations:

Computer Exam Guidelines:

1. All students will be testing on their own personal laptop computer or in the lab.

2. Students will be unable to return to previous questions.

3.   No questions will be answered during exams.

4.   Once a student saves his/her answers and "logs out," the program will not permit the student to re-enter or modify the answers and these answers are considered final. If a student did not complete all questions and logs-out, the student will not be allowed to re-enter the exam and the questions unanswered will be marked as incorrect.

5. Students who arrive late, to the exam, will not be compensated for missed time.

6. NO Baseball caps or hats of any kind may be worn during exams with the exception of religious head covering.

7. Students will sit in every other seat or as directed by faculty. All personal belongings must be placed in the area designated by faculty. No eating or drinking will be permitted during exams.

8. Calculators are available for online testing. Basic electronic calculators which only add, subtract, multiply and divide may be used during paper exams. Calculators must be checked by faculty prior to the exam. Use of graphing or scientific calculators will constitute cheating and may result in failure of the exam and/or the course. No sharing of calculators will be permitted.

9. After students have finished the exams, students will leave the examination room and are NOT permitted to return until all students have completed the exam.

10. Exam Reviews will be determined by individual faculty.

11. Exam questions are confidential and therefore should not be discussed. Under no circumstances should exam questions be discussed via email with faculty. Failure to comply with these guidelines will constitute cheating and may result in failure of the exam or course.

12. NO personal audio equipment or communication devices of any kind may be used during testing. Calls or pages will not be permitted to be acknowledged during testing. Cell/mobile/smart phones, smart watches, fitness bands, pagers, jump drives, cameras or any other electronic devices MUST be placed in the front of the examination room. Any student caught with these items during examination will receive a zero for that exam. All cell phones must be turned off.

13. Ensure that you have the latest version of the Respondus Lockdown Browser installed. You may download the latest version of the Lockdown Browser from the following link. It will automatically detect if you have a Windows or Mac computer and provide the appropriate download. If you are unsure if you have the latest version of the Lockdown Browser you can download and reinstall from the link below without issue.

http://www.respondus.com/lockdown/download.php?id=814812903

14. Ensure that you can access the Lockdown Browser quickly.
It is recommended that you make a shortcut for the Lockdown Browser that you can use to quickly access the program.
On Windows, you can add a shortcut to your desktop or pin the shortcut to your "Task Bar" or "Start Menu". On a Mac, you can drag a shortcut to your dock.

15. Internet Connection When On Campus: When you are testing on campus you should ensure that the network connection you are connecting to is "FlashzoneWPA". Any other network listed on campus may not give you proper access to Blackboard when using the Lockdown Browser. The

networks listed as "Flashzone" and "Kent State Guest" are known to have issues with the Lockdown Browser as they reset your connection to them periodically.

16. **Power for your laptop: It is important that you charge your laptop's battery as much as possible prior to coming to campus to take your exam.** While there are outlets generally available they are limited, even with power strips. If you need to plug your laptop in to use it long enough to take your exam please make sure that you bring your power adapter. Given the wide range of adapter connections we cannot provide spares. The College of Nursing is not responsible for laptop failure during an exam and will not provide a back-up laptop or power cord. Therefore, prior to the exam, students should make sure their laptops are in good working order and the latest Respondus Lockdown Browser software has been downloaded and working properly. Students should bring a power cord for their laptops to the exam. Exam start times will not be delayed due to individual student computer issues.

17. Operating System Updates**:** It is important that you complete any necessary updates to your operating system prior to coming in for testing. If you normally or recently have received a prompt regarding updates on your computer you should install these updates as the prompts to install updates can cause your Lockdown Browser session to crash. Before coming in to test, completely shut down, start, and then again shut down your computer to make sure that when you come in you will not be delayed from starting the exam due to updates or any other similar issues.

18. Computer Applications and Lockdown Browser Complications**:** The Lockdown Browser will prompt you for permission to close some applications that are not allowed to run during an exam. This includes certain types of applications based on functions like chat programs, video messaging, screen sharing, screen capture, network monitors, and some specialized equipment software. Unfortunately, the Lockdown Browser is not always completely aware of certain applications, so it may not detect everything that will cause issues. If the Lockdown browser detects a program performing the forbidden types of activities it will cause an error and force you out of the exam, forcing you to restart. It's best to close all applications prior to testing in order to avoid any potential issues.

19. Applications that you should ensure are closed/quit prior to launching the Lockdown Browser: Blackboard Collaborate, most Citrix applications, Facetime, iMessage, Microsoft Remote Desktop, Skype, any SMART Technologies software, VNC or any variants, WebEx or anything similar to these applications or in the specified types above.

20. If you experience hardware or software problems during the exam, notify the proctors immediately by raising your hand.

21. University policy regarding suspected cheating will be enforced. Refer to 3342-3-07 Administrative policy & procedures regarding student cheating and plagiarism.

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Evaluation Methods:

To achieve a final course grade of "C" or better, a student must achieve a cumulative test score of 75% or higher AND consistently perform in clinical practice at a satisfactory level or above. The final course grade is computed from the scores earned on the exams, assignments, and practicum assignments. All required work must be completed to successfully complete the course.

1. Two Examinations as listed on Class Schedule:

   Exam 1 and Exam 2 are 50 points each and based upon new content questions. The NCLEX/ATI Comprehensive Predictor will be given in place of the Final Exam. If an exam is missed, regardless of the circumstances, the faculty reserves the right to administer an alternative form of the exam, e.g. short answer or essay. Students are responsible for notifying the course coordinator of their absence **PRIOR** to the exam and for arranging a make-up exam as soon as possible. Exceptions to taking the scheduled exam will be made only in the event of extenuating circumstances such as vehicular accidents, illness, or death in the immediate family. Failure to take exams as scheduled will result in a 0 for Exam.

2. Practicum Assignments: Guidelines will be posted within your online course practicum section. Points earned on these assignments will **only** be added to the final course grade **if** the final total exam grades are at least 75%. Late assignments will not be accepted, and will result in a score of 0.

3. Standardized Achievement NCLEX/ATI Testing: Points earned on this assignment will only be added to the final course grade if the final total exam grade is at least 75%.

   • All students taking NURS40045 Integration of Leadership and Management in Nursing are REQUIRED to take a course specific standardized achievement test at a pre-scheduled specified time prior to the completion of the course and the Comprehensive Predictor in place of the Final Exam.
   • ATI guidelines must be followed for practice assessments, remediation and proctored assignments. Failure to complete will result in failure in course.

4. NCLEX Performance Profile assignments (total of 32 points,4 assignments).

5. Professional Clinical Portfolio: This is a mandatory assignment. Students will earn either a satisfactory or unsatisfactory rating. See guidelines in syllabus. Late submissions will be scored as zero.

6. Practicum Clinical Performance: The Clinical Evaluation is outlined in the syllabus. An overall "Satisfactory" rating must be achieved to earn a "C" or better in the course. A final "Unsatisfactory" in clinical performance will result in a failing course grade.

7. Simulation Experience: Participation in the simulation experience is mandatory. Make-up assignment will be an annotated bibliography in APA format of 8 articles (8-10 pages), within the past 5 years, covering the topics missed in SIM.

Total Points for the Course:

   (no points given for late assignment submissions)

   Exam 1 50 points
   Exam 2 50 points
   IHI Certificates 8 points
   NCLEX Practice Tests/Review Assignments for Leadership ATI 12 points (2 at 6 points each)

   NCLEX/ATI Leadership Proctored Exam Points 10 points
   NCLEX Practice Tests/Review for Comprehensive Predictor 20 points (2 at 10 points each)

Comprehensive Predictor as Final Exam (Pass/Fail)

Practicum assignments (120 Total points)

Final Total Points: 270 points

Grading Scale:
91.0 – 100%	= A
82.0 – 90.9%	= B
75.0 – 81.9	= C
64.0—74.9	= D
< 64	= F

Note anything <75% is considered a failing percentage

Grade Determination:

246-270 = A
222-245 = B
203-221 = C
173-202 = D
Less than 173=F

A final grade will not be released until all required written work has been satisfactorily completed and submitted within the current grading period. Grades are based on points earned by the student and not percentages, and are not rounded.

All students who are experiencing difficulty in any part of the course are encouraged to seek help with their course or practicum faculty as soon as possible. It is the student's responsibility to consult with the clinical instructor if his/her average in the course is not above 75% after each exam and/or assignment.

Simulation Lab
All students will participate in a Simulation experience on campus. The SIM experience will expose students to concepts covered in lectures and reading. The focus will be critical thinking, prioritization, time management and delegation. If students miss the SIM experience for any reason, a make-up assignment of a literature review and a paper, and conference with faculty must be scheduled to ensure the concepts of this learning experience are achieved.

Portfolio
Kent State College of Nursing's portfolio template. Students' *Competencies for Leadership Objectives*, *Patient/Family Teaching,* discovery of *Evidence Based Practice*, and a *Personal Reflection* of the experience should be addressed. Students must receive a SATISFACTORY on the portfolio to meet all clinical objectives. Students are expected to utilize Google Docs to format their portfolios and will submit the link to their assignment in the designated assignment drop box of their online Practicum course section. An example of the student portfolio can be found in the Blackboard section within the online course.

NCLEX Preparation Assignment and Proctored Assessment-Content Mastery Series:
1. All students taking **NURS40045 Course Title** are **REQUIRED** to take a course specific NCLEX Proctored Assessment at a pre-scheduled specified time prior to the completion of the course.
2. In addition to the course specific NCLEX Proctored Assessment, students are required to complete two (2) NCLEX Preparation Assignments. Students will then complete required independent, focused review based on their assignment scores.

3. There will be a 24 hour time block between the initial and second attempt for each practice assessment.

NCLEX Preparation Assignment A	Focused Review Time	Due Date **NCLEX Preparation Assignment A and focused review**
Score ***Based on first attempt***	*Student's independent remediation by creating a focused review*	*see course calendar*
90-100%	Required 1 hour	
80-89%	Required 2 hours	
70-79%	Required 3 hours	
<70%	Required 4 hours	

NCLEX Preparation Assignment B	Focused Review Time	Due Date **NCLEX Preparation Assignment B and focused review**
Score ***Based on first attempt***	*Student's independent remediation by creating a focused review*	*see course calendar*
90-100%	Required 1 hour	
80-89%	Required 2 hours	
70-79%	Required 3 hours	
<70%	Required 4 hours	

4. All students are required to provide a **printed** copy of completion of two course specific NCLEX Preparation Assignments in Blackboard. This includes one with a minimum score of 90%. Proof of required independent focused review for both NCLEX Preparation Assignments, using the student-generated focused review for the required amount of time based on the first practice assessment results, are also required for admission to the NCLEX proctored assessment. Failure to provide satisfactory documentation of completing the NCLEX Preparation Assignments, including one with a 90% and the required time for focused review for both assignments, will result in not being able to take the NCLEX Proctored Assessment.
5. Specific instructions regarding the NCLEX proctored assessment process will be provided closer to the date of the proctored assessment.
6. Students earn the following points based on their achieved proficiency level on the proctored assessment. Points will **only** be added to the final course grade **if** the final total exam grade is at least 75%. Points will be awarded on the following proficiency levels:

NCLEX Proctored Assessment Assignment	Points Earned	Remediation
Admission ticket: *Proof of completion of two course specific NCLEX Preparation Assignments, one with a **minimum score of 90%**.* *Proof of **independent remediation for both preparation assignments** using student-generated focused review for the*	*Maximum points earned =* ***10% of total exam points*** *for the course*	

required amount of time based on practice assessment results.		
Proficiency Level 3	11 points	
Proficiency Level 2	10 points (standard)	
Proficiency Level 1	7.5 points	
Proficiency Level < 1	5 points	Required to meet with NCLEX Success Coach

7. Students who earn a Proficiency Level < 1 on the NCLEX proctored assessment will be required to meet with an NCLEX Success Coach for remediation.
8.

Students who do not complete the NCLEX Preparation Assignments and Proctored Assessment in a course will earn an (F) in the course. All students must plan on completing one of the required NCLEX preparation assignments at a minimum of 90% and provide printed documentation of these results in addition to attending the scheduled proctored assessment time.

LEADERSHIP NCLEX/ATI Practice Test: Guided Reviews Written ASSIGNMENTS
> After completing your Leadership Practice assessment, you will be expected to complete a focused review on your individual results. On your Performance Profile, there will be Topics to Review. You are expected to address each area that you 'missed' and provide information about that topic. When you create a Focused Review in ATI, you can click on the book link and template link to access information there. Please submit your Performance Profile and Word document in the assignment tab. This will be completed for each practice assessment, assignments are 6 points each for a total of 12 points. Rubric in Blackboard Course.

Comprehensive Predictor:

NCLEX Preparation Assignment and Proctored Assessment-Comprehensive Predictor:

9. All students during their final semester of the nursing program are **REQUIRED** to complete an end-of-program NCLEX Proctored Assessment at a pre-scheduled specified time prior to the completion of the course.
10. In addition to the end-of-program NCLEX Proctored Assessment, all students are also required to complete two (2) NCLEX Preparation Assignments. Students will then complete required independent, focused review based on their assignment scores.
11. There will be a 24 hour time block between the initial and second attempt for each practice assessment.

NCLEX Preparation Assignment A	Focused Review Time	Due Date NCLEX Preparation Assignment A and focused review
Score **Based on first attempt**	*Student's independent remediation by creating a focused review*	*see course calendar*
90-100%	Required 1 hour	
80-89%	Required 2 hours	
70-79%	Required 3 hours	
<70%	Required 4 hours	
NCLEX Preparation Assignment B	**Focused Review Time**	**Due Date NCLEX Preparation Assignment B and focused review**
Score **Based on first attempt**	*Student's independent remediation by creating a focused review*	*see course calendar*
90-100%	Required 1 hour	

80-89%	Required 2 hours	
70-79%	Required 3 hours	
<70%	Required 4 hours	

1. All students are required to provide a documentation of completion of two course specific NCLEX Preparation Assignments submitted in Blackboard. This includes one with a minimum score of 90%. Proof of required independent focused review for both NCLEX Preparation Assignments using the student-generated focused review for the required amount of time based on the first practice assessment results, are also required for admission to the NCLEX proctored assessment. Failure to provide satisfactory documentation of completing the NCLEX Preparation Assignments, including one with a 90% and the required time for focused review for both assignments, will result in not being able to take the NCLEX Proctored Assessment.

2. Specific instructions regarding the NCLEX proctored assessment process will be provided closer to the date of the proctored assessment.

3. Students who earn less than a 67% (raw score) or less than 85% predicted probability of NCLEX success are strongly recommended to complete a formal NCLEX-RN® review course offered by a nationally recognized provider such as ATI, Kaplan, or NCSBN.

4. **Students who do not complete the NCLEX Preparation Assignments and Proctored Assessment in a course will earn an (F) in the course. All students must plan on completing one of the required NCLEX preparation assignments at a minimum of 90% and provide documentation in Blackboard of these results in addition to attending the scheduled NCLEX proctored assessment time.**

NCLEX Proctored Assessment Assignment	**Remediation**	**Successful Completion**
Testing dates is Finals of the semester. ***Admission ticket:*** *Proof of completion of two course specific NCLEX Preparation Assignments, one with a **minimum score of 90%.*** *Proof of **independent remediation for both preparation assignments** using student-generated focused review for the required amount of time based on practice assessment results.*	None required if able to achieve an **individual adjusted score of greater than 67%(raw score) or greater than 85% predicted probability** of NCLEX success	
Individual adjusted score of **less than 67% (raw score) or less than 85% predicted probability** of NCLEX success	Strongly recommend completion of a nationally recognized formal NCLEX-RN® review course offered by providers such as ATI, Kaplan, or NCSBN.	Strongly recommend completion of a formal NCLEX-RN® review course offered by a nationally recognized provider such as ATI, Kaplan, or NCSBN.

Students must achieve a minimum of at least a 50% probability of NCLEX success	Meeting with course faculty same day of exam to discuss plan for remediation.	

Comprehensive Predictor Review Written ASSIGNMENT

After completing your Leadership Practice assessment, you will be expected to complete a focused review on your individual results. On your Performance Profile, there will be Topics to Review. You are expected to address each area that you 'missed' and provide information about that topic. When you create a Focused Review in ATI, you can click on the book link and template link to access information there. Please submit your Performance Profile and Word document in the assignment tab. This will be completed for each practice assessment, assignments are 10 points each for a total of 20 points. Rubric in Blackboard Course.

Leadership and Management, Health Care Environment, Organizational Behavior and Magnet Hospitals

Behavioral Objectives	Content	Learning Experiences
1. Describe expectations for NURS40045 Course.	I. Introduction of course faculty. II. Orientation to course	Meet course faculty Review of Course Syllabus

	a. Expectations for course b. Instructions for Web-based potion of course III. Orientation to Practicum	

Behavioral Objectives	**Content**	**Learning Experiences**
1. Define IOM competencies and 10 rules for Health Care. 2. Identify core competencies for safe and quality nursing care 3. Describe contemporary leadership theories. 4. Describe characteristics of leaders and managers.	I. Overview of IOM reports on quality health care in the US compared to the Nursing QSEN competencies II. Overview of importance of nursing leadership to safe quality care III. Overview of theories of leadership and management IV Overview of leader and manager characteristics	Murray (2017)- Chapters 1 and 3 Institute of Health Open School: Introduction to Health Care Leadership L101 See Weekly Folder in online course

Legal and Ethical Issues; Delegation of Patient Care;

Behavioral Objectives	Content	Learning Experiences

1. Identify sources and types of law and regulations, and recognize their impact on nursing practice.
 	
2. Recognize legal issues which impact health care delivery and nursing care in health care organizations.
 	
3. Analyze areas of nursing practice that lead to malpractice and outline actions a nurse can take to minimize these risks.
 	
4. Analyze roles of the nurse as patient advocate.
 	
5. Recognize ethical issues which impact health care delivery and nursing care in health care organizations.
 	
6. Evaluate self and others regarding effective decision making and problem solving processes.
 	
7. Identify the leadership role of professional nurses in ethical decision-making.
	Legal Issues:
	I. Sources of Law
	
	II. Types of Law
	
	III. Negligence and Malpractice
	  a. Role of the Ohio Board of Nursing (OBN)
	  b. Nurse Practice Act
	  c. ANA Code of Ethics
	
	IV. Legal Protections in Nursing Practice
	a. Good Samaritan Laws
	b. Skillful Communication
	c. Risk Management
	d. Professional Liability Insurance
	
	Ethical Issues:
	I. Ethics Defined
	
	II. Ethical Theories
	
	III. Ethical Decision Making
	
	IV. Ethical Issues in Practice
	
	V. Ethical Leadership and Management
		Murray (2017) Chapters 4
		
		Review the Ohio Board of Nursing Web site:
		http://www.nursing.ohio.gov/index.htm
		And Nurse Practice Act:
		http://codes.ohio.gov/orc/4723
		Pay particular attention to sections: 4723.01, 4723.03, 4723.06, 4723.09, 4723.17, 4723.171, 4723.24, 4723.28, 4723.32, 4723.34, 4723.99
		
		See Weekly Folder in online course

1. Explain the five rights of delegation. 2. Describe the principles and process of delegation. 3. Apply the principles of delegation in the clinical setting.	I. Delegation of Patient Care II Scopes of Practice	Murray (2017)- Chapter 12 **and** See Weekly Folder in online course

Critical Thinking, Decision Making, Time Management and Setting Patient Care Priorities

Behavioral Objectives	Content	Learning Experiences

1. Apply time management principles to clinical situations.
 	
2. Apply priority setting principles to clinical situations.
 	
3. Apply decision making and critical thinking to clinical situations.
 	
4. Analyze the relationship between decision making and problem solving, critical thinking, and reflective thinking.
 	
5. Evaluate self and others regarding effective decision making and problem solving processes
	I. Time Management and Setting Patient Care Priorities
	
	II. Types of Thinking
	  a. Critical Thinking
	  b. Reflective Thinking
	  c. Intuitive Thinking
	
	III. Problem Solving
	
	IV. Decision Making
	  a. Decision Making Tools
	  b. Group Decision Making
	  c. Clinical Application
	  d. Limitations to Effective Decision Making
	
	V. Strengthening the Nurse's Role in Decision Making
		Murray, Chapter 5
		
		Articles:
		Said, N. B. (2014, September). Time management in nursing work International Journal of Caring Sciences, 7(3), 746-749.
		
		Jones, T. L. (2016). What Nurses Do During Time Scarcity: and why. The Journal of Nursing Administration, 46 (9), p. 449-454.
		
		Institute of Health Open School: Introduction to Patient Safety PS 101
		
		and See Weekly Folder in online course

Communications and Team Building

Behavioral Objectives	Content	Learning Experiences
1. Describe and apply effective communication techniques to ensure safe quality care.	I. Elements of communication a. HIPAA and confidentiality	Murray (2017): Chapter 6,15 See Weekly Folder in online course Institute of Health Open School: Teamwork and Communication in a Culture of Safety PS104
2. Identify factors that impact communication	II. Factors influencing communication (culture, gender, generation)	

3. Identify strategies for effective organizational communication and communication skills in the workplace	III. Health care Communication
	  a. Organizational
	  b. Interprofessional
	  c. Intraprofessional
	  d. Team Rounding
	  e. TeamSTEPPS
	  f. SBAR
	  g. Transitions in Care/Handover	

4. Develop communication skills in addressing difficult situations		

5. Analyze and discuss teamwork and collaboration within nursing and in interdisciplinary teams	IV. Team Building
	  a. Requirements
	  b. Stages of team development
	  c. Creating Synergy
	  d. Characteristics of effective teams
	  e. TEEAMS approach	

5. Relate ways to create a conducive environment for teamwork		

Organization of Patient Care, Effective Staffing

Behavioral Objectives	Content	Learning Experiences
1. Compare and Contrast care delivery models. 2. Examine effective methods for staffing an inpatient nursing 3. Evaluate the impact of nurse staffing on safe and quality patient care.	I. Organization of Patient Care II. Staffing Concepts	Required Reading: Murray (2017): Chapter 11 and See Weekly Folder in online course

Change and Conflict, Healthy Work Environment

Behavioral Objectives	Content	Learning Experiences
1. Describe the elements of a healthy work environment.	I. Elements of health work environment a. Nurse's Bill of Rights b. AACN-Hallmarks of supportive environment c. AACC-Essential Standards	Murray (2017 Chapters 13, 14 and See Weekly Folder in online course
2. Describe concepts related to creating and sustaining a safe work environment	II. Safe environment a. Safe patient handling and mobility b. Preventing nurse fatigue c. Preventing work place violence d. Empowerment	
3. Describe traditional and emerging change theories	III. Change theories	
4. Analyze elements of change processes and apply the concept of innovation to health care.	IV. Managing change and Innovation	
5. Plan, implement and evaluate a change project using the change process	V. Change Processes	
6. Identify types of conflict situations	VI. Types of conflict	
7. Identify steps in the conflict management strategies	V. Strategies for conflict resolution	

Organizational Behaviors, Strategic Planning, Magnet Status, Budgeting Concepts, Quality Improvement

Behavioral Objectives	Content	Learning Experiences

1. Describe the basic types of health care organizations	I. Types of health care organizations
	  a. Primary
	  b. Secondary
	  c. Tertiary
		Murray (2017): Chapters 7, 8, 16.
		
		See Weekly Folder in online course

2. Describe the basic elements of health care organizations and explain the rationale for the common organizational structures.	II. Organizational Structure:
	  a. Chain of command
	  b. Unity of command
	  c. Span of Control
	  d. Centralized/Decentralized
		Institute of Health Open School: Testing and Measuring Changes with the PDSA Cycle QI 103

3. Explain the relationships between an organization's strategic plan and mission, vision and philosophy.	III. Organizational Culture:
	  a. Mission Statement
	  b. Vision Statement
	  c. Philosophy
	
	Strategic Planning:
	  a. SWOT Analysis	

4. Explain the impact of regulations and accreditation on health care organizations	IV. Regulation and Accreditation
	  a. Joint Commission
	  b. DNV GL
	  c. Magnet Recognition	

5. Describe historical and contemporary organizational theories	V. Organizational Theories	

6. Describe the 3 types and 3 methods of budgeting.	VI. Types of Budgets
	  a. Operational with Personnel
	  b. Capital
	
	Methods of Budgeting
	  a. Incremental
	  b. Performance
	  c. Zero-Based	

7. Describe a culture of safety and strategies to promote a culture of safety.
 	
8. Discuss the prevalence of medical errors in today's health-care environment and identify the types of medical errors.
 	
8. Examine methods of evaluating and improving quality within health care organizations
 	
9. Identify the principles of quality improvement and quality management.
 	
10. List common tools used in quality improvement.
	IV. Quality Improvement
	   a. History
	   b. General Principles
	   c. Implications for Patient Care
	   d. Methodologies for Quality Improvement
	   e. Agencies Impacting Quality Improvement
	     1) Joint Commission (JC)
	     2) American Nurses Association (ANA)
	     3) The National Quality Forum (NQF)
	     4) Institute of Medicine (IOM)
	     5) Patient Safety Advocacy Groups
	     6) Agency for Healthcare Research and Quality (AHRQ)
	     7) Institute for Healthcare Improvement (IHI)
	     8) World Health Organization	

Transition to RN Role, Self-care and Healthy Living, Professionalism, NCLEX

Behavioral Objectives	Content	Learning Experiences
1. Identify goals for transition to RN Role 2. Identify nursing opportunities available after licensure. 3. Examine the relationship between personal health, self-renewal, and the ability to deliver sustained quality care. 4. Identify goals for preparing to take the NCLEX licensure examination.	I. Transition to practice II. Emerging Opportunities III. Self-care and Healthy Living, Balancing Personal and professional life IV. NCLEX preparation	**Required Reading**: Murray (2017): Chapters 17 See Weekly Folder in online course

Clinical Assignments/Professional Portfolio Submissions (As scheduled according to syllabus guidelines and by individual clinical instructors)

Integration Practicum Component

Conduct of Course:

Clinical Objectives

1. Demonstrates effective and appropriate communication skills.

2. Applies the nursing process to clinical situations.

3. Provides complete and accurate documentation of care.

4. Demonstrates competency in clinical skills.

5. Demonstrates time management and organizational skills.

6. Administers medications in a safe and competent manner.

7. Functions within the health care setting as a team member.

8. Demonstrates critical thinking skills in clinical decision-making.

9. Assumes accountability and responsibility for nursing care provided.

10. Participates in activities that promote the development and practice of nursing.

11. Assumes responsibility for learning.

12. Maintains professional behavior and appearance (includes attendance/tardiness).

Agency Policies:
> Some agencies require drug testing, parking fees, computer classes, and other learning before students can enter clinical practice. Be advised that this requirement may apply to your clinical placement and you will have to comply. Collaborate with your faculty or preceptor about this issue if it applies.

Student Nurse Responsibilities for Course Completion:
- Prior to entering clinical setting, students are expected to review necessary skills and information related to their assigned clinical area (e.g. reviews course notes applicable to the specific clinical setting, attends open lab hours to practice skills as needed).
- Student will meet with assigned preceptor at assigned clinical site within two weeks of receiving contact information.
- **Provide preceptor with the following documents at Initial Meeting (meeting within 2 weeks):**
  - **Syllabus (Preceptor should especially note pages pertaining to Integration Practicum component of the course)**
  - **Name, phone #, fax, email of faculty and student**
  - **Preceptor Data Form (Return to Heidi Weisel, Henderson Hall Room 214, Fax 330-672-6387) Note: Students will not be permitted to start <u>ANY</u> clinical hours before data form is submitted. Please be advised that any hours started prior to the data form being submitted may <u>NOT</u> count.**
  - **Exchange emails/phone numbers and what to do if call off/sickness…for either of you.**
  - **Goals for 1st 60 hours of practicum**
- Collaborate with preceptor to determine how the 120 hours of practice will be completed

- Submit plan for completion of 120 hours to faculty. May be 60 hours at a time.
- Orientations, classroom time and meetings are not considered practicum hours.
- Have preceptor document each time period of practice using the documentation of practice forms (located at the end of the syllabus).
- Have preceptor complete evaluation form approximately every 60 hours of practice and return to faculty as part of each sixty hour packet.
- Complete a self-evaluation form approximately every 60 hours of practice and return to faculty as part of each sixty hour packet.
- Complete clinical assignment packet every 60 hours.
- Students are NOT to start practicum until they have received **approval from practicum faculty.**
- **SUCCESSFUL COMPLETION OF THIS COURSE REQUIRES THAT THE STUDENT IS CLINICALLY SATISFACTORY**-if a preceptor or clinical agency dismiss a student from agency/practicum, student will fail the course.

Student Conduct Guidelines:

- Student will arrive on time for each clinical and be prepared to receive report with other staff.
- The KSU College of Nursing uniform is the expected attire at all times, including first meeting with preceptor. Unless told to do otherwise by the agency (such as for a specialty area). Student must comply with both Kent State and specific agency policies for appearance (see Student Handbook).
- Student will sign KSU, SN after all charting, including medication administration.
- Professional communication with the preceptor and clinical instructor is expected and an essential part of successful completion of this clinical rotation. Both preceptor and faculty should be notified in advance of absence, tardiness, need to leave early, change in shift, or other changes. Changes in schedule should ONLY be made in cases of illness, emergency, or staff reductions. Faculty must be notified in advance of any and all schedule changes.
- In the event that a student's preceptor reports off and another nurse offers to precept the student for one or more days students must do the following prior to precepting with the new nurse:
  - **1. Ensure that the preceptor has at least 2 years experience as a licensed RN in the area that the student will be precepted in. This is law according to the Ohio Nurse Practice Act.**
  - **2. Obtain a preceptor data form and fax immediately to Heidi Weisel**
  - **3. Notify his/her KSU faculty by email immediately.**
- Actual or suspected substance abuse is grounds for immediate dismissal for the day and/or the agency may request toxicology screening per agency protocol. Follow up with faculty for further action (see Student Handbook).
- Student is to work as many full shifts with the preceptor as possible (minimum time on floor is 6 hours and maximum time 12 hours). Lunch of 30 minutes are manadatory and do not count as clinical hours. Time spent in meetings with preceptor is limited to 4 hours. If alternate shift hours are needed, students must **discuss with clinical faculty and be approved before student is permitted to complete.**
- Conduct during clinical should demonstrate the highest professional standards. Inappropriate language, lack of respect for others, cell phone in clinical areas, excessive socialization with other health care workers and sleeping are just some of the behaviors that will lead to course failure for not meeting objectives.
- Student is to come prepared with all necessary tools (stethoscope, penlight, pens, etc.).
- Professional behavior is an expected component of this course. Faculty reserve the right to deduct points from any student who fails to perform in a professional manner.
- Students may not miss any class to attend clinical. Any shift completed during a time when class is scheduled will not be counted.
- Behaviors indicative of unsafe nursing practice may result in failure of the course.
- Any attempts to falsify clinical hours will not be tolerated and will result in failure of the **course**.

All clinical hours and assignments must be completed by Monday of the 14th week (Monday the 15th week for second half starts) of the semester

NURS40045 Practicum Check List
Student Initial Responsibilities

Student Name:_____

Students are expected to complete EVERYTHING on this checklist prior to starting Practicum.

Students must have final approval by faculty before starting Practicum.

Date Completed	Mandatory Assignments
	Attendance at First Day of Class Mandatory for Class and Practicum Orientation, deduction of 5 points for absence. (No points for late submission)
	Contact Preceptor within **two weeks** of obtaining contact information and set up appointment to meet your preceptor (this is to be done regardless of the date students plan to begin their practicum hours). If you are having difficulty contacting your preceptor within the two week time frame please communicate this with your clinical faculty.
	Preceptor data form (both pages) need to be completely filled out with nursing license number. Preceptors can access that on-line at https://license.ohio.gov/lookup/default.asp?division=86. **Data form can be faxed to Heidi Weisel 330-672-6387 or hand delivered to her (Henderson Hall, Room 371).** **This form will be reviewed by Heidi Weisel and she will send to your faculty for approval**
	Give preceptor clinical **faculty** contact information (i.e. letter from faculty with number and email).
	Certified Background Account in Compliance (CPR, TB, Immunizations & Background Checks)
	Complete all clinical agency-specific orientation procedures as instructed by assigned clinical instructor.
	Submit a picture of yourself (selfie is fine) in clinical section in Blackboard
	Submit **Goals** for first 60 hour goals to clinical faculty in Blackboard Learn Clinical Section. **Must be approved by faculty before starting Practicum**
	Submit **Schedule** for first 60 hours of clinical hours to Clinical Faculty in Blackboard Learn Clinical Section, any schedule changes must be submitted to faculty in Learn **AND** by email **(See form provided)** **Must be approved by faculty before starting Practicum**
	Submit this **Form-Practicum Checklist** to Clinical Faculty in Blackboard Learn Clinical Section. **Must be approved by faculty before starting Practicum**

COLLEGE OF NURSING

CLINICAL PRECEPTOR RESPONSIBILITIES

- All preceptors are to receive from student (at the time of orientation) the following documents:
  - Syllabus (which includes: Preceptor/student evaluation forms (x2), Documentation of practice forms, and preceptor data form).
  - NOTE: **According to the Ohio Board of Nursing, Nurse Practice Act- All preceptors must have at least 2 years experience as a licensed RN needed in the area that the student will be precepted in.**
  - NAME, PHONE NUMBER, FAX # (330-672-6387), EMAIL ADDRESS OF FACULTY AND STUDENT.
- E-mail faculty to initiate communication

- Orients the student to agency policies, procedure, and physical environment.

- Introduces student to the unit nursing staff and health team members.

- Discusses unit philosophies, expectations, policies, and informal unit organization with the student.

- Provides learning opportunities which meet the course objectives and student's learning goals in collaboration with faculty.

- Provides direct supervision for all medication administration. Preceptor shall determine if and when a particular medication should be given by student.

- Facilitates and supervises student experience in accord with course objectives.

- At start of each clinical day, discusses with the student goals for the day, nursing care activities, and evaluation of nursing student's learning needs for the day.

- Prepare daily client assignments in accordance with the individual student's learning goals and ability.

- Serves as resource person for the student.

- Serves as a positive role model for the student in area of clinical expertise, knowledge, and professional attitudes.

- Guide student to complete agency preparation for clinical practice such as computer program or medication test if required.

- Shares perceptions of on-going progress of student's clinical performance with the student and faculty.

- Notify the student if report off or cancellation of a shift has occurred.

Contacts the faculty to inform, clarify, and/or mediate any problems/issues, such as tardiness, failure to fulfill contracted days, appearance, lack of professional conduct, etc. as soon as possible after issues occur.

FACULTY RESPONSIBILITIES

1.   Makes self available to preceptors and students for consultation and/or problem solving.

2.   Collaborates with student and preceptor as needed to facilitate the student's attainment of course and individual objectives.

3.   Collaborates with student and preceptor to facilitate development of their professional relationship.

4.   Evaluates student's paperwork and scholarly presentations.

5.   Consults with preceptors on a regular basis about the clinical performance of each student.

6.   Assists student and preceptor in developing student's professional nursing role.

7.   Acts as liaison between Kent State University College of Nursing and designated facility.

PRACTICUM EVALUATION SUMMARY (120 Points)

Student's work will be evaluated in the following manner:

- Practicum Checklist with Schedule and Goals   10 points

- Time Management, Prioritization and Clinical Progression Assignment   30 points

- Final Journal Packet   50 points

- Professional Issue Presentation   20 points

- Portfolio   6 points

- Evaluation of Clinical Site and Preceptor   4 points

- Satisfactory Clinical Evaluation by Preceptor (mandatory to pass course)   Pass/Fail

Total   120 points

Note: As professional conduct is expected of all students in both the classroom and clinical settings, students who do not comply will receive a learning contract and have points deducted from the Journal assignment and/or clinical presentation in which the situation has occurred.

PRACTICUM CHECKLIST (10 points)- Submitted within 2 weeks of obtaining preceptor information. Includes preceptor data form, schedule and goals for first set of 60 hours. Failure to submit on time results in a score of 0.

PRACTICUM PACKET 1: TIME MANAGEMENT, PRIORITIZATION AND CLINICAL PROGRESSION PACKET ASSIGNMENT (30 points)

This assignment is to be completed after the first 60 hours of practicum is complete.
APA formatted Title page with the addition of the following information:

1. **Preceptor name**

2. **Clinical agency**

3. **Hours completed for this assignment packet submission**

   Part One: Time Management and Prioritization Topic (10 points)

- How do you and your preceptor prioritize your nursing care? Discuss the organization of your practicum day. Include basic schedule of day and care and priorities submit as Appendix A.
- What tool do you use to organize your day and care? Describe report tool and how it helps care organization. Submit as Appendix B. Remove patient identifying information.
- Discuss ways you have reprioritized your care throughout the day?
- Reflect on your time management during your first 60 hours and how it has changed through the 60 hours.
- What strategies have you learned to enhance your time management?
- Synthesize and apply information from Said article and 1-2 other professional nursing journal articles published within the last 5 years.

   Part Two: Goals (10 points)
   It is important to evaluate your goals established before beginning practicum and to evaluate these goals throughout the first 60 hours of your clinical experience. It is expected that each student will collaborate with his or her preceptor in developing goals. It is also understood that certain goals are ongoing and that students will reflect on these goals throughout their practicum experience in both assignments.

   Goals should consist of:
   One goal related to time management and prioritization.
   One goal related to delegation.
   One goal focused on a psychosocial aspect of the clinical.
   One pathophysiological goal specific to the unit/patient population you are assigned to.
   One goal related to growth and development (Only if your practicum experience is in pediatrics).
   Two other goals that you have not specifically related to the topics above should also be included.

1. State how you were able (or not) to accomplish your goals.
2. State goals for next 60 hours of Practicum

APPENDICES must include: (6 points)

A. Typical Practicum Day Schedule/Plan of Care for Patient Assignment

B. Organizational Tool/Report Sheet

C. Preceptor/Student Evaluation Form (in syllabus)

D. Documentation of practicum hours log (form in syllabus)

E. Last Appendix of packet will be your schedule for completing the next 60 hours.

Packet must be submitted within 4 days (including weekend days) of completing each 60 hours. If night shift use end of shift date.

As a senior level nursing course use of effective grammar/spelling/syntax/APA format is expected. **(4 points)**

PRACTICUM PACKET 2: FINAL 120 HOUR PRACTICUM JOURNAL PACKET (50 points)

This assignment is to be completed after the second 120 hours of practicum is complete.
APA formatted Title page with the addition of the following information:

1. **Preceptor name**

2. **Clinical agency**

3. **Hours completed for this assignment packet submission**

Part One: Complete all 3 mandatory topics AND 2 optional topics (from the 5 listed as optional). Address all questions and information asked under the topic heading. (25 points)

Address all bulleted points under topics.
3 Mandatory Topics (Must address all three topics): (5 points)
1. **Quality Improvement (Mandatory Topic)**
• Give examples of quality improvement areas your unit is involved in.
• How do they obtain data related to these areas?
• How do they evaluate the data?
• Who is responsible for providing evaluation data to your nursing unit?
• Is your preceptor aware of the quality improvement areas being looked at on her/his unit? Is she involved in data collection?
• Do you have ideas of areas on your unit which would benefit from quality improvement?
• Synthesize and apply information from Murray (Chapter 7) and 1-2 professional nursing journal articles published within the last 5 years.

2. **Teamwork and Team Building**
   - Discuss teamwork and team building with your preceptor.
   - Discuss examples of how is teamwork is demonstrated on your unit.
   - Describe examples of team building on your unit.
   - What are your ideas about how teamwork could be enhanced on your unit.
   - Who would you talk with to promote teamwork and team building?
   - Synthesize and apply information from Murray (Chapter 15) and 1-2 professional nursing journal articles published within the last 5 years.

3. **Change/Conflict (Mandatory Topic) (5 points)**
   - Give examples of what could be changed on your nursing unit.
   - Identify the: who, why, what, when and how of the change (Chapter 14, page 303).
   - Have you observed conflict on your unit? If so, how has it been resolved? Discuss what type of the 5 strategies of change were used (Murray, Ch 14, page 309)
   - Synthesize and apply information from Murray (Chapter 14) and 1-2 professional nursing journal articles published within the last 5 years.

Optional Topics (Must choose 2 from the list of 4 below for the journal) (5 points per topic)

1. **Shared Governance**
   - Discuss shared governance with your preceptor.
   - Describe examples of shared governance on your unit.
   - What opportunities are available for nurses on your unit, or within the organization to participate in shared governance (e.g. clinical practice committees).
   - Synthesize and apply information from your text and 1-2 professional nursing journal articles published within the last 5 years.

2. **Delegation** (if you have practicum in an area that does not have NAP do not choose this topic)
   - Discuss delegation with your preceptor. What are your preceptor's ideas/thoughts on delegation?
   - How is delegation performed on your unit?
   - Discuss examples of appropriate and/or inappropriate delegation decisions you have observed on your unit.
   - Discuss ways you have delegated.
   - If delegation is not utilized on your unit discuss with your preceptor aspects of your patient care that can be delegated. Describe this in your journal.
   - Synthesize and apply information from Murray (Chapter 12) and the Ohio Board of Nursing website.

3. **Staffing**
   - Discuss staffing with your preceptor.
   - How is it done on your unit? What is the typical staffing and staffing mix?
   - Discuss understaffing with your preceptor. When there is a possibility for is unsafe staffing to occur on your unit, what steps are taken to correct the situation?
   - Synthesize and apply information from Murray (Chapter 11) and 1-2 professional nursing journal articles published within the last 5 years.

4. **Magnet Status**
- Discuss Magnet status with your preceptor.
- Who awards Magnet status?
- What is involved in the process of achieving magnet status?
- If your agency has magnet status, what is your institution doing to maintain magnet status?
- When was magnet status obtained?
- If your institution does not have magnet status, are they working toward achieving it?
- What is the relevance to your practice to work in a hospital with Magnet status?
- Synthesize and apply information from Murray (Chapter 8) and 1-2 professional nursing journal articles published within the last 5 years.

Part Two: Goals (for second 60 hours) (8 points)

1. Evaluate the goals set at the 60 hour time frame. It is important to reflect on your experiences and evaluate your goals accomplished during your practicum experience. It is expected that each student will collaborate with his or her preceptor to meet the goals of practicum.

Evaluation of goals including:
- One goal related to time management and prioritization.
- One goal related to delegation.
- One goal focused on a psychosocial aspect of the clinical.
- One pathophysiological goal specific to the unit/patient population you are assigned to.
- One goal related to growth and development (Only if your practicum experience is in pediatrics).
- Two other goals that you have not specifically related to the topics above should also be included.

2. Develop goals for passing NCLEX and developing your professionalism
   A. NCLEX Preparation: Develop a plan for preparing to take the NCLEX-RN.
      1. How will you go about studying?
      2. What are your plans for time management (studying, work, and other responsibilities)?
      3. What will you do to help with the stressors you may face in preparing for and taking the exam?
   B. Professionalism:
      After you graduate and pass the NCLEX examination, you will become a part of the profession of nursing. Practicing as a nurse requires you to assume a certain level of professionalism. Refer to Murray, Strategies for Professional Growth, pp 355-360
      1. Where do you feel your strengths are?
      2. What do you feel you need more work on?
      3. How has completing your clinical rotation with your preceptor effected your perception of professionalism and the profession of nursing?

Part Three: Professional Reflection (5 points)

Write a professional reflection of your experiences during the 120 hours of practicum. Ask yourself and include the following information (Based on Gibbs Reflective Cycle, 1988):

1. Description (What happened during the 60 hours?)

2. Feelings (What were you thinking and feeling?)

3. Evaluation (e.g. What was good and bad about the experiences?)

4. Action Plan (Could I handle the situations that occurred better now if I were in a similar situation? Why? What would be the consequences of alternative actions for the patient/others/myself**?)**

Part Three Professional Issue (6 points)
Identify a professional issue encountered during practicum. A professional issue is a situation you observe or are involved in that challenges your values, knowledge, and skills. It could be related to any aspect of the professional nursing role (e.g., nurse/patient communication; interdisciplinary communication; clinical expertise, to name a few.) This issue should be discussed with your preceptor prior to the submission of your journal.
For each incident include:
   a. The **SITUATION**: describe the incident in detail.

   b. The **ACTION**: describe what you and others did in the situation.

   c. The **OUTCOME**: describe the outcome of the situation.

   d. The **REFLECTION.** (Must include reflection on all of the above 3 components S/A/O)

       1. Summarize discussions about the incident you had with your preceptor and other professionals.

       2. Support your topic with at least one professional nursing journal within the past 5 years, cited in text and referenced in APA style, and briefly state how it relates to the incident. Information obtained from the reference should be applied to the professional issue.

       3. How did the incident change (or not) your original perception of the issue? Be specific.

   APPENDICES must include: (2 points)

   A. Preceptor/Student Evaluation Form (see evaluation form below)

   B. Documentation of clinical hours form (see clinical log forms below)

   C. Packet must be submitted within 4 days (including weekend days) of completing each 60 hours. If night shift use end of shift date. Example: Complete practicum Monday-paper due Friday by Midnight)

   As a senior level nursing course use of effective grammar/spelling/syntax/APA format is expected. **(4 points)**

   Note: A deduction of five (5) points per late day will be made for late journal assignments. In addition, points will be deducted for lack of professional conduct/

communication, inaccurate schedule information, at faculty discretion at 5 point increments. Professionalism is imperative for senior level nursing students.

PROFESSIONAL PORTFOLIO (6 points)

Each student is expected to submit their professional portfolio electronically through Blackboard Learn to clinical faculty. Contributions from NURS40045 includes:

- Competencies: List what skills and competencies were learned during this clinical rotation-see course objectives.
- Patient/Family Teaching: List teaching that occurred which the student performed.
- Evidence-based Practice: Explore how evidence-based practice is utilized on your clinical unit.
- Clinical reflection: Provide a brief reflective summary of your entire clinical experience in NURS40045.

Professional Portfolio Grading Criteria

Criteria	Unsatisfactory	Partially Meets	Fully Meets
Competencies-Clinical: Identifies a comprehensive list of competencies/skills experienced during this clinical. Make sure include **Leadership** Competencies.	0	1.0	2
Evidence-Based Practice: Describes an example of how EBP was integrated into patient care.	0	0.5	1
Patient/Family Teaching: Describes an example of a patient and/or family teaching opportunity.	0	0.5	1
Personal Reflection: Provides a thoughtful personal reflection of this clinical experience.	0	0.5	1
Professionalism and Style of Portfolio	0	0.5	1
Total Points Earned			

PROFESSIONAL ISSUE SCHOLARLY PRESENTATION (20 points)

Each student will present their Professional Issue to fellow students. This presentation will include:

- Details of the **SITUATION**
- Details of the **ACTION**
- Details of the **OUTCOME**
- Displays awareness of the complexities of professional issues as related to the critical incident
- Develops 2 open ended discussion questions and facilitates active group discussion of the Professional Issue.
- Participated actively in all discussions.
- Demonstrates synthesis and **REFLECTION** in developing a summary of the Professional Issue.

- Use of appropriate resources and references
- Date and time of presentations to be arranged by individual clinical faculty.
- This should be 7-10 slides, with presentation time of 10 minutes.
- Presentations are professional discussions that are to be treated with HIPAA guidelines and are not to be discussed outside of this classroom experience.
- Discussions that take place during presentations are **confidential** professional discussions, these should not be discussed outside of the classroom.

Professional Issue Presentation- Grading Rubric

Grading Criteria	Possible Points	Points Earned	Comments
Introduces the situation, action, outcome to the group	**5**		
Develops 2 discussion questions to present to the group and facilitates discussion based on questions asked	**4**		
Provides personal reflection on professional issue.	**4**		
Incorporates at least one professional resource into the presentation to support the issue and discussion	**2**		
Effective presentation techniques to include PowerPoint	**2**		
Participates in Group Discussions	**2**		
Professional Appearance	**1**		
Total Points	**20**		

KENT STATE UNIVERSITY COLLEGE OF NURSING
NURS40045 Leadership/Management and Integration Practicum
60 Hour Clinical Evaluation

All evaluations are structured according to the senior level objectives. Course/clinical objectives (bold) and behaviors are listed under each numbered level objective

Note: Students must achieve a rating of 2 or greater in all areas below by the end of 120 hours in order to receive a passing grade for the NURS40045 clinical.

Please include comments as a part of your evaluations to support your rating.

Student Name: _____ Date_____ Clinical Instructor: _____

Clinical Site_____

Semester (Circle One): Fall Spring Summer   Clinical Attendance: # Absent: _____   # Tardy: _____

Rating:	For each category in the Clinical Evaluation Tool, the student will be given a rating based on their ability to meet that clinical objective
1	Unsatisfactory. Student unable to meet the objective. Potentially unsafe and/ or unprofessional behavior noted. Instructor concerns noted.
2	Satisfactory. Student able to meet the objective with some direction from the instructor throughout the rotation. Student may independently meet some aspects of objective as the rotation progressed. Student participates in discussion pertaining to this objective when called upon to do so.
3	Satisfactory. Student able to meet this objective with little direction from the instructor and became greatly independent as he/ she progressed through the rotation. The student functioned with increasing independence as the rotation progressed. Student independently participates in and adds to discussions pertaining to this objective.
4	Satisfactory. Student independently able to meet the objective. Student excels in this area. Student regularly asks thought provoking, potential research questions pertaining to this objective.

OBJECTIVE	PRECEPTOR RATING	PRECEPTOR COMMENTS	STUDENT RATING	STUDENT COMMENTS

1. **Synthesizes nursing theory with knowledge from the liberal arts, humanities and sciences in clinical practice.**
    a.   Demonstrates an adequate knowledge base for specific patient care
Applies leadership concepts and skills to nursing practice
    b.   Integrates theoretical foundation for patient care skills.
    c.   Uses leadership concepts to direct decision making in the clinical setting.
    d.   Demonstrates the ability to prioritize care
	1 2 3 4		1 2 3 4	

2. **Critically and analytically applies the nursing process to provide care to patients of diverse backgrounds.**
Demonstrates basic nursing competencies expected of entry-level staff nurses
    a.   Performs and correctly documents a comprehensive physical assessment
    b.   Administers therapeutic interventions correctly and in a timely manner.
    c.   Develops, discusses, and evaluates plan of care in collaboration with the patient and family and clinical preceptor.
    d.   Identifies changes in assessment and takes appropriate action.
    e.   Provides culturally competent, patient-centered care.
	1 2 3 4		1 2 3 4	

Syllabus/Nurs40045

OBJECTIVE	PRECEPTOR RATING	PRECEPTOR COMMENTS	STUDENT RATING	STUDENT COMMENTS

3. Uses communication skills to professionally and therapeutically interact with patients, health care team members, community members to convey information and provide safe nursing care in a cooperative work environment.
  a. Communicates with patients and families using language that is understandable for patient and family members.
  b. Communicates with all health team members in a professional manner.
  c. Provides direction and reinforcement of patient teaching to the patient/family under the guidance of a clinical preceptor.
 	
Identifies factors that create a culture of safety and quality
  d. Administers medications and treatments in a timely, safe, and competent manner.
  e. Performs and refines previously learned skills effectively and safely
  f. Demonstrates time management and organization of skills.
  g. Demonstrates critical thinking skills in clinical decision-making.
 	
Demonstrates effective teamwork and collaboration.
  h. Identifies methods for team building to improve teamwork.
  i. Functions within the health care setting as a team member.
	1 2 3 4		1 2 3 4	

4. Reflects on achievement of personal learning goals, and the development of professional nursing practice.
 	
  a. Establishes/Discusses/Evaluates learning goals for every 60 hours of clinical in collaboration with clinical preceptor throughout the clinical rotation.
 	
  b. Revises goals as appropriate throughout practicum experience.
  c. Recognizes own learning needs and seeks opportunities for practice of nursing skills.
  d. Is prompt and prepared to begin clinical activities.
  e. Engages in self-reflection after each clinical day.
  f. Demonstrates individual responsibility and accountability for nursing actions.
  g. Maintains professional behavior and appearance.
	1 2 3 4		1 2 3 4	

5. Synthesizes ethical, legal, and professional practice.
Synthesizes professional standards of conduct
  a. Clarifies personal and professional values and recognizes their impact on decision making and professional behavior
  b. Applies a professional code of ethics and professional guidelines to clinical practice
  c. Documents care accurately and honestly in a timely manner.
  d. Provides care that is non-discriminatory.
  e. Exhibits good professional conduct and character, including maintaining professional boundaries.
  f. Discusses delegation as it relates to assigned unit.
  g. Follows policies of the clinical agency.
	1 2 3 4		1 2 3 4	

Syllabus/Nurs40045

OBJECTIVE	PRECEPTOR RATING	PRECEPTOR COMMENTS	STUDENT RATING	STUDENT COMMENTS
6. Understands professional, economic, and political issues affecting health care delivery and collaborates with health care professionals to enhance health care delivery. **Describes how health care is organized and financed.** a. Recognizes the role of the staff nurse in providing cost effective nursing care. (including how diagnosis, length of stay, supply costs, medications, tests, and staffing affect the cost of care). b. Recognizes the role of the staff nurse in decision making within an organization. c. Recognizes the role of the nurse in quality improvement d. Recognizes the role of the staff nurse in patient satisfaction e. Recognizes the role of the nurse as a patient advocate within the organization f. Communicates with interdisciplinary care team to meet patient needs	1 2 3 4		1 2 3 4	
7. Effectively utilizes informatics and health care technology in the management of patient care in a variety of clinical settings. a. Uses information and communication technologies to document patient care. b. Uses appropriate technologies in the assessment and monitoring of patients. c. Uses information technology to enhance one's own knowledge base. d. Follows HIPAA guidelines with regards to health care information and technology.	1 2 3 4		1 2 3 4	
8. Synthesizes Evidence Based Practice in the management of patient care while collaborating with other health care providers. **Describes the scope of practice and responsibilities of the registered nurse and uses professional communication and collaborative skills to deliver evidence-based, patient centered care.** a. Demonstrates utilization of evidence-based research in providing patient care.	1 2 3 4		1 2 3 4	

ADDITIONAL COMMENTS:

Preceptor Name Printed: _____Student Name Printed: _____

Preceptor Signature _____Date _____ Student Signature_____ Date _____

Syllabus/Nurs40045

KENT STATE UNIVERSITY COLLEGE OF NURSING
NURS40045 Leadership/Management and Integration Practicum
120 Hour Clinical Evaluation

All evaluations are structured according to the senior level objectives. Course/clinical objectives (bold) and behaviors are listed under each numbered level objective

Note: Students must achieve a rating of 2 or greater in all areas below by the end of 120 hours in order to receive a passing grade for the NURS40045 clinical.

Please include comments as a part of your evaluations to support your rating.

Student Name: _____Date_____ Clinical Instructor: _____

Clinical Site_____

Semester (Circle One): Fall Spring Summer   Clinical Attendance: # Absent: _____   # Tardy: _____

Rating:	For each category in the Clinical Evaluation Tool, the student will be given a rating based on their ability to meet that clinical objective
1	Unsatisfactory. Student unable to meet the objective. Potentially unsafe and/ or unprofessional behavior noted. Instructor concerns noted.
2	Satisfactory. Student able to meet the objective with some direction from the instructor throughout the rotation. Student may independently meet some aspects of objective as the rotation progressed. Student participates in discussion pertaining to this objective when called upon to do so.
3	Satisfactory. Student able to meet this objective with little direction from the instructor and became greatly independent as he/ she progressed through the rotation. The student functioned with increasing independence as the rotation progressed. Student independently participates in and adds to discussions pertaining to this objective.
4	Satisfactory. Student independently able to meet the objective. Student excels in this area. Student regularly asks thought provoking, potential research questions pertaining to this objective.

OBJECTIVE	PRECEPTOR RATING	PRECEPTOR COMMENTS	STUDENT RATING	STUDENT COMMENTS

1. **Synthesizes nursing theory with knowledge from the liberal arts, humanities and sciences in clinical practice.**
    a.   Demonstrates an adequate knowledge base for specific patient care
Applies leadership concepts and skills to nursing practice
    b.   Integrates theoretical foundation for patient care skills.
    c.   Uses leadership concepts to direct decision making in the clinical setting.
    d.   Demonstrates the ability to prioritize care
	1 2 3 4		1 2 3 4	

2. **Critically and analytically applies the nursing process to provide care to patients of diverse backgrounds.**
Demonstrates basic nursing competencies expected of entry-level staff nurses
    a.   Performs and correctly documents a comprehensive physical assessment
    b.   Administers therapeutic interventions correctly and in a timely manner.
    c.   Develops, discusses, and evaluates plan of care in collaboration with the patient and family and clinical preceptor.
    d.   Identifies changes in assessment and takes appropriate action.
    e.   Provides culturally competent, patient-centered care.
	1 2 3 4		1 2 3 4	

OBJECTIVE	PRECEPTOR RATING	PRECEPTOR COMMENTS	STUDENT RATING	STUDENT COMMENTS

3. Uses communication skills to professionally and therapeutically interact with patients, health care team members, community members to convey information and provide safe nursing care in a cooperative work environment.
    a. Communicates with patients and families using language that is understandable for patient and family members.
    b. Communicates with all health team members in a professional manner.
    c. Provides direction and reinforcement of patient teaching to the patient/family under the guidance of a clinical preceptor.
Identifies factors that create a culture of safety and quality
    d. Administers medications and treatments in a timely, safe, and competent manner.
    e. Performs and refines previously learned skills effectively and safely
    f. Demonstrates time management and organization of skills.
    g. Demonstrates critical thinking skills in clinical decision-making.
 	
Demonstrates effective teamwork and collaboration.
    h. Identifies methods for team building to improve teamwork.
    i. Functions within the health care setting as a team member.
	1 2 3 4		1 2 3 4	

4. Reflects on achievement of personal learning goals, and the development of professional nursing practice.
 	
    a. Establishes/Discusses/Evaluates learning goals for every 60 hours of clinical in collaboration with clinical preceptor throughout the clinical rotation.
 	
    b. Revises goals as appropriate throughout practicum experience.
    c. Recognizes own learning needs and seeks opportunities for practice of nursing skills.
    d. Is prompt and prepared to begin clinical activities.
    e. Engages in self-reflection after each clinical day.
    f. Demonstrates individual responsibility and accountability for nursing actions.
    g. Maintains professional behavior and appearance.
	1 2 3 4		1 2 3 4	

5. Synthesizes ethical, legal, and professional practice.
Synthesizes professional standards of conduct
    a. Clarifies personal and professional values and recognizes their impact on decision making and professional behavior
    b. Applies a professional code of ethics and professional guidelines to clinical practice
    c. Documents care accurately and honestly in a timely manner.
    d. Provides care that is non-discriminatory.
    e. Exhibits good professional conduct and character, including maintaining professional boundaries.
    f. Discusses delegation as it relates to assigned unit.
    g. Follows policies of the clinical agency.
	1 2 3 4		1 2 3 4	

OBJECTIVE	PRECEPTOR RATING	PRECEPTOR COMMENTS	STUDENT RATING	STUDENT COMMENTS

6. Understands professional, economic, and political issues affecting health care delivery and collaborates with health care professionals to enhance health care delivery.
Describes how health care is organized and financed.
    a. Recognizes the role of the staff nurse in providing cost effective nursing care. (including how diagnosis, length of stay, supply costs, medications, tests, and staffing affect the cost of care).
    b. Recognizes the role of the staff nurse in decision making within an organization.
    c. Recognizes the role of the nurse in quality improvement
    d. Recognizes the role of the staff nurse in patient satisfaction
    e. Recognizes the role of the nurse as a patient advocate within the organization
    f. Communicates with interdisciplinary care team to meet patient needs
	1 2 3 4		1 2 3 4	

7. Effectively utilizes informatics and health care technology in the management of patient care in a variety of clinical settings.
    a. Uses information and communication technologies to document patient care.
    b. Uses appropriate technologies in the assessment and monitoring of patients.
    c. Uses information technology to enhance one's own knowledge base.
    d. Follows HIPAA guidelines with regards to health care information and technology.
	1 2 3 4		1 2 3 4	

8. Synthesizes Evidence Based Practice in the management of patient care while collaborating with other health care providers. **Describes the scope of practice and responsibilities of the registered nurse and uses professional communication and collaborative skills to deliver evidence-based, patient centered care.** a. Demonstrates utilization of evidence-based research in providing patient care.	1 2 3 4		1 2 3 4	

ADDITIONAL COMMENTS:

Preceptor Name Printed: _____Student Name Printed: _____

Preceptor Signature _____Date _____ Student Signature_____ Date _____

KENT STATE UNIVERSITY COLLEGE OF NURSING PRECEPTOR DATA FORM

PRECEPTOR QUALIFICATION FORM

STUDENT NAME: _____ Semester:_____ Campus:_____

Preceptor Full name as it appears on nursing license – per OBN requirement	Date
✳	M /D /Y

Facility/Employer Name	✳ EMPLOYMENT TITLE
✳	✳

Name of Original Nursing Education Program	Date of Graduation
	M /Y
Name Highest Nursing Education Program Graduated from and Degree (ADN, BSN, MSN, etc.)	Date of Graduation
	M /Y
List any other Degrees in Nursing or Related Fields	
	M /Y

Nursing Experience	OBN REQUIRES A MINIMUM OF 24 MONTHS EXPERIENCE	Years and Months	✳
Experience as RN		Y /M	
Experience as LPN		Y /M	

✳

COMPLETE EITHER SECTION II A *OR* II B *OR* BOTH

> ## SECTION II A: CURRENT SPECIALTY CERTIFICATION (if applicable)

Name of Specialty Certification	Certifying Organization	Certification Valid Through
		M /D /Y

> ## SECTION II B: DEMONSTRATED COMPETENCE

Describe your competency in the area of clinical practice in which you will be a preceptor

✳ > ## SECTION III: LICENSURE   Mandatory: Ohio RN license number can be found by going to https://license.ohio.gov/lookup/default.asp

State of Licensure	Licensure Type	License Number	Expiration Date
	Registered Nurse		M /Y
			M /Y

Updated April 2017 – HW KSU

✳ Items with star are items required by the Ohio Board of Nursing, and are included in the survey. Please be certain to complete these items to keep us in compliance with the OBN. Thank you.

Syllabus/Nurs40045

➢ **SECTION IV: EMPLOYMENT** *EMPLOYMENT START & TRANSFER DATES - PROVING MINIMUM OF 24 MONTHS EXPERIENCE AS RN - INCLUDING UNIT SERVED ON

Employer name	Employer location	Dates of employment month/year to month/year	Unit or area of practice
		-	
		-	
		- TO PRESENT	

➢ **SECTION V: VERIFICATION OF LICENSURE** – The education program is required to maintain documentation of license verification for each preceptor.

➢ **SECTION VI: OHIO ADMINISTRATIVE CODE (OAC) RULES**

Rule 4723-5-10(A)(5), OAC, specifies that a preceptor for an RN nursing education program shall have (a) completed an approved registered nursing education program; (b) have experience for at least two years in the practice of nursing as an RN with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student; (c) have a current, valid license as an RN. A BSN is preferred.

Rule 4723-5-11(A)(5), OAC, specifies that a preceptor for an PN nursing education program shall have (a) completed an approved practical nursing education program; (b) have experience for at least two years in the practice of nursing as an LPN with demonstrated competence in the area of clinical practice in which the preceptor provides supervision to a nursing student; (c) have a current, valid license as an PN.

Rule 4723-5-20(F), OAC, specifies that the teaching assistant or preceptor providing supervision of a nursing student shall at least:

(1) Have competence in the area of clinical practice in which the teaching assistant or preceptor is providing supervision to a student;

(2) Design, at the direction of a faculty member the student's experience to achieve the stated objectives or outcomes of the nursing course in which the student is enrolled;

(3) Clarify with the faculty member

(a) The role of the teaching assistant or preceptor;

(b) The responsibilities of the faculty member;

(c) The course and clinical objectives or outcomes;

(d) The clinical experience evaluation tool; and

(4) Contribute to the evaluation of the student's performance by providing information to the faculty member and the student regarding the student's achievement of established objectives or outcomes.

Rule 4723-5-20(G), OAC, specifies that a preceptor shall provide supervision to no more than two nursing students at any one time, provided the circumstances are such that the preceptor can adequately supervise the practice of both students.

The following information is needed by the Kent State University, College of Nursing. Please supply at least one form of communication. Thank you.

Contact Information for Preceptor		Mark with X preferred mode of contact:	
Preceptor Printed Name		Date:	
Home Phone			
Work Phone			
Cell Phone			
Email *		*We will never share your email. We may communicate re CEUs, Preceptor events, etc., and prefer to communicate via email regarding practicum students.	
Preceptor Signature			
	By signing this form, you are attesting to the accuracy of all information provided.		

STUDENT TO COMPLETE:

STUDENT NAME:_____ CAMPUS:_____

KSU INSTRUCTOR: _____ SEMESTER: _____ YEAR: _____

Items with star are items required by the Ohio Board of Nursing, and are included in the survey. Please be certain to complete these items to keep us in compliance with the OBN. Thank you.

Updated June 2017 – HW

Syllabus/Nurs40045

Kent State University
College of Nursing

Student _____**Semester/Year** _____

Agency/Unit _____

Documentation of Practice-<mark>60 hour Log</mark>

Practice Area	Date	Time In*	Time Out*	Preceptor Signature

Preceptor (printed)_____

*If tardy or leaves early, please write actual time

Syllabus/Nurs40045

Kent State University
College of Nursing

Student _____ **Semester/Year** _____

Agency/Unit _____

Documentation of Practice-<mark>120 hour Log</mark>

Practice Area	Date	Time In*	Time Out*	Preceptor Signature

Preceptor (printed)_____

*If tardy or leaves early, actual time is to be documented

Syllabus/Nurs40045

Practicum Schedule First 60 Hours

Student Name: _____

Preceptor Name: _____

Hospital/Facility Name/Location: _____

Unit/Floor: _____

Schedule:

Date	Shift

*Shifts minimum 6.5 hours (with 30 minute lunch) to equal 6 hours of Practicum Time

**Shift Maximum 12.5 hours (with 30 minutes for lunch) to equal 12 hours of Practicum Time

***Shift time must include participation in report (NO alternate start times such as 0900-1330)

This schedule is only to be changed for preceptor schedule changes OR student documented illness

Practicum Schedule Second Half 120 Hours

Student Name: _____

Preceptor Name: _____

Hospital/Facility Name/Location: _____

Unit/Floor: _____

Schedule:

Date	Shift

*Shifts minimum 6.5 hours (with 30 minute lunch) to equal 6 hours of Practicum Time
**Shift Maximum 12.5 hours (with 30 minutes for lunch) to equal 12 hours of Practicum Time
***Shift time must include participation in report (NO alternate start times such as 0900-1330)
This schedule is only to be changed for preceptor schedule changes OR student documented illness

Student Evaluation of Preceptor/Clinical Site

Practicum Hospital: _____

Preceptor Name: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree
After Participation in this clinical, I was able to Prioritize, use decision making, critical thinking, develop independence in my role				
My preceptor supported my learning process				
My preceptor demonstrated good communication skills				
My preceptor encouraged my questions, made me feel comfortable asking questions				
Maintained confidentiality in my progress				
I feel my practicum experience at this site was beneficial				
Overall, this was an effective clinical site				

Comments:_____

_____

_____

_____

_____

*If you think your preceptor was exceptional and should be nominated for a Donohoe Preceptor Award-please include your contact so

I can send you the nomination form after you graduate as most students stop checking university email

Contact Info: _____

Syllabus/Nurs40045