Texas A&M University - Corpus Christi  
College of Nursing and Health Sciences  
NURS 5469 Patterns of Care Delivery  
Syllabus  
Summer 2016

**FACULTY:** Yolanda Keys

**OFFICE:** Island Hall, 328c

**OFFICE HOURS:** By Appointment

**TELEPHONE:** 361-825-2164

**EMAIL:** yolanda.keys@tamucc.edu

**FAX:** (361) 825-2484

**CREDITS:** semester hours (1:9)

15 contact hours for seminar/ 135 contact hours for clinical

**COURSE DESCRIPTION:**

Appraisal of various patterns of care delivery that develop in response to the evolving and increasingly complex resources in the health care delivery system. Students will complete a project evaluating the management and delivery of the continuum of care in one or more health care organizations. Capstone Course.

The lecture component of this course is delivered through online technology. Laboratory hours must be completed in appropriate settings approved by clinical faculty.

**Prerequisites:** All core and leadership specialty courses or with permission of the Department Chair.
**COURSE OBJECTIVES**: (AACN MSN Essentials)

At the completion of this course each student should be able to:

1. Integrate and apply selected theory and research findings in the implementation and improvement of administrative nursing practice. (1, 2, 4, 7, 8)
   1.1. Apply selected nursing and non-nursing theories to design, implement and evaluate a plan for fostering the delivery of efficient and effective health care. (Change agent role)
   1.2. Apply selected theoretical frameworks and evaluation methods to examine problems encountered in the clinical setting. (Investigator role)

2. Appraise the influences of cultural factors that enhance or prevent optimum health care delivery in a selected area. (1, 3, 4)
   2.1. Analyze the influence of cultural beliefs of clients and health care personnel in the selected clinical site. (Consultant role)
   2.2. Evaluate strategies to manage cultural factors that enhance the successful coordination and integration of care provider behaviors in a selected clinical area.

3. Contribute to the enactment/establishment of the management role within the chosen preceptor site. (7)
   3.1. Analyze factors that affect the role enactment and develop approaches to enhance performance. (Clinical manager role)
   3.2. Determine the influences of organizational constraints on the delivery of nursing care and develops ways of dealing with them. (Clinical manager role)
   3.3. Incorporate the use of professional standards in directing nursing care at a specified organization level in a chosen clinical site. (Clinical manager role)
   3.4. Serves as a role model and resource for nurses by demonstrating a high level of clinical competence in assessment, analysis and decision-making, managing and evaluation. (Clinical role)
   3.5. Expand knowledge through incorporation of research findings into clinical practice
   3.6. Use selected learning theories to foster learning in clients and staff. (Educator role)
   3.7. Collaborate with other members of the health team to improve patient care (consultant role)

4. Justify the influence of legal, historical, social, political and ethical factors on the role of the nurse in administration. (9)
   4.1. Collaborates with nurse educators, students, health care providers, politicians, professional associations and consumers to improve patient care. (Change agent role)
   4.2. Analyzes the actual or potential impact on nursing and the role of the nurse in administration, of major social, economic, political, legal and historical issues. (Change agent role)
REQUIRED TEXTS AND RESOURCES:

Required
TNA  (Most current edition) *Annotated Guide of the Texas Nurse Practice Act*. Austin, TX.
Texas Nurses Association. (You can purchase directly from the Texas Nurses Association [http://www.texasnurses.org/](http://www.texasnurses.org/))

Recommended
*Any texts used in previous courses graduate courses.*

Class Time:
This course is web-based and the principals of distance learning apply for all students. The online week runs from **Tuesday through Sunday**. That means that all students should have completed background assignments to prepare for the weekly activities. All assignments are due on the day designated in the course schedule. Students are advised that faculty may not continuously monitor communications on traditional weekend days (Saturday and Sunday).

Communication Guidelines
The BlackBoard Messages tool is the required method for communicating with faculty about course matters. Messages sent within the course email tool will not get lost and will always be "course related." This will allow the instructor and your co-learners to access assignments, questions, and course material more efficiently. Use the Discussion Tool to discuss topics of interest to the whole class.

Guidelines For Form And Style Of Written Assignments
Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the course faculty member in a timely manner to insure satisfactory completion of the assignment on the date it is due. **Unless otherwise instructed**, students must adhere to the APA Publication Manual, 6th Edition guidelines for formatting and organizing written assignments. Review format before writing papers AND before submitting completed assignments. All of the assignments will be judged based on the paper format.

Scientific writing is precise and formal. Students new to formal writing frequently have difficulty transforming creative writing skills into the formal skills required to accurately and adequately report information acquired through the scientific process. Numerous resources are available to assist students to develop these new writing skills. Faculty have numerous recommendations for
writing aids and students are strongly encouraged to discuss their needs with faculty. TAMUCC CASA provides writing support for graduate nursing students.

**Expectations for Student Behavior**

1. Students are expected to have access to a computer that can support BlackBoard applications.
2. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.
3. All email communication should occur through the BlackBoard structure. Students should review email at least every 48 hours.
4. All assignments are due on the scheduled date indicated in the course schedule unless other arrangements have been made with the course instructor ahead of the due date. **Two (2) points will be deducted from the final grade for the assignment** for each day that the assignment is late. Students should review the syllabus throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of your syllabus as a reference.
5. All information disclosed through course discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.
6. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.
7. The nature of the content of this course may promote extensive debate during class discussion. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered a knowledgeable contribution. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

**Expectations For Course Faculty Behavior**

1. The course faculty will monitor BlackBoard Messages and discussion comments regularly. Students can expect a response to email messages or discussion comments within 48 hours of the posting unless messages are sent on Friday. The instructor will not regularly check for new messages on weekends- Saturday or Sunday.
2. Students will receive feedback on assignments within 10 days of assignment due dates unless notified by the course faculty.
3. The course faculty is available for meetings with individual students through email, telephone, or face-to-face encounters. Students are encouraged to make appointments when extensive content must be covered.
4. Clinical faculty have the responsibility and authority to delineate their expectations for student behaviors in the clinical laboratory component of this course. These expectations will be provided in writing to students within the course.

**Requirements and Evaluation Criteria**

- As the capstone course for a Master of Science in Nursing graduate program, students are expected to demonstrate satisfactory competencies through the application of principles learned through the Leadership in Nursing Systems courses. The extent to which students can appropriately apply these principles in real-life situations will be evaluated by preceptors who observe students in the clinical setting and faculty who will evaluate the capstone project. The Course Project and clinical laboratory journal will contribute to the total points earned in the course.

- Students can expect to use resources acquired during their MSN program of study. Students must earn a B (83) in this course to receive credit for the course. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as using the critical thinking skills demanded of the graduate student. Teaching methods include multiple written activities, discussions, independent study of texts, library resources, and practical field experience.

- Students MUST have access to the Internet to successfully complete the course assignments. Students are reminded that web-based assignments do not require less time to complete. Rather, the time spent through independent web work is determined both by each student’s learning style and the tasks involved in the assignment. Students with limited experience in web-based learning should seek assistance from the instructors to insure satisfactory completion of the required work.

- Students must complete a project within a clinical laboratory setting that will potentially contribute to improved organizational performance. The improved performance may be enhanced financial stability, effective personnel management or expanded patient outcomes.

- Included in the course credits are 135 contact hours or 3 semester credit hours of integrated practical experience through the clinical laboratory setting over 10 weeks.
  - The 135 hours of clinical practice must be completed before the last week of the semester.
  - Students must select and make arrangements at a clinical site where they can complete the required clinical hours.
  - Preceptors who work in the clinical laboratory settings will guide students in their clinical practice. The preceptor must sign a preceptor agreement and the clinical instructor must approve the preceptor before clinical practice can occur. This agreement is available to students in the Preceptor Manual on the Texas A&M University Corpus Christi College of Nursing and Health Sciences web page.
  - A TAMUCC clinical instructor familiar with leadership and management practice will support the preceptor in academic related business and supervise and evaluate the student’s performance using a standard evaluation instrument.

- One semester credit hour is dedicated to exploration of student experiences through various communication media.
• Skill demonstration, personal reflection, independent reading and study, and online discussions should be used to complete coursework. Assignments are designed as opportunities for the application of principles learned through coursework in this program. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to support every student’s progress of this course.

Grade Components

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Introduction</td>
<td>0</td>
<td>Required Activity</td>
</tr>
<tr>
<td>Project Introduction Outline</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Project Implementation Outline</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Project Budget Outline</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Project Evaluation Outline</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project Executive Summary &amp; Report</td>
<td>30</td>
<td>30%</td>
</tr>
<tr>
<td>Professional Critique</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100%</td>
</tr>
</tbody>
</table>

The student’s clinical laboratory experience will be graded by the clinical instructor in consultation with a student’s preceptor. Students must earn a grade of satisfactory in the clinical lab to pass this course. The clinical journal will be graded and contribute 25% to the total course grade.

Students must earn a minimum grade of 83 to earn credit for this course.

Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 82</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
</tr>
<tr>
<td>F</td>
<td>Below 66</td>
</tr>
</tbody>
</table>
Capstone Project

The primary focus of this course is the application of principles of system leadership and management learned through the course work in the Leadership in Nursing Systems specialty area of study. These principles should guide students in completing their capstone project. Students must select a healthcare practice area of professional interest and implement a project designed to enhance system outcomes within that practice area. The clinical project should support the work of the system and foster the delivery of quality nursing care in that specific setting. Because nursing care is generally a major component of all services delivered within a healthcare agency, the project may affect service delivery at a broader level but the student must describe the effect on nursing practice in that setting specifically. Through this project, students will model behaviors associated with advanced principles of administrative practice in nursing. These behaviors represent nurse administrator competencies and facilitate fulfillment of role responsibilities that include investigator, consultant, change agent, clinical leader, and manager. Students should select their projects through consultation with preceptors and clinical instructors. Their progress on projects will be monitored by the clinical instructor through weekly entries in a clinical log.

This activity is not simply an assignment to complete for this course. Students should contact the course or clinical instructors for assistance or feedback when needed. Students should not wait until the middle of the semester to start this report. It takes time to write a succinct, cogent, and thorough report of a major project. Literature on technical reports or business reports may be useful tools for preparing this report.

---

Project managers are responsible for protecting participants in their projects.

If a project
1) is a scientific investigation designed to generate new knowledge and
2) involves humans - the project design MUST be reviewed by an IRB.
ALL STUDENT PROJECTS THAT MEET THESE TWO CRITERIA MUST BE SUBMITTED TO THE TAMUCC IRB before the project can be started. The agency in which you are completing the project may also require that its IRB review the protocol.
What do you mean I need to make outlines?!?

Students often struggle with organizing their project in a logical format. Outline assignments have been integrated to facilitate progress toward the final report. These outlines should assist students in their planning activities and provide an overall outline for distinct components of the final report. Students should take advantage of these assignments to seek assistance from their faculty with project activities.

Here are some Outline Resources to assist with your work

- APA outline format examples (use the Basic or Sentence Format): http://examples.yourdictionary.com/apa-outline-format-examples.html
- Purdue: https://owl.english.purdue.edu/owl/resource/544/1/

The better your outlines – the easier it will be to put your final report together!
MODULE 1

1. Print and Read syllabus CAREFULLY
2. Post professional introduction
3. Submit all preceptor documentation and ensure compliance with immunization and CONHS database requirements

OPTIONAL Blackboard Skill Demonstration

Many students struggle to comply with course requirements because they cannot navigate the BlackBoard courseware. The purpose of this OPTIONAL exercise is to familiarize students with BlackBoard and its various tools. **Note:** Refer to the Unit 1 module for detailed instructions.

Professional Introduction

The purpose of this activity is to introduce students to each other and initiate a network for nurse leaders with advanced educational preparation throughout Texas. All information shared in this discussion is confidential and students should protect the privacy of their classmates by protecting their information. Students should use the discussion folder labeled Professional Network to introduce themselves and share project ideas.

They should identify their
- current position,
- general ideas about their capstone projects,
- expectations for the course
- consider sharing contact information so classmates can continue these relationships as colleagues upon completion of the MSN program

This assignment is a professional presentation and the information contained on this page should be consistent with professional leadership behaviors. Students should protect their colleagues’ information.

Grading Criteria for Professional Introduction

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current work position</td>
<td>- 0 -</td>
</tr>
<tr>
<td>Explanation of project contribution to student’s career goals</td>
<td></td>
</tr>
<tr>
<td>Expectations of course</td>
<td></td>
</tr>
<tr>
<td>Contact information for professional networking across students</td>
<td></td>
</tr>
</tbody>
</table>

There are no points associated with this assignment but no other work will be graded until this activity has been completed.
MODULE 2

1. Focus on clinical practice this week and getting your project organized.
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

MODULE 3

1. INTRODUCTION OUTLINE Due
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

Project Introduction / Background Outline Assignment

This assignment provides you an opportunity to document the reason why you selected the project and the framework you used to select your intervention. This information creates the rationale for the process you have designed to improve system outcomes. It should contain the pre-intervention steps in your design of a project that will lead to positive changes in operational, financial, or patient outcomes. The first steps require that you establish goals for a project that will direct your activities. The goals should be based on a need for change and specify the desired outcomes you expect to achieve.

This assignment provides students with opportunities to complete early project plan activities, identify areas in which they may anticipate significant challenges, and receive feedback from faculty to guide their final project activities. This assignment should address the background and significance summary that will be used in the introduction or overview section of the final project report.

Grading Criteria for Project Introduction/Background Outline

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of the project</td>
<td>3</td>
</tr>
<tr>
<td>Background and significance of the issue</td>
<td></td>
</tr>
<tr>
<td>Rationale for project selection</td>
<td></td>
</tr>
<tr>
<td>Description of setting and key stakeholders</td>
<td>2</td>
</tr>
<tr>
<td>Project goals and outcomes to be impacted</td>
<td>3</td>
</tr>
<tr>
<td>Potential challenges</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
MODULE 4

1. Focus on clinical practice this week.
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

MODULE 5

1. IMPLEMENTATION OUTLINE Due
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

**Project Implementation Outline Assignment**

Generally the outcomes from the introduction should be empirically linked to the goals and the activities you plan to implement. Theoretical models help you select the outcomes and often indicate the activities you should implement. There are several excellent theoretical models that can be used as a framework for change management or quality improvement activities. Situational factors (Assumptions and Constraints) will influence the likelihood of achieving the outcomes. The success of a project then depends on your analysis of these factors (and management of their influence). Assumptions are those things that you believe are true today and must be based on sound reasoning or judgment. Constraints are those that constrain the project such as time, money and people but facilities, equipment, regulations may also be important. Theoretical models that explain relationships between phenomena may be useful in projects designed to examine the effectiveness of major processes on patient outcomes.

**Grading Criteria for Project Implementation Outline**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to theoretical model selected to guide implementation and rationale for theoretical model selection</td>
<td>2</td>
</tr>
<tr>
<td>Analysis of situational factors impacting implementation (critical assumptions, constraints and any ethical considerations)</td>
<td>3</td>
</tr>
<tr>
<td>Overview of alternatives that were considered that could have also addressed the need and rationale for selecting the recommended implementation – Recommendations must be based on current evidence.</td>
<td>3</td>
</tr>
<tr>
<td>Timeline for implementation</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
Project Resource Allocation Outline Assignment
The ability to influence change in a system requires commitment of resources. These resources may be financial or human in nature. A project manager needs to know if the resources are sufficient to accomplish project outcomes and whether the cost of acquiring those resources is worth the change that may be achieved through the project. It does not benefit a system when resource costs outweigh benefits the project hopes to provide. Potential challenges to the successful implementation of projects must be anticipated. Effective managers identify these challenges early, identify potential champions who may be in a position to eliminate the challenges or incorporate strategies to reduce the impact of the challenges on the project successes.

Grading Criteria for Project Resource Allocation Outline

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify any of the following resources that your project will require. Provide cost estimates AND a justification for each: Facilities or equipment Technology or software Personnel</td>
<td>4</td>
</tr>
<tr>
<td>Identify if the resource allocation is one-time or will be ongoing</td>
<td>2</td>
</tr>
<tr>
<td>Identify potential funding sources</td>
<td>2</td>
</tr>
<tr>
<td>Potential financial impact to the organization</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>
MODULE 7

1. EVALUATION PLAN OUTLINE Due
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

Project Evaluation Outline Assignment

This assignment provides students with an opportunity to outline their framework for evaluating the success of their project including delineation of measurable project outcomes. This assignment should include the evaluation model with rationale for the use of the model that will be used to evaluate the effectiveness of the project. It will provide students with a framework for completing a section of their final project report.

Quality improvement models provide alternative frameworks for examining the effectiveness of projects designed to improve healthcare delivery processes. The assumptions in these models are different from those embedded in research studies. There is no attempt to establish cause-effect but generally the goal is to answer situational questions. That is they seek to establish processes that directly lead to desirable outcomes within the system in which they will be used. Project managers need to know the scope of their project so that they select appropriate evaluation methods. The evaluation method must be outlined before implementation of project activities begin to insure data that will indicate the success of a project are collected at appropriate intervals. EX: The clinical microsystems 5 Ps process is one framework for evaluating the effectiveness of a system intervention.

Project managers are responsible for insuring the measurement of project outcomes. The purpose of this assignment is to outline your evaluation plan for your project. You may not actually get to evaluate the outcomes because of time constraints with the summer semester. You must however have a plan.

Grading Criteria for Evaluation Outline

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Evaluation framework</td>
<td>3</td>
</tr>
<tr>
<td>• Variable(s) that will be measured/assessed</td>
<td></td>
</tr>
<tr>
<td>• Data sources for evaluation process</td>
<td></td>
</tr>
<tr>
<td>Rationale for framework</td>
<td>2</td>
</tr>
<tr>
<td>• Theoretical model</td>
<td></td>
</tr>
<tr>
<td>• Fit with project goals</td>
<td></td>
</tr>
<tr>
<td>Evaluation time line</td>
<td>2</td>
</tr>
<tr>
<td>Challenges in evaluating this project</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>
MODULE 8

1. Focus on clinical practice this week.
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

MODULE 9

1. FINAL PROJECT REPORT Due
2. EXECUTIVE SUMMARY POST Due (I suggest writing this AFTER you have completed the Project Report)
3. Submit your clinical FINAL log by 11:55pm on Sunday (see course schedule)

GRADING CRITERIA FOR PROJECT REPORT

The project report is written after the project has been completed and provides a history of events: YOU ARE WRITING ABOUT THE WORK YOU DID IN DEVELOPING YOUR PROJECT PLAN – WHETHER YOU WERE ABLE TO IMPLEMENT AND EVALUATE THE PLAN OR NOT.

The document provides an agency with a record to reference when making future decisions related to the project topic. The report will be graded by course faculty and will constitute 30% of the total course grade. A copy of the final project report will also be submitted to the clinical preceptor for the organization’s records.

Additionally preceptors may ask students to conduct oral presentations of their projects to relevant personnel in their organizations. Course faculty may be available to attend these presentations if notified in time to facilitate their attendance.

The grading criteria represent major components of project plans. They are present in the process used to determine whether a project should be undertaken and whether the activities of the plan fit the situation.

- Do not simply use the grading criteria as headers to your report or write the paper as short answers to each of the criterion. The main headings are provided as a guide. Students should individualize their project reports with relevant subheadings specific to their projects.
- It is the student’s responsibility to organize the content so that the report makes sense to the reader.
- Resources for organizing your report: You may want to review literature related to business reports, presentations, or technical reports for assistance in creating a cogent, succinct, yet thorough report. Your Polit and Beck textbook provides recommendations from a research project framework. Davidoff, Batalden, Stevens, and Ogrinc (2008) have created a unique framework for reporting quality improvement reports. You can access this framework at: SQUIRE GUIDELINES. The structure provided above is derived from the SQUIRE publication guidelines (Davidoff F, Batalden P, Stevens D, Ogrinc G, Mooney S. Publication
guidelines for quality improvement in health care: evolution of the SQUIRE project. Qual Saf Health Care 2008;17[Supplement 1]:i3-i9).

- You may use tables, appendices, and references throughout the report to support your plan and evaluation conclusions.

**Report Submission**
The Project Report should adhere to APA 6th edition format. It should be double-spaced with a title page. Each page should be numbered. Your name should be clearly visible on the title page. You should submit your Project Report to your faculty **FIRST** and then to your preceptor / clinical agency. When submitting for grading upload your completed document into the appropriate section of the Assignment Tool. Make sure the filename includes your first initial and last name.

<table>
<thead>
<tr>
<th>Criterion for Capstone Project Report</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXECUTIVE SUMMARY (3 pages max)</td>
<td>5</td>
</tr>
<tr>
<td>INTRODUCTION (5 pages max)</td>
<td></td>
</tr>
<tr>
<td>Purpose of the project</td>
<td>5</td>
</tr>
<tr>
<td>• Background and significance of the issue</td>
<td></td>
</tr>
<tr>
<td>• Rationale for project selection</td>
<td></td>
</tr>
<tr>
<td>Description of setting and key stakeholders</td>
<td></td>
</tr>
<tr>
<td>Project goals and outcomes to be impacted</td>
<td></td>
</tr>
<tr>
<td>Potential challenges</td>
<td></td>
</tr>
<tr>
<td>IMPLEMENTATION (5 pages max)</td>
<td></td>
</tr>
<tr>
<td>Introduction to theoretical model selected to guide implementation and rationale for theoretical model selection</td>
<td>5</td>
</tr>
<tr>
<td>Analysis of situational factors impacting implementation (critical assumptions, constraints and any ethical considerations)</td>
<td>5</td>
</tr>
<tr>
<td>Overview of alternatives that were considered that could have also addressed the need and rationale for selecting the recommended implementation</td>
<td></td>
</tr>
<tr>
<td>Timeline for implementation</td>
<td></td>
</tr>
<tr>
<td>RESOURCE ALLOCATION (3 pages max)</td>
<td>5</td>
</tr>
<tr>
<td>Identify any of the following resources that your project will require and provide cost estimates and a justification for each: Facilities or equipment Technology or software</td>
<td></td>
</tr>
</tbody>
</table>

Y.Keys
Course Syllabus: Summer, 2015
15
Personnel

Identify if the resource allocation is one-time or will be ongoing
Identify potential funding sources
Potential financial impact to the organization

EVALUATION (5 pages max)

Description of Evaluation framework
  • Variable that will be measured
  • Data sources for evaluation process

Rationale for framework
  • Theoretical model
  • Fit with project goals

Evaluation time line

Challenges in evaluating this project

FINDINGS AND OUTCOMES (3 pages max)

• What was achieved or not achieved?
• Was there anything missing from your analysis?
• How did the organization benefit from this work?
• This is a reflective section***

Logical presentation of ideas and APA

Total 30

***The findings and outcomes should result from the process of working up the proposal. Did you find information difficult to find? Did you have issues in locating key information or find the culture of the organization different than expected? Outcomes might include people in support of your project or some unanticipated challenges... This is a reflective section that may or may not be appropriate to share with the organization.
1. PROFESSIONAL CRITIQUES Discussion
2. Complete Course Evaluation
3. Get ready to GRADUATE!!!

Professional Critique Assignment
In the final week of the course students should:
• Each student should read the Executive Summary of at least 5 classmates and post a substantive comment about something they learned from each summary reviewed.
• Each student should make a minimum of 5 substantive comments to 5 different students to receive full credit.
• All posts should be respectful and collegial.
Clinical Laboratory Requirements

This course is the capstone course (4 credit hours) for the Leadership in Nursing Systems specialty area of study. The course requires 135 contact hours of clinical practice and 15 contact hours of integrated seminar. The clinical laboratory component of this course provides students with experiential opportunities that foster integration of principles acquired through previous and didactic and clinical course work. The preceptor plays a key role in this integration process. Each student’s experience will be different, depending on personal interests and the preceptor’s area of practice. The understanding and working relationship between each student and the preceptor is an individual process and will therefore create unique learning experiences for each student-preceptor partnership. The over-arching goal for all experiences, however, is for students to demonstrate beginning competencies associated with administrative practice. These competencies will be evaluated by the preceptor and clinical instructor using the clinical evaluation form.

The clinical laboratory component of this course consists of 135 hours. Both the preceptor and clinical instructor will assist the student to monitor clinical time and assure each student completes 135 hours of practice. *These hours should not be completed as observation activities.* Rather, the student is expected to use their clinical time to plan, implement and evaluate a project that contributes to the performance of the organization. Students should give the preceptor the course guidelines and performance evaluation measure early in the course so that the preceptor can appropriately guide the student’s learning experiences within these hours.

Some clinical hours may be completed away from an organization but the majority of clinical hours should be completed within the clinical laboratory setting. The clinical instructor will work with the preceptor to insure course requirements are met and clinical objectives achieved. *Both the clinical instructor and preceptor must complete the student performance evaluation attached to this syllabus for the student to earn credit for the completed clinical hours.* Students must demonstrate satisfactory performance on the evaluation to pass the course.

**Students must comply with agency requirements related to background checks, licensure verification, immunizations, and any other agency-specific requirements before starting clinical hours.**
What can I count toward the practicum???

The clinical hours are time spent within the facility where you are conducting or planning to conduct your proposed project. Any activity you do there that in some way informs, plans, implements, or evaluates your proposed project counts as clinical hours. So, this includes meetings with your preceptor discussing how you will plan your project, meetings with others in the facility that will be impacted by or will influence/support/inform your project, and hours spent reviewing documents, databases, policies, etc. that play a role in your project. You can also apply 10 hours of the 135 required hours to conduct research to support your proposal on topics that you have not already covered in your previous courses (example: your project is focused on initiating a pet therapy program – you might spend some hours researching how pets have been used in the clinical setting).

Hours spent writing your clinical logs, writing your outlines, and writing your paper (assignments that are required by the course) are not to be included in clinical hours.

On the other hand, if your preceptor asks you to put together a presentation of your proposal and present it to facility personnel (not a requirement of the course), you may count these hours toward your clinical hours.

Hope this helps to clear up any potential confusion, but please don't hesitate to ask if unsure.

Clinical Log Format

Students will use the clinical laboratory to complete the course project. A clinical log provides students opportunities to share their activities with their clinical instructor, seek assistance with the project, and demonstrate nurse administrator competencies. This log also provides the clinical instructor with evidence that a student has performed the clinical behaviors consistently in a satisfactory manner. The clinical log is graded by the clinical instructor and is 25% of the course grade. Clinical instructors will provide students with grading criteria for the logs. Students can use their logs as components of their professional portfolios if the entries are thoughtful and demonstrate understanding of management principles.

The clinical log should be submitted weekly as instructed by the clinical instructor. The log should contain concise information detailing the activities performed in the clinical setting for a specific number of clinical hours.

• The first journal entry should contain details about the organization where each student is completing the Patterns of Care Delivery clinical. These details should include a description of the contextual dimensions of the organization. These dimensions could include: mission, philosophy, goals, constituents, clients, staff, payers, external governing bodies, suppliers, union, and any other relevant elements of the system. This only needs to be submitted ONCE.
• References and readings enrich log entries and should be cited at the end of the journal entry in APA format.

• Include at least the following in each entry:
  • Student Name
  • Date/times spent in clinical setting.
  • Total number of hours completed to date
  • Leadership activities and student role during the activities (include analysis and insight not just a listing of daily activities)
  • One significant insight from the day and how student will use it in the project or apply to practice
  • Areas of further study needed to better understand issues that occurred during the clinical experience.
  • Progress on clinical project (as appropriate)
  • Additional Comments

Your clinical faculty may provide you with a specific format for documenting your clinical activities in your log. All clinical hours must be completed by the deadline indicated in the Course Schedule. Logs must be submitted so that clinical instructors can verify completed hours and log grades.

**Evaluations**

Two evaluations are required at the end of your clinical.
  1. Student evaluation of Preceptor (we use these so we know where to place future students)
  2. Preceptor evaluation of Student (we use this to assess your performance in the clinical setting)

Please make every effort to email, fax, or pony express these evaluations to your clinical faculty! These may be submitted by either you OR your preceptor.
POLICIES:

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct: http://www.tamucc.edu/~students
University catalog related to academic integrity and honesty: http://catalog.tamucc.edu/

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116. If you are a returning veteran and are experiencing cognitive and/or...
physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

**Title IX**

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

**Grade Appeals Process**

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University procedure and see [http://conhs.tamucc.edu/shb/](http://conhs.tamucc.edu/shb/) for the CONHS process identified in the Student Handbook.

**Support Services**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.