EASTERN MICHIGAN UNIVERSITY

School of Nursing

NURSING 483L4

RN to BSN Population-Focused Capstone Practice Experience

Online

THIS SYLLABUS IS SUBJECT TO CHANGE! It should be used as a guide only to prepare for your practice experience.

Eastern Michigan University - School of Nursing
NURS 483L4: RN to BSN Population-Focused Capstone Practice Experience
Course Syllabus

Course Description
Through experiential learning this course requires the student to apply course concepts learned across the program within a population-focused context. Applied course concepts include understanding nursing roles, professionalism, regulatory policy, evidence based-practice, management and leadership, and population health. Coordinated with a preceptor and evaluated by faculty, the student practice experience shall facilitate the transition of nursing practice competencies to the BSN level of proficiency.

Essentials Addressed: As a capstone, this course is the culmination of all baccalaureate education in the program. Therefore, all BSN Essentials (I-IX) are used in this course.

Credits: 3 Credits; **requiring 50 nursing practice hours**

Prerequisites: IHHS 200, NURS 220, 265, 365, 372, 450, and 465.

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Course Outcomes
Upon completion of this course the student will have
1. Created a comprehensive plan to complete a capstone practice experience.
2. Maintained a practice journal documenting the practice experience.
3. Implemented a population-focused project.

Course Objectives
In this course, the student will learn to:
1. Synthesize knowledge from across nursing program course work.
2. Collaborate with an interdisciplinary health care team and community partners for health program planning to improve health outcomes.
3. Apply national health objectives within the context of a population-focused health care practice.
4. Consider the impact of cultural, environmental, and regulatory systems as related to the developed population-focused project.
5. Display professional nursing values of altruism, autonomy, human dignity, integrity, and social justice in examining issues related to population-focused nursing.
6. Demonstrate personal accountability and responsibility for professional behaviors.

Required Textbooks
There are no new required textbooks for this course. As a capstone course, students are expected to utilize prior course textbooks as appropriate.

Recommend Textbooks
As above, students should use textbooks from previous nursing courses.

Day/Location/Time
Location, days, and meeting times are planned by student and approved by the School of Nursing prior to term of enrollment. During the enrolled semester students are required to clearly document clinical practice work activities including direct and indirect care activities.

Practice Placements
The arrangement of practice placements is discussed in the Course Handbook. It is expected that students have reviewed that content and completed the required materials prior to course enrollment to facilitate successful placement and course completion.

Practice Evaluation
The course objectives provide the criteria for evaluation of clinical practice performance. Students must be evaluated as passing all course objectives by faculty to pass the course. Minimally, students will identify course progress with faculty weekly using the online course website (i.e., Canvas shell assignments and via email contact). The Student Evaluation form used in the Final Objectives assignment is shown below in this syllabus. This form must be completed by the end of the term. The form must be signed by both course faculty of record and the student. The instructor must submit a completed copy following the end of the term to the nursing school office where it will be maintained in the student's academic record. The student must also receive a copy.

The goal of the faculty in this course is for students to be successful in meeting course objectives. When made aware of factors that suggest the student is not meeting course objectives and at risk for failing, faculty will notify students in writing. In such circumstances, the faculty member should document and share with the student the specific practice problems, and strategies for successful completion of course objectives with clear outcome expectations. Faculty should be contacting students within the week they are notified of such concerns. Not all student behaviors are subject to remedy, and may be grounds for course failure. Additionally course failure may occur when students exhibit such behaviors following mid-term if time for remediation is insufficient.

All practice assignments (i.e., written assignments and activities) are to be submitted/completed on time. Faculty reserves the right to down-grade or refuse written assignments not turned in by the due date. Students must contact faculty in advance of assignment due dates regarding extenuating circumstances that may require the extension of assignment deadlines. Such assignment extensions can create a disadvantage for other students who worked though challenging circumstances to meet course deadlines. An extension may be granted in lieu of assignment refusal, but still subject to downgrading. Faculty may require written verification of the circumstances related to late assignments. Completion of all practice assignments is

necessary to successfully meet the objectives of the course. See also the discussion under the heading of Professional Ethics below.

Grading Scale

Satisfactory Grades:		Unsatisfactory Grades:	
A	= 100 - 94	C-	= 74 - 70
A-	= 93 - 90	D+	= 69 - 66
B+	= 89 - 87	D	= 65 - 63
B	= 86 - 84	D-	= 62 - 60
B-	= 83 - 80	F	= 59 or below
C+	= 79 - 78		
C	= 77 - 75		

Individually graded items will include two decimal places as entered to calculate final grades. Final grade total will then be rounded up or down to the next whole number, based on the first decimal place. Scores below .5 will round down, scores equal to or greater than .5 will round up (e.g. 74.49 = 74; 74.50 = 75).

Assignment Point Values

Practice Performance & Participation:	30 Points
Practice Journaling	20 Points
Population-focused Assessment Paper & Project	40 Points
Final Self-evaluation	10 Points
Total Couse Points:	100 Points

Practice Performance & Participation
Given the fast pace of the course, students are required to have gained general practice placement approval and begin preliminary planning prior to the start of course enrollment. Understanding that each practice placement is unique, it is expected that students will engage available learning opportunities and work with their preceptor to identify and develop a project that meaningfully contributes to the practice environment. The student is expected to schedule the required practicum hours with the approved preceptor, and attend as scheduled. Faculty should be apprised of any exceptions made to the schedule. Daily activities should include a combination of activities to achieve course objectives. Activities are expected to include opportunities for gaining insight into the organizational structure of the practice site and the preceptor's role in the organization, and completion of the Population-focused Project. Planning and implementation of the project is expected to be a primary focus of practice activities. For each day that the student engages clinical practice and course work, the activity highlights and progress toward achievement of course objectives must be recorded. While for the majority of the required hours, students are expected to be working in their capstone course nursing practice setting; it is acceptable for 10 hours to be used for Library work (i.e., project development activities performed outside of the approved course practice setting). Clear documentation of practice hours is required. The Documentation of Practice Hours form is to be used for this purpose and is included in the Handbook, and posted on the course website.

Practice Journaling
The practice journal aims to facilitate reflective learning, tracking of practice activities, and

sharing/problem-solving with colleagues. Using the Canvas course website, the student will discuss both general activities encountered in the practice environment, and demonstrate progress developing the practice project. Journals are graded based on the quality and depth of discussion included. Journals are not meant to be long formal papers, but for this capstone course the student is expected to clearly discuss links between prior EMU nursing program course work and current activities as described in course objectives. Writing should demonstrate a thoughtful discussion of the connections between prior course content links with the discussed activity.

Population-focused Project
There are two key parts to this assignment; the project you implement and the documentation you create across the process. This assignment requires the integration of core nursing program concepts through the assessment and development of a project to address a nursing disciplinary need within a nursing practice setting. You should negotiate the specific topic of work with your preceptor. The topic should address a nursing need identified within your preceptor's organization, which can be completed during this 7 ½ week course. You will also need to obtain project approval from your faculty member at the start of the term to ensure the project proposed meets course objectives. The project documentation presents as a series of papers that reflect the process of project planning, development, implementation, and evaluation.

There are nearly limitless potential projects, such that it is impossible to identify them all here, or for these guidelines to perfectly fit every potential project. You must work with your preceptor and course faculty to produce a project that meets the intent of these assignment guidelines. The American Association of Colleges of Nursing White Paper on the Expectations for Practice Experiences in the RN to Baccalaureate Curriculum highlights example direct care and indirect care experiences that can help define appropriate projects. Some direct care examples include working in health care provider settings to identify gaps in patient care and implement quality improvement strategies, or using an evidence-base to develop and implement new procedures or a nursing care policy that directly impacts patient care. Some indirect care examples include developing policies and educating other health care providers regarding safe and effective use of new technologies, or working collaboratively with interdisciplinary stakeholder groups to develop and implement policies that can improve facility communication within organizations (e.g., electronic medical records, or disaster/emergency preparedness). The course aims to be flexible to address needs of the preceptor's facility. Throughout the process the student should engage good management and leaderships skills, including demonstrating professional communication with, and engagement of, key stakeholders to facilitate successful organizational implementation.

The Population-focused Project papers serve to document the project work across the course. Details for the papers are found at the end of this document. The directions are also separated within the course Canvas website to reflect their progression. Documentation first serves to identify what the project will be, and gain faculty approval. Next the problem should be clearly discussed regarding its significance and supported using current literature. Current evidence-based literature should be reviewed in support of the development of the project product. A clear plan then is identified for development and implementation of the project specific to the practice site. Following implementation, the final paper is focused on evaluation of the process and final product. Papers are to be typed neatly with attention to grammar, spelling and use of APA format

including the an appropriate title page, use of headings, and all statements of fact in the text body must be correctly cited within the paper and compiled within a properly formatted reference list.

Final Self-evaluation

During the final week of the course, the student will use the Student Evaluation Form and provide a brief summary and an example under each objective of how they met the objective. There must be discussion under each objective. Discussion should be clear regarding how activities linked with the specific course objective and identify prior course content applied. The Student Evaluation Form is available on the course website as a MSWord document for students to download to facilitate completion of this assignment.

Additional Course Policies

Provision of Safe Nursing Care

Students are expected to provide safe nursing care at all times. The School of Nursing Student Handbook defines unsafe practice. Likewise each State defines professional nurse practice. Any student who in the preceptor's or faculty's judgment that does not demonstrate the minimum level of knowledge and skill required to provide safe care will be prevented from returning to the practice site. Students are expected to come to this experience prepared. Students are expected to notify of, and seek assistance from their preceptor and faculty for any gaps in knowledge that might place clients at risk for harm. It is professional and ethical behavior to identify a need for knowledge and skills and then obtain that knowledge and skills. <u>A student considered to be unsafe in the clinical practice environment will fail.</u>

While not inclusive of all activities that could be considered, some examples of unsafe practice include:
- Failure to demonstrate preparation for patient care including lack of an understanding of medications or treatments and their safe administration, and/or an inability to assess patient needs
- Failure to demonstrate ability to implement safe patient care (e.g., poor sterile technique, use of side rails), including ongoing assessing of patient progress, identification **and reporting** significant changes in patient physical and psychological condition (e.g., administering medications or treatments)
- Failure to adhere to accepted standards of professional ethics (e.g., HIPAA violations, theft of medications or supplies, truthful communication, attending clinical practice intoxicated, attending clinical practice in a cognitively or emotionally impaired condition)

Professional Ethics

Professional nursing highly values professional honesty and integrity. Students are given a high level of independence for management of time and assignments. Students are expected to be focused on course work requirements while in their practice environment. Personal pagers and/or cell phones ringers should be turned off when in the practice environment. Students should be attending to required work and not their electronic devices. Students should always demonstrate professionalism and respect for others when they are sharing, seeking clarification and /or asking questions.

All students are expected to abide by the ANA Code of Ethics, the School of Nursing Student Handbook and the University Conduct Code. Any student falsifying work assignments or any client records will fail. Any student exhibiting dishonest behaviors (stealing, misrepresentation of self, etc.) or dishonest communications (deceptive communication or documentation) will fail.

Student assignments and course work are expected to be student-authored and original. Students must maintain and abide by the guidelines set forth by Eastern Michigan University's Student Conduct Code (available online at www.emich.edu/policies/policy.php?id=124) and the EMU School of Nursing Student Handbook (online at www.emich.edu/chhs/nursing/current_students/handbooks.php).

Within the Student Conduct Code academic integrity violations of cheating (e.g., on exams), falsification, and plagiarism (e.g., in written work) are defined. The standards of 6th Edition APA manual are followed in the School of Nursing. The APA manual explains plagiarism, relative to misappropriation of the work of others (e.g., incorrect use of quote marks, absence of citation). Students must review and have a clear understanding of this content. Plagiarism includes the use of fellow students' work or using published information without giving credit to, or properly citing the original author. Faculty may investigate suspected plagiarism by an oral evaluation of content contained in the paper. The purpose of the evaluation is to examine the sources and individuality of the paper content. Breaches of academic integrity will result in a grade of zero (0) points on the assignment, and may result in a failing course grade (i.e., F) regardless of other course assignment grades. Additional penalties may be applied by the School, College, and University up to and including dismissal. Faculty may use Turnitin.com and other online resources to investigate written work for misconduct concerns. Faculty acknowledges and respects the processes set forth for managing misconduct as guided by the University, and the office of Student Conduct and Community Standards.

Religious Holidays
Current University policy recognizes the rights of students to observe religious holidays without penalty to the student. Students are to provide advance notice to the instructor in order to make up work, including examinations that they miss as a result of their absence from class due to observance of religious holidays. If satisfactory arrangements cannot be made, the student may appeal to the head(s) of the department(s) in which the course(s) is/are offered.).

Student and Exchange Visitor Information Service (SEVIS) Notice
Attention students who hold an F or J visa. The Student Exchange Visitor Information System (SEVIS) requires F and J students to report the following to the Office of International Students (OIS) 244 EMU Student Center within ten (10) days of the event of changes in:
- name or residential address
- academic status (including change to full- or part-time enrollment)
- academic major or program of study
- source of funding (including employment or graduate assistant position)
- degree completion date;
- degree level (e.g., Bachelors to Masters)

SEVIS further requires F and J students to report the following to the Office of International Students 244 EMU Student Center within ten (10) days:

- Intent to transfer to another school
- Probation or disciplinary action due to a criminal conviction

Prior permission from OIS is required for:

- carrying or dropping below minimum credit hours or dropping all courses;
- Employment on or off-campus; including volunteer and observation positions.
- Registering for more than one online course per term (F and J visa)
- Endorsing I-20 or DS-2019 for re-entry into the USA.

Failure to report may result in the termination of your SEVIS record and even loss of status. If you have questions or concerns, contact the Office of International Students at **734-487-3116.**

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designated to protect the privacy of a student's education records and academic work. The law applies to all schools and universities which receive funds under an applicable program of the U.S. Department of Education and is applicable to students at EMU. All files, records, and academic work completed within this course are considered educational records and are protected under FERPA. It is your right, as a student in this course, to expect that any materials you submit in this course, as well as your name and other identifying information, will not be viewable by guests or other individuals permitted access to the course. The exception will be only when you have given explicit, written, signed consent. Verbal consent or email is insufficient.

Special Needs Accommodations

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with the faculty within the first two weeks of the course. This class should be an accessible and welcoming experience for all students, including those with disabilities that may affect their learning in this class. If anyone believes they may have trouble participating in or effectively demonstrating learning in this course should make contact with the Disability Resource Center (DRC; 240 Student Center; 734-487-2470; swd_office@emich.edu) to talk about academic accommodations. Students with DRC accommodation letters should submit them to faculty at the start of the term (week one or two). Student resources such as "Policies Affecting You @EMU" are prepared by the Office of the Ombudsman. These can be read and downloaded from the www.emich.edu/ombuds website.

EMU Writing Support

The University Writing Center (UWC) (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can drop in during open office hours as posted on the office website. Students should bring a draft of what they are working on and their assignment sheet. Students enrolled in fully online courses also have access to online writing consultation through UWC. For more information about our hours and services, and the days (e.g., holidays) we will not be open, visit the UWC web site: http://www.emich.edu/uwc.

RN to BSN Capstone Course
Student Evaluation Form

Student _____ Faculty _____

Practice Experience Site _____

Practice Preceptor's Name _____

Excused Absences _____ Unexcused Absences _____ Tardiness _____

Rating: U = Unsatisfactory – Performance Does Not Meet Course Objective
            S = Satisfactory – Performance Met Course Objective

Directions: Under each objective the student must discuss how they met the objective as part of their nursing practice capstone course experience, and assign a rating (U or S, as noted above). Faculty will then review the submission, add comments as needed and provide a final rating. The student should sign the form to acknowledge receipt. Faculty are required to return completed forms to the School of Nursing.

	Final
1. Synthesize knowledge from across nursing program course work.	Student Rating
	Faculty Rating

	Final
2. Collaborate with an interdisciplinary health care team and community partners for health program planning to improve health outcomes.	Student Rating
	Faculty Rating

	Final
3. Apply national health objectives within the context of a population-focused health care practice.	Student Rating
	Faculty Rating

	Final
4. Consider the impact of cultural, environmental, and regulatory systems as related to the developed population-focused project.	Student Rating
	Faculty Rating

	Final
5. Display professional nursing values of altruism, autonomy, human dignity, integrity, and social justice in examining issues related to population-focused nursing.	Student Rating
	Faculty Rating

	Final
6. Demonstrate personal accountability and responsibility for professional behaviors.	Student Rating
	Faculty Rating

Student Final Summary Comments:

Faculty Final Summary Comments:

Practice Performance & Participation (40 Pts): ………………………………… _____
Practice Journaling (20 Pts): ………..………………………………………… _____
Population-focused Assessment Paper & Project (30 Pts): …………………… _____
Final Self-evaluation (10 Pts): ………………………………………………… _____

Total Points / Letter Grade: …………………………………………… _____ / _____

Student Signature _____ Date _____

Faculty Signature _____ Date _____

Population-focused Project Assignment Details

Project Identification and Initial Approval

The syllabus discusses and gives some general examples of possible practice projects. Given the advanced preparation requirements for this course, much of this work has been previously completed. As directed by the course handbook for arranging preceptors and practice sites, you should have already identified a potential project with you preceptor that fits with the general guidelines noted in both the handbook and syllabus. During the first week of the course it is time to provide an overview description of your project, which is to be submitted with your participation schedule for practice hours. It is too soon to have the full plan completely detailed and mapped out, but you should be able to clearly summarize the topic (e.g., problem or concern) that you are working on, and the specific product you will complete as your project. This document has been developed in coordination with your preceptor, and once completed you should provide a copy to your preceptor, course faculty, and nursing coordinator for placement in your student file. You should expect your faculty member will also discuss and confirm this plan with your preceptor. Faculty will give you initial approval and may offer guidance relative to your initial plan. Faculty may need to ask follow-up questions to gain further clarity on what you are planning to do. Remember the clearer you can be describing things the better course faculty and your preceptor will be able to understand your intention, and provide you support. It is important to remember the limited timeframe available for completion of the project and the need to balance the identification of a meaningful project with something that is attainable. While many projects can be conceptualized and completed within this course, it may also be true that the preceptor's institution is working on something of a much grander scale and students may need to identify a meaningful *part* of such a project.

Investigating the Topic

This section has two key areas to consider, the significance of the issue and introducing the proposed solution. Discuss how the topic was identified. Search for literature about this type of issue and discuss its significance. Appropriate disciplinary literature (e.g., nursing practice, nursing administration) should be included here to document the issue and solutions. Why is this topic important? What are the key problems and associated costs? Next present literature you find that discusses best practice/EBP solutions to this issue. You might not always be able to find literature that is an exact match for defining your problem and solutions, but you should then expect to search as needed and reflect on similar literature that is available.

Documenting Planning Details

  Creating objectives. You have likely already been thinking about a plan for how to get things done. A key part of that is identifying goals and objectives. You should write a goal and a few objectives that reflect things you aim to personally achieve as part of this process, and you should be able to write a goal and a few objectives that help measure the project outcomes you hope to achieve. Goals might be stated grand in scope, but the objectives you identify should concretely address your major content areas. There is an abundance of literature available online regarding writing good objectives if you need help (e.g., 'SMART' objectives). Essentially,

objectives should be single in purpose and clearly worded, measurable, attainable, focused on knowledge or behaviors specific to your content, and bound to a specified timeframe.

Detailing the steps. Working with your preceptor document a step-by-step action plan that includes a time-framed schedule that delineates key steps /activities, with clearly assigned roles and responsibilities (i.e., directly naming those responsible) for each item on this plan. This should also include who will be responsible for providing specific resources (e.g., arranging work space, meeting times, providing specific materials, etc.). Be sure to layout your deadline highlights on a calendar! Ensure your preceptor and faculty member are in agreement with the planning document. Typically projects required input or support from multidisciplinary personnel. Carefully consider all people involved with the project, and be sure that they are kept informed across project planning, implementation, and evaluation. This point is worth repeating, communication is always important, and is critical for effective planning! Content needs to be clear for everyone involved. Often when reflecting back on a conversation people have different interpretations of what was said. To aid in clarity it is wise to provide follow-up documentation of planning communications that are otherwise undocumented (e.g., meetings, phone calls) to ensure people share an understanding of expectations. Be sure you are regularly discussing planning issues with all stakeholders. Preceptors must be provided draft copies of materials you develop and approve them prior to circulation to other project stakeholders. Faculty should be kept informed in regard to developed material drafts, and sought for consultation as needed.

Reflections on the organizational culture. Finally, it is wise to always consider how things fit with the organizational culture. In prior courses you should have done some work related to understanding organizational structures. When thinking about your plan, reflect on the organizational structure of where you are working. Think about the support you need and the impact of the project at various points or levels within the organization. Discuss this with your preceptor. Briefly document how well the project outcomes *fit* with the organization (e.g., as related to things like their mission statement, core values, vision statements/strategic planning, culture, and climate). Such content can be useful when pitching ideas to administrative personnel. Discuss briefly how your plan has considered key stakeholders within the organization, and your expectations of their support or resistance.

Implementation

Following approval from your preceptor and faculty, enact your plan! As discussed above, communication is a key here! Clear communication aids in ensuring project success, including early identification of concerns that need to be managed! Seek consultation from your preceptor and course faculty as needed.

Evaluation

Summative/outcomes evaluation. Once you have completed the project work you had committed to, it is time to reflect on and evaluate your work. An excellent place to begin is the objectives you created earlier. Discuss results for each of the objectives you wrote. Discuss them clearly regarding how they were measured and honestly regarding the results. It is OK if everything was not achieved exactly as planned – it rarely is. What is important is what we learn

in the process, and the professional practices we engage to work around obstacles to achieve program goals! While it should be an appropriate time to evaluate the objectives you set for yourself, you may have to be more speculative regarding the larger program goals and objectives you developed if they are still in process. For those still in process, reflect on what you would characterize as realistic expectations given your nursing practice experience.

It may be captured in the discussion of the goals and objectives you wrote, but as part of this evaluation be sure you reflect on the state of and future expectations for the project. Clearly this content is dependent on the type of the project. Often programs are established with the intent they continue on long after you are no longer present in the nursing practice environment. So as appropriate, what are your expectations for the sustainability of your contributions and the program at-large. What thoughts do you have regarding what next steps are needed to support your project work, or to continue facilitation of a solution to the original problem or issue you were addressing?

Formative evaluation. Beyond the actual objectives related to the project outcomes, you should reflect on and discuss the project process. A formative evaluation would consider the process. How was communication between all involved stakeholders? How about access to needed resources? What things were encountered that really helped facilitate the project process? And what things presented as significant challenges or barriers to the project process, and how resolved? What were *lessons learned* in regard to the project development and implementation?