Stephen F. Austin State University
DeWitt School of Nursing
LEADERSHIP AND COORDINATION OF NURSING

Course Number:  NURS 4432
Section Number(s):  001 – 006
Practicum Number: NURS 4032
Section Number(s):  010 - 015

Course Instructors
Christopher Ryan DNP, RN (Course Coordinator)

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS.

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

EACH STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS.

This syllabus is provided for informational purposes only.
Faculty Contact Information:

Name: Christopher Ryan, DNP, RN  
Department: Nursing  
Email: rync@sfasu.edu  
Phone: (936) 468-7736  
Office: Room 128  
Office Hours:  
Monday: By appointment  
Tues: 1000-1200  
Weds 0900-1400  
Thurs: By appointment  
Friday: By appointment

Class meeting time and place: See Course Calendar for time, location, and course assignments.

Textbook and Materials  

Technology Requirements  
All students are required to have access to a laptop or desktop computer for academic and testing purposes. Please find the complete list of technology requirements here: [https://www.sfasu.edu/docs/nursing/technology-requirements.pdf](https://www.sfasu.edu/docs/nursing/technology-requirements.pdf)

For questions regarding laptop hardware or software, please contact The SFA Help Desk at [https://help.sfasu.edu/TDClient/2027/Portal/Home/](https://help.sfasu.edu/TDClient/2027/Portal/Home/) or 936-468-HELP.
NURS 4432 Leadership and Coordination of Nursing

Course Description
This course builds upon principles and theories from previous, concurrent and prerequisite courses. Students will have the opportunity to acquire and apply critical thinking, management, leadership, and nursing theories and evidenced-based research (EBR) while coordinating nursing care of multiple clients. The role of the nurse as a leader and manager within the interdisciplinary healthcare team and system will be emphasized. Students will utilize communication, management skills, nursing process, and legal guidelines when providing holistic care to groups of clients from diverse spiritual, ethno-cultural, and socioeconomic backgrounds.

Credit Hour Justification
(4 credits; 2 hour didactic and 6 hours clinical per week) This course typically meets once a week in 2-hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours a week to prepare outside of classroom hours.

The clinical component is composed of a total of 90 hours. It consists of simulations, leadership exercises, weekly assignments, and in-hospital clinical experiences. Students are required to successfully pass the clinical component to pass the course.

Number of Credit Hours
4 credit hours (2 lecture/6-hour clinical practicum)

Course Prerequisites and Co-requisites
Prerequisites: NURS 4606, NURS 4407, NURS 4208
Co-requisites: NURS 4330, NURS 4331, NURS 4233

End of Program Student Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Course Student Learning Outcomes
The student will
1. Relate concepts and principles of the arts, sciences, humanities, management, and nursing as a source for making nursing practice decisions with groups of clients, families, and healthcare teams within a healthcare system.
2. Model responsibility and accountability using consistent behavior patterns and professional communication skills.
3. Evaluate evidence-based research for applicability of findings to managing groups of clients and a healthcare team.
4. Evaluate delivery of care by members of the interdisciplinary healthcare team.
5. Incorporate and implement management and nursing processes to formulate plans of care.
6. Address moral, economic, and legal issues affecting nursing practice with groups of clients, families, and health care teams.
7. Practice interdisciplinary collaboration respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients and team members.

Differentiated Essential Competencies (DEC’s)
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs). The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information.
https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf
Unit Objectives

Module 1:
1. Describe the evolution of the theoretical basis for leadership and management.
2. Evaluate leadership and management theories for appropriateness in health care today.
3. Demonstrate beginning competence in applying concepts of complexity science to healthcare delivery.
4. Evaluate the similarities and differences associated with leading, managing, and following.
5. Value the need to gain insight into one’s self in order to develop leadership skills.
6. Determine how insight into personal talents and abilities can help nurses be effective in their role of nurse and leader.
7. Differentiate between Leader, Effective Follower, and Ineffective Follower.
8. Examine the characteristics and roles of Leader and Effective Follower within a healthcare team.
9. Apply key concepts of holistic career construction.
10. Appraise academic programs, continuing education activities, certifications, and organizational involvement for career development.
11. Design professional documents for a specific career opportunity.

Module 2:
1. Apply a decision-making model to identify the best options to solve a problem.
2. Analyze the decision-making style of a nurse leader/manager.
3. Value the concept of influence as it relates to leadership and management in nursing.
4. Implement strategies that have a positive influence in work settings, professional organizations, and health policy.
5. Define the concepts of healthy workplace and healthy workforce.
6. Discuss the impact of unhealthy workplaces on nurses in the acute care, community, and ambulatory settings.
7. Apply strategies that decrease the impact of work-related stress and burnout.
8. Compare and contrast strategies employed by successful leaders, managers, and followers within teams, in organizations, and in systems that promote healthy personal and professional behaviors.
9. Evaluate organizational and regulatory policies that promote safe and effective work environments at the local, state, national, and global levels.

Module 3:
1. Apply the principles included in state nurse practice acts, including scope of practice and unprofessional conduct.
2. Apply various legal principles when acting in leading and managing roles in nursing practice settings.
3. Evaluate informed-consent issues, including patients’ rights in research and health literacy, from a nurse manager’s perspective.
4. Analyze how employment laws benefit professional nursing practice.
5. Analyze ethical principles and codes and institutional policies that influence nursing practice.
6. Apply best practices to assist staff in addressing legal and ethical situations, particularly when the law and ethics overlap.

Module 4:
1. Integrate current research into principles to effectively manage nurse staffing.
2. Use technology to plan, implement, and evaluate staffing, scheduling, and the effectiveness of a unit’s productivity.
3. Examine personnel scheduling needs in relation to patients’ requirements for continuity of care and positive outcomes, as well as the nurse manager’s need to create a schedule that is fair and equitable for all team members.
4. Compare and contrast the various methods of employee performance appraisal.
5. Describe the principle that supports behavioral interviewing technique.
6. Provide examples of appropriate and inappropriate performance feedback.
7. Articulate the importance of a job description in the orientation of a new employee.
8. Differentiate common personal/personnel problems.
9. Relate role concepts to clarification of personnel problems.
10. Examine strategies useful for approaching specific personnel problems.
12. Value the leadership aspects of the role of the novice nurse.

Module 5:
1. Evaluate the differences between a group and a team.
2. Value four key concepts of teams.
3. Describe the process of debriefing team functioning.
4. Apply the guidelines for acknowledgment to a situation in your clinical setting.
5. Compare a setting that uses agreements with your current clinical setting.
6. Develop an example of a team that functions synergistically, including the results such a team would produce.
7. Discuss the importance of team to patient safety and quality.
8. Describe behaviors and techniques that affect communication among members of the healthcare team.
9. Evaluate effective communication techniques to improve patient and team outcomes.
10. Assess the nature and sources of perceived and actual conflict to be more effective in communicating and resolving future conflict.
11. Determine which of the five approaches to conflict is the most appropriate in potential and actual situations.
12. Identify conflict management techniques that will prevent lateral violence and bullying from occurring.
Module 6:
1. Examine the role of the employer or nurse leader, nurse delegator and delegatee in the delegation process.
2. Distinguish between authority, accountability and responsibility in the delegation process.
3. Explain how a nurse delegates successfully to a delegatee in the delegation process.
4. Identify strategies to overcome underdelegation, overdelegation, and improper delegation.
5. Comprehend the legal authority of the registered nurse in delegation.

Module 7:
1. Incorporate recommendations from key organizations leading patient safety movements in the United States and abroad.
2. Integrate clinical safety concepts to promote nurse and patient outcomes.
3. Apply quality management principles to clinical situations.
4. Use the six steps of the quality improvement process.
5. Strengthen roles of leaders, managers, and followers to create a culture of quality and safety.
6. Champion diversity, equity, and inclusion to impact quality and safety initiatives.
7. Value the nurse’s obligation to use research evidence in practice.
8. Analyze differences among research, evidence-based practice, practice-based evidence, comparative effectiveness research, outcomes research, and quality improvement.
9. Formulate a clinical question that can be searched in the literature.
10. Identify resources for critically appraising evidence.

Module 8:
1. Analyze the characteristics of different healthcare organizations.
2. Classify healthcare organizations by major types.
3. Analyze economic, social, and demographic forces that drive the development of healthcare organizations.
4. Compare and contrast opportunities for nurse leaders and managers during the evolution of healthcare organizations.
5. Evaluate how key characteristics of selected collective action strategies apply in the workplace through shared governance, workplace advocacy, and collective bargaining.
6. Evaluate how participation of direct care nurses in decision making relates to job satisfaction and improved patient outcomes.
7. Explain the role of nurse empowerment/engagement in creating healthy work environments.

Module 9:
1. Value the need to think about the future while meeting current expectations.
2. Ponder two projections for the future and what they mean to the practice of nursing.
3. Examine various technologies and how they can play a role in impacting patient safety.
4. Provide definitions for the core components of informatics: data, information, and knowledge.
5. Compare and contrast the different types of technology for capturing data at the point of care.
6. Apply how decision support systems have impacted patient care in your lived experience.
7. Explore the issues of patient safety, ethics, and information security and privacy within information technology.
8. Explore the evolving relationship between humans and emergent digital technology.
9. Examine how the contemporary roles and knowledge exercised by nurses may be evolved or changed by intelligent, emergent digital technologies over the coming decades.
10. Reflect on implications for nursing leadership to guide and steward aspects of the profession in digital healthcare ecosystems of the future.

**Course Requirements**

**Grading Policy**

**Evaluation and Grading Criteria**

Evaluation of success in NURS 4432 is based on the achievement of the objectives. Evaluation strategies include exams and course assignments. Points will be awarded for each exam and assignment. The final grade will be determined from the total points achieved divided by the total points possible. To pass NURS 4432, the student must obtain a weighted mean test score of 75 in the class exam grades as well as an overall course average of 75. A weighted mean test score below 75 or a class average below 75 constitutes failure and will result in a grade of “F” on the transcript. Additionally, the clinical practicum will be graded as a Pass/Fail. You must pass both the Didactic course and Clinical Practicum in order to pass NURS 4432.

*Policy 1.7:*

1. Rounding is confined to the final course grade. Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole
number. If the final course grade is not a whole number, the following rounding rules apply:

a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)

b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

BSN and RN-BSN GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Corresponding Points</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>Less than 75</td>
<td>F</td>
</tr>
</tbody>
</table>

**Didactic**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Chapters Exam (3)</td>
<td>300</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50</td>
</tr>
<tr>
<td>Research Article Critique</td>
<td>50</td>
</tr>
<tr>
<td>Administrative Assessment</td>
<td>100</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>550</td>
</tr>
</tbody>
</table>

**Assignments:**
The course will contain assignments built to help the student obtain the course objectives. The instructions and the rubrics for each assignment are outlined in Brightspace. Due dates for assignments are listed on the course timeline/calendar.

**Administrative Organizational Assessment:**

This assignment is to foster the students’ awareness of their own leadership/management styles and techniques, the styles and techniques of others, and critically analyze the administrative organization of their clinical site. This clinical assignment will contain an individual self-analysis as well as a component to be completed in a collaborative manner with other students. Instructions for this assignment, as well as the grading rubric, are detailed in Brightspace.

**Course Exams:**

Exams will be composed of 50 questions (multiple formats) and possible additional pilot questions over specified material. All tests will be computerized. If computerized testing is not feasible, a paper and pencil test may be substituted. Students will have 2 minutes per question (NCLEX allotment). Students will be able to review any incorrect questions and rationales at the conclusion of the test. Students arriving late will not be allowed to begin the exam if any student has left the testing room. Late arrival after a
student has left the testing room will be considered an unexcused absence. Students that begin the exam late will complete the exam with only the remaining time available. No time extensions will be given. At the discretion of the instructor, students may be excused from attendance for reasons such as health, family emergencies, or student participation in an approved university-sponsored event(s). However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. If directed by the instructor, the student must bring a written excuse from the professional healthcare provider. If the absence is not excused, the maximum grade is 75. To calculate the grade, the ratio/proportion method will be used (i.e., 90 on unexcused absence makeup exam would be 90/100: x/75, where x= 67.5). Make up exams may be alternate format and/or include a different number of items at the faculty discretion. Students are responsible for contacting faculty to schedule make up exams. Make up exams will be scheduled in accordance with faculty and student availability.

Testing Expectations
1. Please leave your belongings in your car. Students will only be allowed to bring a pencil and/or earplugs to their desks. Keys and other personal items will be left at the front of the room. A scratch piece of paper will be given.
2. Students may not wear hats, caps, hoods, sunglasses, or watches.
3. No food or drink will be allowed in the testing room.
4. Students should not magnify the font on the computer screen. Students needing accommodations should have prior arrangements with disability services.
5. During the exam, faculty will only answer questions regarding technical issues. No content questions will be answered.
6. After leaving the exam, please be courteous to those still taking the exam. Noise in the hallway outside of the exam room should be minimal.

Exam Remediation Policy
Students that make less than 75 on any exam are required to make an appointment for exam remediation with their clinical instructor prior to the next exam.

Attendance Policy
Classroom: Your attendance in class is expected and your contribution is valued. However, classroom attendance is not mandatory. Students are adult learners and the course material is covered in multiple formats including online, in text, and through classroom lectures/activities. Therefore, it is up to the student to make the decision to attend class or not. However, we recommend that students attend class regularly. Students are responsible for all materials assigned and/or presented in each class, any information presented by your classmates, and all announcements.
Exam attendance is mandatory as detailed in Course Exams.
Clinical: Attendance is mandatory for all clinical activities as detailed in the Clinical Practicum portion of the syllabus.
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Students are expected to abide by the SFASU Student Code of Conduct (https://www.sfasu.edu/docs/policies/10.4.pdf). The door will remain locked during class to promote safety. You are encouraged to arrive to class on time. Please silence all devices prior to the beginning of class. It is expected that technology during class time will be used for educational purposes only. Content will be delivered in a variety of methods, including face-to-face lectures, pre-recorded lectures, synchronous zoom sessions, and face-to-face active learning activities. Please check Brightspace regularly for course updates. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.
Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

Evaluations
At the end of the semester, please complete the Student Evaluation of Course, Course Instructors, and SFA Clinical Instructors. You should also complete evaluations of clinical sites and/or preceptors after you finish those experiences. Please follow instructions from emails received regarding evaluations. Your feedback is very valuable to us and for quality improvement.

Brightspace
Students must have the required computer access and programs to support the on-line course through SFASU Brightspace.
Logging in: To access Brightspace, visit the following URL, and log in using your mySFA username and password
http://d2l.sfasu.edu
What are the technical requirements to use the system?
You can use any web browser you wish, but Google Chrome or Mozilla Firefox are recommended. Internet Explorer will no longer be supported.
How do I get technical help?
Help for students is available online at http://www.sfasu.edu/sfaonline/ just look for the tab called “Tech Support & Resources.” Students can also get help by phone by calling 468-1919 or by emailing d2l@sfasu.edu

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf

Students with Disabilities
To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
DeWitt School of Nursing Policies

To access the SON’s student policies, follow this link: http://www.sfasu.edu/academics/colleges/sciences-math/nursing/student-resources/student-policies

Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:

The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents 936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp 936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.
www.sfasu.edu/thehub 936.468.4008 thehub@sfasu.edu

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
Clinical Instructors: Christopher Ryan DNP, RN

Faculty Contact Information: See Page 2 of Course Syllabus

Leadership Experience
The purpose of the leadership/management clinical practicum is to provide the senior nursing student a 90-hour clinical practicum. The senior level student will implement beginning leadership skills by utilizing critical thinking and decision-making with a preceptor.

**REQUIREMENTS FOR PASSING CLINICAL:**
In order to pass the course, you must also pass clinically. Passing clinically means meeting clinical expectations, outcomes, hours, and points as outlined below.

The Clinical Practicum is Pass/Fail and that is determined through the use of a points system as seen below. You must receive 675 out of a possible 900 points (75%) to pass clinically. Points will be deducted in full unless otherwise specified on the grading rubrics associated with each activity or in the course syllabus. Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting, simulation lab, and all other assignments given for clinical credit. The student must complete 90 clinical hours to pass clinically.

Clinical Points & Hours

<table>
<thead>
<tr>
<th>Clinical Experiences &amp; Assignments</th>
<th>Hours</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precepted Clinical Day 1</td>
<td>13</td>
<td>130</td>
</tr>
<tr>
<td>Precepted Clinical Day 2</td>
<td>13</td>
<td>130</td>
</tr>
<tr>
<td>Precepted Clinical Day 3</td>
<td>13</td>
<td>130</td>
</tr>
<tr>
<td>Precepted Clinical Day 4</td>
<td>13</td>
<td>130</td>
</tr>
<tr>
<td>Clinical Reflective Journal - Day 1 - 4</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>E-Portfolio &amp; Critiqued Resume and Revised Resume</td>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>Interview Stream</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>A day in the Life at the SON</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Simulation: Coordination of Care Simulation</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Professional Development Day</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td>Nursing Camp/Team Building ROTC</td>
<td>6</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Hours/Points</strong></td>
<td><strong>90</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>
Clinical Attendance
Attendance is mandatory for all clinical hours. Clinical hours are those hours spent with clients assessing, planning, implementing, and evaluating in the health-care setting and simulation lab, those in case studies, and all other assignments given clinical credit. Unexcused absence from clinical will result in a clinical F-day. Failure to call the clinical instructor prior to the start of clinical is considered an unexcused absence from clinical. All clinical absences must be made up. Course instructors reserve the right to give alternate clinical experiences to make up clinical hours. Failure to complete all clinical hours may result in clinical course failure.

Arriving Late to Clinical Experiences
Students are expected to arrive at all clinical experiences, including simulation and/or classroom experiences that count for clinical hours, on time and prepared to learn. A student is considered late if they arrive more than 5 minutes after the designated clinical start time. On the first late arrival, students will receive a written warning (tardy). Any subsequent late arrival to clinical experiences will result in a clinical F-Day. A situation in which the student misses the majority of the clinical experience or arrives more than one hour after the designated start time will be considered an unexcused clinical absence and receive an immediate clinical F-day.

Clinical Expectations
Failure to meet any clinical expectation may result in a clinical F-day. More than two (2) failed clinical days (2 “Clinical F” days) will result in failing clinical.

- Follow all DeWitt School of Nursing policies.
- Provide care for clients in accordance with the DeWitt School of Nursing BSN Student Handbook, Texas Standards of Nursing Practice Act, the ANA Code of Ethics, and Student Handbook for Undergraduate Programs.
- Ensure safe nursing practice.
- Accurately report and/or document nursing interventions, patients’ symptoms, responses, and progress in an effort to maintain patient safety and welfare.
- Ensure accurate entries in records pertaining to the giving of medications, treatments, or nursing care.
- Follow the policy and procedure for wastage of medications at the facility in which you are receiving clinical instruction.
- Ensure that no medications or supplies are misappropriated during clinical experiences.
- Administer nursing care, medications, and treatments in a timely and safe manner.
- Perform nursing techniques or procedures only within expected competencies and scope of practice.
- Ensure that all nursing interventions and procedures are performed under the supervision of clinical faculty and/or licensed preceptors.
- Notify the primary nurse and the instructor in the event of an emergency or change in patient condition.
- Maintain patient confidentiality.
- Ensure that you follow the School of Nursing dress code at all times, including having all necessary supplies for clinical.
• Report off to appropriate personnel before leaving the unit at any time.
• Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
• Abstain from tobacco and alcohol use of any kind during clinical and/or in uniform.
• Abstain from gum chewing, eating, or drinking in client areas.
• Keep cell phones in bag and on silent. Cell phones are not permitted in the patient care area or in uniform pockets unless otherwise approved by clinical faculty under extenuating circumstances.
• Actively pursue skills, opportunities, and experiences at clinical sites.
• Demonstrate professional behavior at all times.
• Demonstrate continual development of critical thinking and clinical judgment, in-depth application of nursing process, and clinical expertise.
• Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
• Use instructor feedback to improve performance throughout the semester.

Dress Code
Students are expected to adhere to the DeWitt School of Nursing Dress Code Policy. On the first violation of the policy, students will be given a written warning. Any subsequent violations of the dress code policy will result in a clinical F-Day.

Clinical Assignments
Each clinical Assignment is mandatory for the successful completion of the clinical practicum. Each assignment will be graded based on a rubric with points earned that do not contribute to the course grade. Assignments are cumulative and contribute to the total clinical points needed to successfully pass the clinical portion of the course. See Clinical Points & Hours for a breakdown of points available for each assignment/activity. Details for each assignment will be listed under the Clinical Practicum Module on Brightspace.

Late Submission of Clinical Assignments
Points may be deducted for clinical assignments submitted late per specific rubric guidelines. Students are expected to complete all clinical hours. See Clinical Attendance section for additional details.

Clinical Reflective Journals
Students will submit four (4) journal entries of their experiences as they progress in caring for an assigned group of patients in a clinical setting. In these journals, students will apply principles from the leadership/mgt course. After completion of each clinical rotation, a journal of the experience will be submitted by the due date on the course calendar and according to the instructions on Brightspace.

Simulation: Coordination of Care Simulation
The Coordination of Care Simulation will afford the student with an opportunity to practice management principles in the care of two patients over three shifts.
The simulation will include concepts of conflict management, delegation, patient transfers, patient report, code management, HIPAA principles, patient safety, infection control, time management, stress management, and decision making. A debriefing session reflects on learning opportunities and develops experience and confidence in the application of leadership and management principles.

Simulation: InterviewStream:
InterviewStream software uses specific information provided to create realistic interview scenarios that are custom tailored to each interviewee. InterviewStream allows you to capture your responses to interview questions using a webcam. This feature enables you to see exactly how you will look and sound to a prospective employer. With InterviewStream you’ll be able to practice, develop and perfect your interview skills while working at your own pace. After completion of the clinical assignment, the interview critique will be submitted by the due date on the course calendar and according to the instructions on brightspace.

E-Portfolio:
The E-Portfolio provides evidence the nursing student meets the Bachelor of Science in Nursing Program Learning Objectives. As a professional nurse, a portfolio that is well prepared provides "evidence" to an employer of your accomplishments, skills, abilities, and it documents the scope and quality of your experience and education. It is an organized collection of documentation that presents both your personal and professional achievements by providing evidence in a concrete way. After completion of the clinical assignment, the portfolio will be submitted by the due date on the course calendar and according to the instructions on brightspace.

Leadership Learning Events
A variety of learning events may be offered each semester for the nursing student to meet the course objectives. The events vary according to what is being held each semester. These events include professional development/recruitment events, hospital board meetings, conferences, and teambuilding activities. Specific instructions for each activity and/or assignment will be provided in Brightspace.

Clinical Evaluation
Purpose: The clinical evaluation is an ongoing activity formulating and summarizing whether the student is unsatisfactorily or satisfactorily meeting clinical objectives being implemented. Clinical evaluation is important to ensuring competence and the ability to apply knowledge and critical thinking which are very important to patient safety and quality nursing care. Students must meet all clinical outcomes to pass clinical.
Methods of Student Evaluation:

Ongoing evaluation feedback includes formative evaluations. These include but are not limited to: the grading of clinical assignments; self-Reflection; simulation feedback/ debriefing; and preceptor evaluation of the student.

The preceptor will complete the Preceptor Clinical Evaluation Tool at the end of each clinical day. The Preceptor Clinical Evaluation Tool is available on Brightspace. It is the responsibility of the students to have the tool completed. The forms will be turned in to your instructor at the completion of clinical as directed in Brightspace. The preceptor evaluations will be added to your permanent file. The Following is the evaluation tool utilized by preceptors to evaluate students.

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>S</th>
<th>N</th>
<th>U</th>
<th>N/A</th>
<th>Comment(s) (continue on back if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adheres to professional nursing standards (Code of Ethics, BSN, Standards of Practice, HIPAA, etc.)</td>
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<tr>
<td>Assumes responsibility and accountability of quality nursing care (quality assurance, risk management and etc.)</td>
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<tr>
<td>Utilizes management and nursing process in the care of an assigned group of clients. (Setting priority, time management, delegation, teamwork; includes teaching, etc.)</td>
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<tr>
<td>Performs skills safely and efficiently. (independently to collaboratively)</td>
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<td>Communicates professionally and therapeutically (informatics, documentation, report and etc.)</td>
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<tr>
<td>Maintains and evaluates patient safety (identification, care, medication, environmental, and technology)</td>
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<tr>
<td>Adheres to infection control strategies</td>
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<tr>
<td>Establishes effective professional relationships (clients, family, staff, peers, interdisciplinary members)</td>
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<tr>
<td>Collaborates with interdisciplinary healthcare members (teamwork, etc.)</td>
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<tr>
<td>Accepts feedback for professional growth</td>
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<tr>
<td>Student was dressed in the approved BSN program uniform, was well groomed with long hair pulled back and conservative makeup.</td>
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<tr>
<td>Student was on time to the clinical experience.</td>
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<tr>
<td>Student spent the time assigned to the clinical experience completing nursing activities and used time appropriately and effectively.</td>
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<tr>
<td>Student maintained client confidentiality.</td>
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</table>

We value you and your feedback; positive or negative, in order to provide the best prepared graduate nurses possible. The student should not be present when you are completing this evaluation. Please feel free to contact Chris Ryan: 936-383-0165 or Cellina Serna: 936-383-3615 for any issues or questions.

Please feel free to hand back to student this evaluation: a) in a sealed envelope with your signature over the seal, b) or fax: Attn: NUR 4432 at 366-1464, to Dr. Ross Etzel, PO Box 6156, SEAS Station, Nacogdoches, TX 75962-6156.
Students will have the opportunity to evaluate the preceptor, clinical agency and faculty at the end of the semester.

The summative evaluation will be completed by faculty at the end of the semester. Students must meet all clinical outcomes to pass clinical. The summative evaluation is as follows:

**Stephen F. Austin State University**  
Richard and Lucille DeWitt School of Nursing  
Clinical Evaluation Tool  
**NURS 4432: Leadership and Coordination of Nursing**

<table>
<thead>
<tr>
<th>Student: ____________________________</th>
<th>Date __________</th>
<th>Fall/Spring: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor(s): _____________________</td>
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</tbody>
</table>

**Evaluation Criteria:**  
S = Satisfactory  
U = Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade:</th>
<th>Final Instructor Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Pass or Fail)</td>
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<tr>
<td>Instructor Signature</td>
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<tr>
<td>Student Signature:</td>
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<tr>
<td>Date:</td>
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</table>

<table>
<thead>
<tr>
<th>Final Instructor Comments</th>
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</table>

<table>
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<tr>
<th>Final Student Comments</th>
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</table>

19
Clinical Outcomes
*The student will:*

<table>
<thead>
<tr>
<th></th>
<th>DE</th>
<th>C</th>
<th>DE</th>
<th>C</th>
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<tbody>
<tr>
<td><strong>A. MEMBER OF THE PROFESSION</strong></td>
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<tr>
<td>1. Adhere to legal and ethical standards of the profession (e.g., University, Facility, Code of Ethics, BON, Standards of Practice, HIPPA, &amp; etc.).</td>
<td>IA</td>
<td>IIA</td>
<td>IIIE</td>
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<tr>
<td><strong>B. PROVIDER OF PATIENT-CENTERED CARE</strong></td>
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<tr>
<td>1. Apply knowledge,</td>
<td>IIA</td>
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<tr>
<td>2. Collaborate with health care</td>
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<td>IVC</td>
<td>IID</td>
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<tr>
<td><strong>C. PATIENT SAFETY ADVOCATE</strong></td>
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<tr>
<td>1. Evaluate safety of client (environment, care, technology, identification, etc.).</td>
<td></td>
<td>IIB</td>
<td>IIC</td>
<td>IID</td>
</tr>
<tr>
<td>2. Maintain strict infection control measures.</td>
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<td></td>
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<td>IIB</td>
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<tr>
<td>3. Design effective medication administration strategies.</td>
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<td></td>
<td>IIID</td>
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</tbody>
</table>

**Stephen F. Austin State University**
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NURS 4432: Leadership and Coordination of Nursing
<table>
<thead>
<tr>
<th>concepts, and theories to nursing management &amp; clinical practice. (EBP &amp; critical thinking.)</th>
<th>team members to coordinate community resources and referrals in the provision of nursing care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Utilize management &amp; nursing processes in provision of care to a case load of clients (includes teaching).</td>
<td>3. Establish effective working relationships with clients, faculty, staff and peers.</td>
</tr>
<tr>
<td>3. Perform skills safely and efficiently (with assistance, under supervision, independently, interdependently and collaboratively).</td>
<td></td>
</tr>
<tr>
<td>4. Communicate therapeutically; maintain professional boundaries (informatics, documentation, report, etc.).</td>
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</tbody>
</table>
Course Calendar  
**NURS 4432: Leadership and Coordination of Nursing**  
**Spring 2023**  
Course Outline and Tentative Schedule

Locations, Dates, Times, and activities are subject to change. Should a date change be required, it will be announced in the course news.

<table>
<thead>
<tr>
<th>Date/Time/Location</th>
<th>Content/Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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</table>
| Tue 8/29 (Tue.) 1430-1700 Rm 115 | Orientation Day (Course & Clinical)  
- Review the Getting Started Module in Brightspace  
- Review the syllabus and semester calendar.  
- Review Clinical Practicum requirements  
- Begin Module 1 on Brightspace  
- All orientation paperwork assigned (Submit via Clinical Activity Dropbox on Brightspace)  
- Begin Resume Assignment (CCPD)  
- Begin Interview stream (CCPD)  
- Begin E-Portfolio Clinical Assignment  
- Review Administrative Organizational Assessment and collect data for assessment while in clinical.  
Module 1  
C-1: Leading, Managing, & Following  
C-23: Managing Your Career  
C-7: Gaining Personal Insight: Being an Effective Follower and Leader  
- Review Module Content and Assigned readings |
| **Week 2**              |                                                                                                                                                           |
| 9/5 (Tue.) 1430-1600 Rm 115 | Module 2  
C-13: Solving Problems and Influencing Positive Outcomes  
C-5: Healthy Workplaces, Healthy Workforce  
- Review Module Content and Assigned readings |
| 9/6-9/8(Wed.-Fri.) Clinicals (see assigned schedule for preceptor contact, location and time) | - **Clinical:** Follow clinical guidelines as outlined in the syllabus  
- Complete Post clinical assignment (journal) as detailed on Brightspace  
- Obtain/submit preceptor evaluation as directed in clinical instructions.  
Brightspace. Wear scrubs, bring stethoscope, watch, pen, med book, etc. |
| Week 3 | 9/12 (Tue.): 1430-1630 Room 115: Class | Module 3  
C-3: Ethical and Legal Issues in Nursing  
-Review Module Content and Assigned readings  
-Due Date to submit Resume for Critique to CCPD (Center for Career and Professional Development) (see instructions in Brightspace)  
-Due Date for interview stream submission for Critique to the CCPD (see instructions in Brightspace) |
|--------|-------------------------------------|-------------------------------------------------------------|
|        | 9/13-9/15 (Wed.-Fri.) (see assigned schedule for preceptor contact, location and time) | Clinical: Follow clinical guidelines as outlined in the syllabus  
-Complete Post clinical assignment (journal) as detailed on Brightspace |
| Week 4 | 9/19 (Tues):1430-1630, Rm 115 Class | Module 4  
C-11: Staffing and Scheduling  
C-20: Selecting, Developing, and Evaluating Staff  
C-21: Managing Personal and Personnel Problems  
-Review Module Content and Assigned readings |
|        | 9/20-9/22 (Wed.-Fri.) (see assigned schedule for preceptor contact, location and time) | Clinical: Follow clinical guidelines as outlined in the syllabus  
-Complete Post clinical assignment (journal) as detailed on Brightspace |
| Week 5 | 9/26 (Tues): 1430-1630-1600, Rm 115: Class | **EXAM #1**  
- Review Chapters: 1,3,5,7,13,23  
- **Simulation:** Complete Pre-SIM assignment on Brightspace. Wear scrubs, bring a stethoscope, watch, pen, med book, etc. |
|        | 9/28-9/29 (Thur.-Friday) -Coordination of Care Simulation: (See Schedule on Brightspace for scheduled time.) | |
|        | 9/30-10/1 (Sat.- Sun.) Group A (See Schedule of units and times on Brightspace) | Longview Clinicals -Good Shepard and Longview Regional Medical Center |
| Week 6 | 10/03 (Tue.): 1400-1600 Rm 115: Class | Module 5  
C-16: Building Effective Teams  
C-8: Communication and Conflict  
-Review Module Content and Assigned readings |
|        | 10/04-10/06 (Wed.-Fri.) (see assigned schedule for preceptor contact, location and time) | Clinical: Follow clinical guidelines as outlined in the syllabus  
-Complete Post clinical assignment (journal) as detailed on Brightspace |
|        | 10/7-10/8 (Sat.- Sun.) Group B (See Schedule of units and times on Brightspace) | Longview Clinicals -Good Shepard and Longview Regional Medical Center |
| Week 7 | 10/10 (Tue) 1430-1630 Rm 115 | Module 6  
C-14: Delegating: Authority, Accountability, and Responsibility in Delegation Decisions  
-Review Module Content and Assigned readings |
|---|---|---|
| 10/11-10/13 (Wed.-Fri.) (see assigned schedule for preceptor contact, location and time) | Clinical: Follow clinical guidelines as outlined in the syllabus  
-Complete Post clinical assignment (journal) as detailed on Brightspace |
| Week 8 | 10/17 (Tue) 1430-1630 Rm 115 | **Exam #2**  
- Review Chapters: 8,11,14,16,20,21 |
| 10/18 (Wed.) 1300-1600. Professional Development and Recruitment Day. (See Brightspace for additional details) | The University Center 2nd floor. |
| 10/19-10/20 (Thurs.-Fri.) (see assigned schedule for preceptor contact, location and time) | Clinical: Follow clinical guidelines as outlined in the syllabus  
-Complete Post clinical assignment (journal) as detailed on Brightspace |
| Week 9 | 10/24/23 (Tues): 1430-1630, Rm 115: Class  
Organizational Administration Assessment Presentations | Module 7  
C-2: Quality and Safety  
C-6: Translating Research into Practice  
-Review Module Content and Assigned readings |
| 10/25-10/27 (Wed.-Fri.) (see assigned schedule for preceptor contact, location and time) | Clinical: Follow clinical guidelines as outlined in the syllabus  
-Complete Post clinical assignment (journal) as detailed on Brightspace |
| Week 10 | 10/31/23 (Tue) 1430-1630 Rm 115 | Module 8  
C-9: Healthcare Organizations and Structures  
C-12: Workforce Engagement Through Collective Action and Governance  
-Review Module Content and Assigned readings |
| 11/01-11/03 (Wed.-Fri.) (see assigned schedule for preceptor contact, location and time) | Clinical: Follow clinical guidelines as outlined in the syllabus  
-Complete Post clinical assignment (journal) as detailed on Brightspace |
| Week 11 | 11/7/23 (Tue) 1430-1630 Rm 115 | Module 9  
C-25: Thriving for the Future  
C-17: The Impact of Technology  
C-18: Artificial Intelligence |
| Week 12 | 11/14/23 (Tue) 1430-1630 Rm 115 | - Interview Stream CCPD Critique due.  
- Resume & Critique due. Submit to Brightspace Dropbox before the start of the class.  
- E-Portfolio Clinical Assignment is Due. Submit to Brightspace Dropbox before the start of the class. |
|---------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 13 | 11/28/23 (Tue) 1430-1630 Rm 115 | - Administrative Organizational Assessment Due. Submit to Brightspace Dropbox before the start of the class.  
- Admin Assessment Group presentation- See Schedule and instructions for group presentation.  
- Clinical Wrap up |
| Thanksgiving | | |
| Week 14 | Dead week: No class | |
| Final Week | 12/12/23 (Tue) 1400-1600 | Final Comprehensive Exam  
- Review Modules 1-10 |