# Course Syllabus

## Fall 2018

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>NURS 430 CAPS for Pre-licensure BSN Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE TITLE</td>
<td>Senior Practicum</td>
</tr>
<tr>
<td>CREDIT HOURS</td>
<td>3 Semester Credits</td>
</tr>
<tr>
<td></td>
<td>Course ratio: 120 clinical contact hours, 15 preparatory hours</td>
</tr>
<tr>
<td></td>
<td>The 120 clinical hours will be during the final 3 ½ weeks of the semester after students have finished/passed all other Senior 2 courses.</td>
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<tr>
<td></td>
<td>The 15 preparatory/seminar hours will be throughout the entire semester.</td>
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<tr>
<td>UCORE CATEGORY</td>
<td>Integrative Capstone</td>
</tr>
<tr>
<td>PREREQUISITES or CONCURRENT</td>
<td>N409, N424, N425, N426, and N427</td>
</tr>
</tbody>
</table>
| COURSE FACULTY| Debbie Brinker, MSN, CNS Assistant Clinical Professor – Spokane, Westside  
Robin Faubion, MN, BSN Senior Instructor - Tri-Cities, Yakima |
| Email         | dbrinker@wsu.edu  
faubionr@wsu.edu |
| Office Location| SNRS 337  
Yakima 217 |
| Office Hours  | Thursdays 12-1300 & Friday 0900-1100 and by appt.  
Monday: 1400-1500 & Tuesday: 1400-1500 |
| Office Location| SNRS 337  
Yakima 217 |
| Office/cell Phone: | 509-324-7270  
509-953-7212 (cell preferred)  
509-494-7909 |
| OTHER COURSE FACULTY | Simulation Faculty:  
Kevin Stevens: kvstevens@wsu.edu (S)  
Lee Punch: lpunch@wsu.edu (TC)  
Linda Baumgarten: linda.baumgarten@wsu.edu (Y)  
Faculty Facilitators will be assigned during the semester |
COURSE DATES: Fall 2018 8/20-12/5/18

MEETING LOCATION: Varies across campuses: students will be notified via email and Blackboard

CATALOG DESCRIPTION: Clinical and theoretical concepts are applied in a concentrated clinical practicum. Use of clinical preceptors and student objectives are employed.

COURSE DESCRIPTION: Application of theoretical and clinical concepts appropriate for clinical site. Concentrated practice in an area of student interest. Application of leadership, management, and clinical practice skills under the guidance of a preceptor.

COURSE OBJECTIVES/OUTCOMES FOR STUDENT LEARNING:
1. Apply management/leadership principles in a clinical setting
2. Demonstrates the role of the beginning professional nurse
3. Develops own objectives and expected learning outcomes specific to the clinical setting
4. Fulfills contract for learning objectives

LEARNING GOALS/OUTCOMES (linked to select WSU [UCORE] LEARNING GOALS):

<table>
<thead>
<tr>
<th>Course Learning Goals/Outcomes linked to WSU Learning Goals</th>
<th>Course Learning Goals/Outcomes: At the end of this course students should be able to</th>
<th>This outcome will be evaluated primarily by (assignment or activity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG1 linked to:</td>
<td>LG1 Apply management/leadership principles in a clinical setting</td>
<td>o Simulation</td>
</tr>
<tr>
<td>1. Critical and creative thinking</td>
<td></td>
<td>o Case Studies (optional)</td>
</tr>
<tr>
<td>3. Scientific literacy</td>
<td></td>
<td>o Clinical Practice hours</td>
</tr>
<tr>
<td>4. Information literacy</td>
<td></td>
<td>o Student journals</td>
</tr>
<tr>
<td>5. Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LG2 linked to:</td>
<td>LG2 Demonstrates the role of the beginning professional nurse</td>
<td>o Simulation</td>
</tr>
<tr>
<td>1. Critical and creative thinking</td>
<td></td>
<td>o Case Studies (optional)</td>
</tr>
<tr>
<td>3. Scientific literacy</td>
<td></td>
<td>o Clinical Practice hours</td>
</tr>
<tr>
<td>4. Information literacy</td>
<td></td>
<td>o Student journals</td>
</tr>
<tr>
<td>5. Communication</td>
<td>o Evidenced based research assignment.</td>
<td></td>
</tr>
</tbody>
</table>

LG3 linked to:

1. Critical and creative thinking
3. Scientific literacy
5. Communication

LG3

**Develops own objectives and expected learning outcomes specific to the clinical setting**

- Faculty facilitator review of student outcomes prior to practicum.
- Evidenced based research assignment.

LG4 linked to:

1. Critical and creative thinking
3. Scientific literacy
4. Information literacy
5. Communication

LG4

**Fulfills contract for learning objectives**

- Faculty facilitator review of journals and on site observance.
- Mentor feedback and evaluation of student performance as communicated to faculty.
- Evidenced based research assignment.

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**REQUIRED AND/OR RECOMMENDED TEXT AND COURSE MATERIALS:**

No required textbook. Supplemental readings including articles and book-chapters will be provided.

**RECOMMENDED RESOURCES:**


INSTRUCTIONAL STRATEGIES:
Instructional strategies include clinical skills practice, simulation, Kaplan learning modules and course seminars (Introductory, General Orientation and Final seminar). Students will complete 120 clinical practicum hours in a clinical setting. Multiple recommended resources will be posted to Blackboard for additional learning e.g. case studies, lab review, & pharmacy review. Kaplan assignments/tests are preparation for both clinical practice and NCLEX.

CLASS SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Schedule/Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>8/20-24</td>
<td>Course introduction.</td>
</tr>
<tr>
<td></td>
<td>8/20</td>
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</tr>
<tr>
<td></td>
<td>10:30-11:30</td>
<td>Lab Practice hours must be complete prior to simulation</td>
</tr>
<tr>
<td>2</td>
<td>8/27-31</td>
<td>Kaplan Question Trainer #1 &amp; Remediation is due. Upload remediation sheet to BB.</td>
</tr>
<tr>
<td></td>
<td>8/31 noon</td>
<td>Kaplan Secure Predictor Test (proctored at school). TC student will have a separate time per Kay Olson.</td>
</tr>
<tr>
<td>3</td>
<td>9/3-7</td>
<td>Kaplan Secure Predictor Test (proctored at school). TC student will have a separate time per Kay Olson.</td>
</tr>
<tr>
<td>4</td>
<td>9/10-14</td>
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<tr>
<td>5</td>
<td>9/17-22</td>
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<tr>
<td>6</td>
<td>9/24-28</td>
<td>Spokane: Simulation #1</td>
</tr>
<tr>
<td></td>
<td>9/28</td>
<td>Yakima: Simulation</td>
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<tr>
<td></td>
<td></td>
<td>*Tri Cities Simulation date TBA by Lee Punch</td>
</tr>
<tr>
<td>7</td>
<td>10/5-9</td>
<td>Kaplan Question Trainer #2 &amp; Remediation is due. Upload remediation sheet to BB.</td>
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<tr>
<td></td>
<td>10/5 noon</td>
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<tr>
<td>8</td>
<td>10/8-12</td>
<td>Spokane Simulation #2</td>
</tr>
<tr>
<td></td>
<td>10/12</td>
<td></td>
</tr>
</tbody>
</table>
1. Kaplan Assignments*. In preparation for the NCLEX and clinical experience, this course will require completion of:
   a) Question Trainer 1, 2, & 3 with upload of a remediation form for each trainer;
   b) Kaplan Secure Predictor Test
   c) Kaplan Diagnostic Test A (to be completed during the Practicum weeks)

*Kaplan Assignments/Tests for NCLEX and 430 Clinical Preparation. The College of Nursing utilizes the Kaplan Integrated Program throughout the nursing program. Kaplan is a program that assists in providing you the tools to successfully pass the National Council Licensure Exam (NCLEX) by increasing
your test-taking skills and heightening your awareness of your content strengths and weaknesses. Each student is required to pay for this program each semester and will have access to this program until 4 months after graduation.

2. Practice Lab Experience Requirement:
   All students must spend at least 4 hours in the practice lab prior to completing simulation. Bring signed documentation of practice hours to simulation.

3. Simulation:
   All students will complete a 1-hour adult medical-surgical simulation. There will be a preparatory sheet in the simulation folder for you to review/prepare for the simulation. You must have the Practice Lab & Simulation Documentation sheet signed off by the simulation faculty documenting satisfactory completion of practice lab hours (see above #2) and simulation experience. Upload this completed form to Blackboard. This is required prior to practicum orientation.

4. Optional Resources:
   Lab review with short case studies (video-stream), 3 Adult medical-surgical case studies, Kaplan pharmacology review & tests, pediatric and obstetrics resources are posted on BB and recommended as additional preparatory resources.

During the Clinical Experience:

1. Personal Objectives:
   Students will write and submit 7 - 10 personal learning outcomes prior to the start of practicum hours. The outcomes will be submitted to the designated faculty facilitator and the preceptor. The outcomes will be submitted to the faculty facilitator during the N430 orientation. Approved outcomes will be submitted to the nurse preceptor at the beginning of the first practicum shift. Guidelines for writing the outcomes/objectives will be posted to the blackboard N430 learning site.

2. Clinical Journals
   Students will submit a weekly journal (more often depending on number and grouping of shifts) to their designated faculty facilitator. Journals will include clinical learning goals/objectives, patient profile(s), a discussion of how goals were met or not met, strengths/needs, reflection, and a reference page. Faculty facilitators will review and respond to student with their critique on each written journal and verify that students are meeting the course objectives. The written clinical journals provide opportunity to verify that students are meeting the WSU Learning Goals 1-7, critical and creative thinking, quantitative reasoning, scientific and information literacy, communication, diversity, and integration of learning.

   Students must follow the journal format and guidelines provided on blackboard N430 learning site, unless otherwise requested by the faculty facilitator. Journal entries must be in sufficient depth that reflects the student’s experience accurately. Each journal must include a reference.
page that includes references utilized by the student during clinical hours (examples of reference material might include drug guide, laboratory and diagnostics manual, policy & procedure manual). Reference page must be in APA format.

Journals will be submitted electronically to the designated faculty facilitator. HIPPA requirements must be followed to protect patient privacy. Journals must be submitted in a timely manner, generally within 24-48 hours following completion of last shift or group of shifts in one week. Each faculty facilitator will provide submission instructions and precise timing of submission.

**Note:** Falsification and/or fabrication of journal entries and/or clinical hours are examples of academic dishonesty that will result in immediate failure of the course.

3. Evidenced-based Research Assignment

During the practicum experience students will discover knowledge deficits related to pathophysiology, pharmacology, and treatment plans of their patients. Students should take this opportunity to explore evidenced-based research to gain knowledge and understanding. Students are required to read at least one current, evidenced-based research article. Students will submit the article along with a one-paragraph summary of how the information will affect their nursing practice. Cite the article in the reference page of the journal using APA format. Attach the article and summary paragraph to one journal entry.

4. Capstone Reflection

Students will submit a 2-3 page final reflective document that includes integration, application, and closure regarding the undergraduate college experience. The paper should follow APA format including, but not limited to, double space and title page. Incorporate the course objectives, College of Nursing program outcomes, and Washington State University learning goals in the reflection. (You do not need to discuss every objective, outcome, and goal — rather, choose one or two of each, discuss why it is relevant or meaningful to you, and consider how the nursing program has prepared you to be a baccalaureate degree nurse.) The objectives, outcomes, and goals are clearly identified in the N430 course syllabus. The capstone reflection will be due as identified by course faculty.

**GRADING POLICY:** Satisfactory/Fail

**EVALUATION PROCEDURES:** (Completion of all assignments at a satisfactory level)

1. Kaplan Assignments/Tests for NCLEX and 430 Clinical Preparation: includes Questions Trainers 1,2,3 & remediation for each; Kaplan Secure Predictor Test & Diagnostic Test A.
WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING


5. Completion of Clinical Experience of 120 hours at a satisfactory or greater level with documentation of clinical hours in an hours log (WSU Learning Goals: 1. Critical and creative thinking; 4. Information literacy; 5. Communication; 7. Depth, breadth and integration of learning.)


7. Evaluation with discussion and recommendations for each student are accomplished with the student and RN preceptor during faculty clinical site visits and per phone/email communication (WSU Learning Goals: 1. Critical and creative thinking; 4. Information literacy; 5. Communication; 7. Depth, breadth and integration of learning.)

8. Submission of Preceptor Evaluation sharing their perception of how students met course objectives (WSU Learning Goals: 1. Critical and creative thinking; 5. Communication.)

9. Submission of hours logs documenting 120 hours of clinical practice signed by registered nurse (RN) mentor and the student (WSU Learning Goals: 4. Information literacy; 5. Communication.)

ACADEMIC INTEGRITY STATEMENT (8-2017):

“Academic integrity is the cornerstone of higher education. As such, all members of the university community share responsibility for maintaining and promoting the principles of integrity in all activities, including academic integrity and honest scholarship. Academic integrity will be strongly enforced in this course. Students who violate WSU’s Academic Integrity Policy (identified in Washington Administrative Code (WAC) 504-26-010(3) and -404) will EITHER fail the course, fail the assignment, etc. depending on final investigation of the charge. The student will not have the option to withdraw from the course pending an appeal, and will be reported to the Office of Student Conduct.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the
Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: [http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010](http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010). If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member’s decision relating to academic integrity, please use the form available at [conduct.wsu.edu](http://conduct.wsu.edu).

If a faculty encourages you to work with classmates on assignments, this means each student must turn in original work. No copying will be accepted. Students who violate WSU’s Standards of Conduct for Students will receive an F as a final grade in this course, will not have the option to withdraw from the course and will be reported to the Office Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions.

For those using the online courses (hybrid, etc.) Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University’s standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on your campus using the URL listed in the Academic Regulations section or to [http://www.academicintegrity.wsu.edu/students/](http://www.academicintegrity.wsu.edu/students/). Please use these resources to ensure that you don’t inadvertently violate WSU's standard of conduct.

Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing.

**SAFETY AND EMERGENCY NOTIFICATION:**

*Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act,” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).*

*Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the [FBI’s Run, Hide, Fight video](http://www.fbi.gov/about-us/cjis/for-law-enforcement/video/Run-Hide-Fight) and visit the [WSU safety portal](http://www.academicintegrity.wsu.edu/students/).*
IMPORTANT DATES AND DEADLINES:

Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at http://registrar.wsu.edu/academic-calendar/.

SEVERE WEATHER:

For severe weather alerts, see: http://alert.wsu.edu/ and https://oem.wsu.edu/emergency-procedures/severe-weather/. In the event of severe weather affecting university operations, guidance will be issued through the alert system.

Discrimination and Sexual Harassment:

All WSU employees who have information regarding an incident or situation involving sexual harassment or sexual misconduct are required to promptly report the incident to the Office for Equal Opportunity (OEO) or to one of the designated Title IX Co-Coordinators. Students who are the victim of and/or witness sexual harassment or sexual misconduct should also report to OEO or WSU Title IX Coordinator: , WSU Vancouver-Nancy Youlden, Vice Chancellor for Student Affairs and Enrollment (youlden@wsu.edu or 360.546.9571); WSU Spokane-James Mohr, Vice Chancellor of Student Affairs (James.mohr@wsu.edu 509.358.7526); WSU Tri-Cities-Danielle Kleist, Director of Student Life and Services (Danielle.kleist@tricity.wsu.edu 509.372.7104)

WSU Learning Goals, CON Outcomes, and AACN Essentials

<table>
<thead>
<tr>
<th>Course Objectives/Outcomes for Student Learning</th>
<th>AACN Essential</th>
<th>CON Program Outcome</th>
<th>WSU Learning Goals</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management/leadership principles in a clinical setting.</td>
<td>1, 2, 5, 6, 7, 8, 9</td>
<td>Competence 2, 3 Professional values 1, 2, 3 Role Development 1, 3, 4, 5</td>
<td>Critical Thinking, Quantitative Reasoning, Scientific literacy, Information literacy, Communication, Diversity, Depth, Breadth and integration.</td>
<td>Evidenced in simulations and clinical practice hours.</td>
</tr>
<tr>
<td>Demonstrates the role of the beginning professional nurse.</td>
<td>2, 3, 4, 6, 7, 8, 9</td>
<td>Competence 1-3</td>
<td>1-7</td>
<td>Assessed through simulation, Kaplan</td>
</tr>
<tr>
<td>Role development 1-5</td>
<td>assignments/testing, and clinical practice.</td>
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<td>----------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Designer, manager, coordinator of care 1-3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Develops own objectives and expected learning outcomes specific to the clinical setting.</th>
<th>Competence 1, Role development 1, 4 Designer 1</th>
<th>Critical Thinking, Scientific Literacy, Communication, Depth, Breadth and Integration of Learning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 3, 4, 6, 8, 9</td>
<td>Faculty facilitator review of Student outcomes.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fulfills contract for learning objectives.</th>
<th>Competence 1-3 Role development 1-5 Designer, manager, coordinator of care 1-3</th>
<th>Faculty facilitator review of journals and on site observance, mentor feedback and evaluation of student performance as communicated to faculty.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-9</td>
<td>1-7</td>
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</tr>
</tbody>
</table>

**WSU Learning Goals, CON Outcomes, and AACN Essentials**

**WSU Learning Goals**

1. Critical and Creative Thinking: Graduates will use reason, evidence, and context to increase knowledge, to reason ethically, and to innovate in imaginative ways.
2. **Quantitative Reasoning:** Graduates will solve quantitative problems from a wide variety of authentic contexts and everyday life situations.
3. Scientific Literacy: Graduates will have a basic understanding of major scientific concepts and processes required for personal decision-making, participation in civic affairs, economic productivity, and global stewardship.
4. Information Literacy: Graduates will effectively identify, locate, evaluate, use responsibly, and share information for the problem at hand.
5. Communication: Graduates will write, speak, and listen to achieve intended meaning and understanding among all participants.
6. Diversity: Graduates will understand, respect, and interact constructively with others of similar and diverse cultures, values, and perspectives.

7. Depth, Breadth, and Integration of Learning: Graduates will develop depth, breadth, and integration of learning for the benefit of themselves, their communities, their employers, and for society at large.

### College of Nursing Program Outcomes

#### Competence in Provision of Care

1. Provide safe, competent and evidence based nursing care to individuals, families, groups, communities and populations through promotion, maintenance and restoration of health; prevention of illness, and physical, emotional, and spiritual support throughout the life span, and across health care environments.

2. Formulate nursing practice decisions using evolving knowledge and research from nursing science, the biological and behavioral sciences, and the humanities.

3. Use developmentally appropriate and culturally sensitive teaching-learning principles to assist clients to achieve their health goals and to assist colleagues to improve the quality of their nursing care.

#### Professional Values

1. Provide compassionate, ethical care to individuals of diverse cultures, values, beliefs, and lifestyles.

2. Demonstrate the values central to nursing practice including: altruism, autonomy, human dignity, integrity, advocacy, and social justice.

3. Protect the rights of people to receive optimum care and make informed decisions affecting their health welfare.

#### Role Development

1. Uphold the standards and values of the profession including accepting responsibility for learning and personal growth.

2. Interpret professional nursing using perspectives gained from past, present and future trends in nursing and society.

3. Advocate for responsible, humane health care policies.

4. Partner with clients, families, communities and inter-professional health care teams to design and provide quality health care.

5. Participate in revision of health care policy and practice within a rapidly changing global environment.

#### Designer, Manager, Coordinator of Care

1. Demonstrate leadership skills and knowledge of the management process in designing, managing and coordinating safe, quality and cost-effective patient-centered care.

2. Use evolving information technology to monitor and improve the health care of clients.

3. Demonstrate knowledge of fiscal dimensions within a variety of current and evolving health care systems.

### AACN Baccalaureate Essentials
1. Liberal education: provides the cornerstone for the practice and education of nurses.

2. Basic organizational and systems leadership for quality care and patient safety: Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

3. Scholarship for evidence-based practice: Professional nursing practice is grounded in the translation of current evidence into one’s practice.

4. Information management and application of patient care technology: Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

5. Healthcare policy, finance, and regulatory environments: Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

6. Inter-professional communication and collaboration for improving patient health outcomes: Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

7. Clinical prevention and population health: Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

8. Professionalism and professional values: Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

9. Baccalaureate generalist nursing practice:
   - The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
   - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.
   - Learning opportunities, including direct clinical experiences, must be sufficient in breadth and depth to ensure the baccalaureate graduate attains these practice focused outcomes and integrates the delineated knowledge and skills into the graduate’s professional nursing practice.
   - Clinical learning is focused on developing and refining the knowledge and skills necessary to manage care as part of an inter-professional team.
   - Simulation experiences augment clinical learning and are complementary to direct care opportunities essential to assuming the role of the professional nurse.
   - A clinical immersion experience provides opportunities for building clinical reasoning, management, and evaluation skills.