

# **University of Detroit Mercy**

# **McAuley School of Nursing**

# **Winter 2021**

# **NUR 4650**

# **Leadership Immersion Traditional**

**COURSE** NUR 4650 Nursing Leadership Immersion

**CREDITS** 3 Credit Hours

**PREREQUISITES** NUR 3700, 3750, 3800 & 3810

**CO-REQUISITES** NUR 4652, 4500, 4755

**LOCATION** Clinical agencies as assigned.

**DATE/TIME** Clinical assignment posting communicated through blackboard according to assigned cohort. Site and preceptor specific.

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**OFFICE HOURS** By appointment (virtual)

**COURSE DESCRIPTION**

The focus of the clinical immersion course is to facilitate the transition of the student into a professional baccalaureate-nursing role within an interdisciplinary, population-based model of care. Concepts of prioritization, delegation, leadership, teamwork and collaboration are demonstrated in the delivery of people centered care in an acute care setting, under the guidance of a registered nurse.

Upon successful completion of this course, the student will be able to:

| **COURSE OBJECTIVES**  | **Program Outcomes** | **BSN Essentials** | **NCLEX Blueprint** | **Evaluation Measures** |
| --- | --- | --- | --- | --- |
| 1. Provide compassionate care with a commitment to social justice. | 1 | I, V, VII, IX | Management of Care, Safety and Infection Control | Discussion Board, Clinical Evaluation Tool |
| 2. Evaluate person centered care practices in health promotion, risk reduction, disease prevention and illness management.  | 2 | I, VII, IX | Management of Care,Health Promotion and Maintenance, Psychosocial Integrity, Physiologic Integrity | Discussion Board, Clinical Evaluation Tool |
| 3. Manage the delivery of person centered care through effective delegation, prioritization and leadership practices.  | 3 | I, II, IV, VI, VII, IX | Management of Care, Safe and Effective Care Environment, Health Promotion, Basic Care and Comfort, Pharmacological and Parenteral Therapies | Discussion Board, Clinical Evaluation Tool |
| 4. Use transparent person centered nursing interventions in assessing the client’s environment, prioritizing care, and following established health care (institution/agency) policies and procedures | 4 | II | Management of Care, Health Promotion, Physiological Integrity Psychosocial Integrity, Basic Care and Comfort, Reduction of Risk Potential | Discussion Board, Clinical Evaluation Tool |
| 5. Use quality improvement models when delivering care to people.  | 5 | II, VI, IX | Management of Care, Safety and Infection Control, Health Promotion and Maintenance | Discussion Board, Clinical Evaluation Tool |
| 6. Implement Knowledge driven actions derived from multiple theoretical perspectives to provide holistic nursing care to persons.  | 6 | I, II, VII, IX | Safe and Effective Care Environment, Management of Care | Discussion Board, Clinical Evaluation Tool |

**MSON PROGRAM LEARNING OUTCOMES**

1. Provide compassionate care with a commitment to social justice.
2. Evaluate person centered care practices in health promotion, risk reduction, disease prevention and illness management for the health of people across the lifespan.
3. Manage the delivery of person-centered care through effective delegation, prioritization and leadership practices.
4. Use transparent person-centered nursing interventions in assessing the client’s environment, prioritizing care and following established healthcare (institution/agency) policies and procedures.
5. Use quality improvement models to analyze health care delivery systems and policies that affect the health or people.
6. Implement knowledge driven actions in professional nursing practice derived from a variety of theoretical perspectives.

**REQUIRED TEXTS/RESOURCE MATERIALS**

NCLEX Comprehensive Review Book of choice.

**TEACHING STRATEGIES**

Teaching methods will include providing direct patient care with guidance and under the supervision of clinical instructors/preceptors, written assignments, and pre and/or post conferences.

**CLINICAL EVALUATION METHODS**

**Grading Scale Pass / Fail**

The clinical practicum stands as independent course separate from the theory/didactic course and students receive a separate grade for clinical courses. The course grade is pass/fail and will have no impact on your cumulative GPA. However, a grade of pass is required in this course. A grade of fail in this course will affect your progression in the McAuley of Nursing. **Pass criteria is based on meeting course objectives and providing safe patient care**. If a student misses 1 of the discussion board postings, or weekly meetings, they will fail the class.

**Medication Administration Competency**

Students in the immersion practicum will pass medications, based on site policy. They are responsible for knowing all the medications their patients are receiving, as well as the indication, dosing, potential side effects, and efficacy of each medication.

**Successful completion of this clinical practicum is dependent on satisfactory achievement of the following:**

1. Clinical Evaluation Tool (Appendix A, Blackboard)
	1. Expectations as noted in Appendix A will serve as evaluative criteria.
	2. Complete 126 clinical hours.
2. Clinical Case Study Discussion Board Posts
	1. Total of three (3) original posts and a total of three (3) substantive responses to classmates assigned week. (this includes a discussion/response within your own post)
3. Clinical Post Conference Attendance. Time and place TBD (May be virtual).
4. Individual Clinical/Faculty Progress Meetings. Minimum 2.
5. Weekly Reports Sheets completed by preceptor.
	1. Upload to blackboard each week.

**COURSE OUTLINE**

| **Date** | **Time** | **Clinical Activity/Location** | **Assignments Due** |
| --- | --- | --- | --- |
| **Week 1** | Follow preceptors schedule. Minimum of 24 hours per week. | Orientation. Connect with preceptor. Clinical Conference | Set up clinical schedule and communicate schedule to faculty.  |
| **Week 2** | Follow preceptors schedule. Minimum of 24 hours per week. |  | Set up clinical schedule and communicate schedule to faculty. Submit Weekly Report. |
| **Week 3** | Follow preceptors schedule. Minimum of 24 hours per week. |  | Clinical Case Study 1 Submit Weekly Report. |
| **Week 4** | Follow preceptors schedule. Minimum of 24 hours per week. | Clinical Post ConferenceTBD | Set up individual meeting with faculty. Submit Weekly Report.Midterm Clinical Evaluation Tool |
| **Week 5** | Follow preceptors schedule. Minimum of 24 hours per week. |  | Clinical case study 2Submit Weekly Report. |
| **Week 6** | Follow preceptors schedule. Minimum of 24 hours per week. |  | Set up individual meeting with faculty. Submit Weekly Report. |
| **Week 7** | Follow preceptors schedule. Minimum of 24 hours per week. | Clinical Post ConferenceTBD | Clinical Case Study 3 Submit Weekly Report. |
| **Week 8** | Follow preceptors schedule. Minimum of 24 hours per week. |  | Set up individual meeting with faculty. Submit Weekly Report.Final Clinical Evaluation Tool |
| **Week 9/10** | Follow preceptors schedule. Minimum of 24 hours per week. | FINAL EVALUATIONS | Clinical Evaluation Tool Evaluation of preceptor/site Hour LogComplete on-line course evaluation. Submit evidence of course evaluation on Blackboard (upload) |

**Clinical Evaluation Tool**

Evaluation of student clinical performance is an ongoing collaborative process. Students and faculty are expected to communicate frequently regarding the student’s strengths, areas of growth and areas of improvement. As areas for improvement are identified, a performance improvement plan (PIP) completed by faculty with student input. Successful completion of the clinical course is dependent upon fulfillment of the conditions in the PIP.

Evaluation conferences are held at mid-point in the clinical rotation and following completion of the clinical experience. Final evaluation are not to be conducted during scheduled clinical time. The student is expected to participate in self-evaluation by completing the clinical evaluation form and sharing the self-analysis at the midterm and final evaluation conference.

**COURSE POLICIES**

Students are responsible for abiding by all policies found in the **Undergraduate Nursing Handbook**  at <https://healthprofessions.udmercy.edu/about/pph.php>

**CHP HONOR CODE**

Students in the College of Health Professions at the University of Detroit Mercy are expected to exhibit behaviors that epitomize academic, professional, and personal integrity. They are committed to the traditions of the Sisters of Mercy and the Society of Jesus that emphasize values, respect for others, and academic excellence. Adherence to such high standards is necessary to ensure quality in education and clinical care in all College of Health Professions programs. A student’s acceptance into a program of the College of Health Professions is conditional upon signing an affirmation of the Honor Code. To view the entire Honor Code copy and paste this link in your browser:

<https://healthprofessions.udmercy.edu/about/pph.php>

**HIPAA**

The Health Insurance Portability and Accountability Act (HIPAA) of 1996 mandates Federal privacy protection for individually identifiable health information. For course assignments that use patient data, it is essential to use safeguards to de-identify and prevent the use or disclosure of protected health information.

**Student Support Resources:**University of Detroit Mercy has a wide array of support services available for free to all students. We encourage all members of the community to be aware of this list of [student support resources](https://libraries.udmercy.edu/page.php?item_id=569)—including contact information for reporting incidents or concerns. Students can also refer to the [webpage for Current Students.](https://www.udmercy.edu/current-students/)

**Technology Recommendations:** University of Detroit Mercy Information Technology Services (ITS) posts current recommendations for student technology needs—including hardware, software, and internet connectivity—on their [website](https://www.udmercy.edu/about/its/computing/recommendations.php).

**Important Announcements:** Important messages will be communicated through Blackboard and/or emailed to your Detroit Mercy email address.

**Instructional Continuity and Class Cancellation:** Instructional continuity refers to the continuation of instruction during unforeseen campus closure, blackboard outage or instructor absence. Should the need to cancel a class session occur, students will be contacted through Blackboard and/or their Detroit Mercy email address. The following procedures will be in place to ensure continuity of instruction in this course:  Students will be notified of alternative plan for course content delivery. Students are responsible for all course material provided through this instructional continuity plan.

**Disability and Accessibility Support Services**: If you require an accommodation due to a documented disability, pregnancy, emergency medical condition, or require special arrangements in case of a building evacuation, please contact Laura Bagdady, Assistant Director of [Disability & Accessibility Support Services,](https://www.udmercy.edu/current-students/support-services/disability.php) at bagdadlm@udmercy.edu or 313-993-1158. You must be registered with Disability & Accessibility Support Services (DAS) and faculty must receive official notification from their office before accommodations can be implemented. It is important for students to be proactive in this process by requesting their accommodations before the start of every semester. If you feel your accommodations are not being honored in the classroom setting, please contact DAS.

**Title IX:** Sexual violence and sexual harassment are contrary to our core values and have no place at University of Detroit Mercy. In accordance with Title IX and related laws, Detroit Mercy prohibits sex and gender-based discrimination, including discrimination toward pregnant/parenting students. If you experience sexual violence or sexual harassment that limits your ability to participate in this course or any other Detroit Mercy program or activity, there are resources and options available. Please be aware that I am not a confidential resource, and that I will need to disclose alleged incidents of sex or gender-based discrimination to the university’s [Office of Title IX](https://www.udmercy.edu/academics/academic-affairs/titleix/). You may also contact Marjorie Lang, Title IX Coordinator, directly at langma@udmercy.edu or 313-993-1802 to learn about supportive measures and options that are available to students alleging or alleged to have engaged in sex or gender-based discrimination.

**Reporting Bias-Motivated Incidents:** University of Detroit Mercy is committed to fostering a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated ([Discrimination and Harrassment Prevention Policy](https://www.udmercy.edu/faculty-staff/hr/Discrimination_Harassment_Prevention_Policy.pdf)) and should be reported by[contacting the Dean of Students.](https://www.udmercy.edu/life/dean-students)

**Compliance with Student Policies:**University of Detroit Mercy students are expected to be familiar with and comply with student-related policies and practices, including those found in the [Detroit Mercy Student Handbook.](https://www.udmercy.edu/life/policies/index.php) The Student Handbook also contains contact information for the Dean of Students and the Dean of each College/School.

**Academic Integrity:**As members of an academic community engaged in the pursuit of truth and with a special concern for values, University of Detroit Mercy students must conform to the highest standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of their own efforts. Among the most serious academic offensives is plagiarism, submitting the ideas or work of another source without acknowledgment or documentation. The consequences of plagiarism or any act of academic dishonesty may range from failure in a course to dismissal from the university.

**Course copyright:** All course materials students receive or have online access to are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor’s express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the Student Code of Conduct, and/or liable under Federal and State laws. In addition, distributing completed essays, labs, homework, exams, quizzes, or other assignments constitutes a violation of the Student Conduct policy.

**Religious Observances:** It is the policy of University of Detroit Mercy to respect the faith and religious obligations of each student. Students with exams and classes that conflict with their religious observances should notify their instructor at the beginning of the semester in order to work out a mutually agreeable alternative. Please note that, regardless of whether an absence is “excused” or “unexcused,” the student is responsible for all missed course content and activities.

**Blackboard:** In this course we will be using [Blackboard](https://blackboard.udmercy.edu/)for assignments, activities, and/or discussion. Students should have regular access to Blackboard and their Detroit Mercy email. The use of student data in Blackboard conforms to the Family and Educational Rights and Policy Act (FERPA) and [information policies](https://www.udmercy.edu/current-students/registrar/ferpa.php)of University of Detroit Mercy. Downloading the Blackboard mobile app will also allow you to view content and participate in courses on an iOS or Android mobile device.

**Recording of Class Sessions:** Video/audio recordings of class sessions (face-to-face or online) may be recorded for the benefit of students in the class. Recordings will be shared via platforms with access limited to other members of the class. I will attain consent from students if recordings of student comments or images will be shared with a broader audience.

**Universal Design for Learning**: I am committed to the principle of universal learning. This means that our classroom, virtual spaces, practices, and interactions have been designed to be as inclusive as possible. If you have a particular need, please email me or arrange a meeting with me so I can help you learn in this course. I will treat any information that you share as private and confidential. Contact [Disability and Accessibility Support Services](https://www.udmercy.edu/current-students/support-services/disability.php) to seek official accommodations due to a disability, pregnancy, or emergency medical condition.

**Learning Environment:**Universities provide a safe haven for multiple perspectives and for disagreement and dissent. However, all of our conversations should be pursued in the spirit of mutual respect and civility. Together we will work to create an environment in which every voice and perspective is heard and respected.The use of harmful or exclusionary language, including language that is racist, sexist, homophobic, or transphobic, would erode what we are trying to accomplish in our course and is not acceptable in the university classroom.

**The course schedule, grading criteria, content, and syllabus are subject to change based on the needs of the students and the requirements of the nursing program.**