

BOISE STATE UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF NURSING  
BACHELOR OF SCIENCE PROGRAM

***NURS-B 439, NURSING LEADERSHIP AND MANAGEMENT  
LABORATORY***

3 Semester Credits  
**Spring Semester 2002**

Faculty

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Thursdays 2:40 p.m. - 5:00 p.m.  
and as arranged  
(approximately 9 hours per week)

## **Professional Faculty Biosketch**

### **Cynthia M. Clark, RN, MS, ACADC**

Ms. Clark is an Associate Professor of Nursing at Boise State University and teaches Leadership and Management in the Bachelor of Science in Nursing Program as well as a course about issues related to adolescent mental health. Ms. Clark is a consultant for issues relating to Adolescent Behavior and Development. She holds two Bachelor of Science degrees, one in Nursing from Boise State University and the other in Technical Careers with an emphasis in Addiction Treatment and Recovery from Southern Illinois University at Carbondale. She is a psychiatric nurse/therapist and has earned advanced certification in addiction counseling. She holds a Master of Science degree in Human Development and Family Studies from Colorado State University. She specializes in issues regarding adolescent health and mental health and has more than 15 years of management and administrative experience in a variety of mental health care organizations. Ms. Clark has done extensive research with adolescents, and has several publications in the area of delinquency, adolescent violence, and substance abuse. Ms. Clark is a member of the Advisory Board for Impaired Nurses for the Idaho State Board of Nursing and has authored a recent publication on methods for faculty when intervening with chemically impaired nursing students. Her current research is a comprehensive study profiling addicted and mentally ill nurses in Idaho. The intent of the study is to improve treatment access, participation, and recovery initiatives. In addition to this research, Ms. Clark is a principle investigator on a study designed to profile adolescent suicide attempts and completions in the Treasure Valley. The findings from this study will help provide direction for prevention strategies and potential funding sources for further research and treatment.

### **Vivian Schrader, RN, MS**

Ms. Schrader came to the Bachelor of Science in Nursing program in 1996 after many years of clinical nursing in positions that included staff nurse, nurse manager, and clinical educator. She has taught sophomore level courses for two years and has added the senior Leadership and Management clinical lab to her teaching assignment in fall 1998. For the past ten years home health nursing has been her clinical area of interest and she is still in current practice. Ms. Schrader received a BSN from the University of Colorado and an MS from Idaho State University. Her areas of interest include home health care nursing and nursing student stress issues. Ms. Schrader recently represented the Department of Nursing in Boise State University's Shared Leadership V.

### **Ingrid Brudenell RN, Ph.D.**

Dr. Brudenell was raised in Oak Park, Illinois. She has lived and worked throughout the United States. She has been on faculty at Boise State University since 1981. She received her BSN from the University of Michigan and has continued as a member of the College of Nursing Alumni Association. She earned a master's in family nursing from the University of Colorado, and a doctoral degree from Oregon Health Sciences University. Her research and practice interests have focused on health promotion and risk reduction through education and behavior change. Currently she is volunteering for interfaith health programs to develop and implement health promotion within communities. She is continuing to research and write about parish nursing and public health. At Boise State University she has worked closely with colleagues in the department of nursing, the Albertson's Library and the Women's Studies Program.

**CATALOG DESCRIPTION :**

- *NURS-B 439 Nursing Leadership Lab (0-9-3)(F/S)*. Applies dynamics of leadership and management behaviors within a health care setting. Emphasizes organizational design, communication, change and standards related to the nurse leader/manager. Students will write a formal theory paper and present a professional presentation relative to their service experience. Students will practice reflective thinking and writing about their service experience.

**PREREQ: NURS-B 313, 317, 319**

**COREQ: NURS-B 438, 434**

**COURSE OVERVIEW:**

The practicum lab course provides students an opportunity for developing leadership and management skills through simulated exercises, participation in and observation of leadership and management roles. Principles and concepts from *NURS-B438, NURSING LEADERSHIP AND MANAGEMENT* are applied in *NURS-B439, NURSING LEADERSHIP AND MANAGEMENT LAB*. A three credit practicum requires nine hours clinical time per week.

**I. B.S. PROGRAM OUTCOMES:****THERAPEUTIC NURSING INTERVENTIONS****Outcome:**

Achieves a competent level of professional clinical nursing practice using the nursing process.

**Definition:**

Ability to apply professional nursing knowledge based upon the ANA Standards of Care.

**CRITICAL THINKING****Outcome:**

Reaches well reasoned conclusions and decisions relevant to the discipline of professional nursing.

**Definition:**

Use of self-disciplined reasoning process in which assumptions, implications, and practical consequences are tested against relevant criteria and standards.

**COMMUNICATION****Outcome:**

Communicates competently written intra-personal, interpersonal, and multi personal contexts.

**Definition:**

Demonstrates the ability to communicate with appropriateness, adequacy, efficiency, and flexibility.

\* **Note:** To fulfill the B.S. Program Communication Outcome, students will submit a self-selected "Implications Section" of a management summary, as evidence of intra-personal communication.

**II. COURSE OUTCOMES:**

1. Demonstrate knowledge of leadership and management concepts within a clinical setting (a health care delivery system). **TNI, CT, C**
2. Investigate and apply theoretical and empirical leadership and management information used within a health care delivery system. **TNI, CT, C, SPP**
3. Research issues confronting health care leaders. **CT, SPP**
4. Discuss ethical and legal principles related to issues identified in a health care setting. **TNI, CT, C, SPP**
5. Consider management and leadership interventions in relation to legal parameters, professional standards (including Code of Ethics), and external organizations' accreditation and review criteria. **TNI, CT, C, SPP**
6. Examine the nurse leader's roles in relation to the changing health care environment of the community. **CT, C, SPP**
7. Demonstrate collaborative skills with multi disciplinary health care providers, clients, and nursing leaders to promote health for individuals, families, and groups. **TNI, CT, C, SPP**
8. Demonstrate ability to reach well-reasoned conclusions and decisions related to clinical management experience. **CT, C**
9. Demonstrate ability to perform theory-based leadership and management interventions. **TNI**
10. Evaluate leadership/management concepts in relation to ANA Standards of Professional Performance. **TNI, CT, C, SPP**
11. Identify principles of responsibility and accountability related to leadership and management roles. **TNI, CT, C, SPP**
12. Identify leadership and management styles of preceptor and self. **CT**
13. Demonstrate responsibility and accountability for own personal and professional behavior. **TNI, CT, C, SPP**
14. Successfully complete identified experiential projects. **TNI, CT, C, SPP**

Note: TNI = Therapeutic Nursing Interventions  
CT = Critical Thinking  
C = Communication  
SPP = Standards of Professional Performance

**III. REQUIRED TEXTS:**

Sullivan, E. and Decker, P. (2000). Effective leadership and management in nursing, (5th ed.). Menlo Park, CA: Addison Wesley.

American Nurses Association (1998), 2<sup>nd</sup> Ed. Standards of Clinical Nursing Practice, Washington DC: American Nurses Publishing.

Additional required readings assigned and/or identified for each management experience.

**RECOMMENDED TEXTS**

American Psychological Association. (2001). Publication Manual of the American Psychological Association (5<sup>th</sup> ed.). Washington, DC

<http://www.apa.org/journals/faq.html> (Provides links to APA publication FAQ's)

[www.apa.org/apa-style](http://www.apa.org/apa-style) (Provides information for downloading an APA style helper)

[www.apa.org/journals/webref.html](http://www.apa.org/journals/webref.html) (Provides information about on-line referencing)

**IV. COURSE GRADING:****Pass/Fail:**

This is an outcome-based lab course. Final clinical evaluation is determined by the clinical faculty with contributions from both the preceptor and student.

The following list (while not all inclusive) provides examples of cause for failure, regardless of management experience summary status:

- Inability to demonstrate course outcomes.
- Inability to adhere to, or absence of, a clinical contract
- Failure to adhere to confidentiality standards related to field experiences.
- Infrequent or inappropriate communication with faculty and/or clinical preceptor resulting in breach of clinical contract
- Unexcused absences from scheduled field experiences
- Failure to successfully complete field experience
- Course documentation (eg., signed contract, OSHA checklist, writing assignments, management summaries, evaluations, e-mail assignments).

**V. COURSE REQUIREMENTS:****Successful completion of this course requires:**

- Demonstration of course outcomes.
- Completion of the Clinical Field Experience within assigned organization and completion of three clinical writing assignments which include:
  - Management Summary for Interviewing Assignment
  - Implication section of a Management Summary based on student's Clinical Contract Negotiation
  - Management Summary based on Clinical Field Experiences
- Adherence to the confidentiality standards of the program as it relates to nursing management.
- Adherence to E-mail requirements (if more than one weekly E-mail assignment is missed)

and/or is late, (except in the event of extenuating circumstances) a failing grade for NURS-B 439 may result)

- Participation in clinical group exercises and conferences.
- Demonstrated progress toward personal professional goals.
- Completion of all written assignments is required and a passing grade of 70% as evaluated by clinical faculty is required.
- Assignments/Summaries can be handed in at any time prior to the due date. Final conferences with clinical faculty are optional (per appointment) at the discretion of the clinical faculty.
- For students selecting the Service Learning option the following items are also required:
  - Specific reflective journaling assignments relative to Service Learning
  - The third writing assignment for NURS-B 439 will be a Reflective Essay of your service experiences in lieu of a third Management Summary
  - Reflection of the service experience integrated into the Professional Presentation and Change Paper required for NURS-B 438

## VI. POLICIES:

All policies of the department of nursing and B.S. Program will be adhered to. Of particular note are:

- Confidentiality  
Confidentiality and nondisclosure of agency information is strictly enforced. Refer to Department of Nursing Student Handbook for confidentiality policy.
- Conflict Resolution  
Refer to Department of Nursing Student Handbook for process regarding conflict resolution regarding program matters; guidance from clinical instructor shall be sought regarding agency/preceptor issues.

## VII. ELECTRONIC MAIL

Students are required to have a functional E-mail address by Week 2 of the semester. During the semester, students are expected to use electronic mail to communicate with faculty, fellow students, and their preceptors. The electronic mail system and Blackboard Technology will be used to facilitate the dissemination of announcements and information. There will be opportunities for discussions with faculty, preceptors and/or fellow students about issues, readings and experiences.

The following NURS-B439 assignments will be submitted and returned to faculty via E-mail and/or on-line:

- communication weekly throughout the semester with faculty
- mid-term NURS-B439 evaluation (on-line)

**If more than one weekly E-mail assignment is missed and/or is late, (except in the event of extenuating circumstances) a failing grade for NURS-B 439 may result)**

Guidelines for using the e-mail system include:

- adherence to the BSU, Department of Nursing policy on confidentiality
- adopting etiquette of E-mail communication

### Websites:

NURS-B 438 and NURS-B 439 Blackboard: <http://blackboard.boisestate.edu/>

The BSU Writing Center: <http://boisestate.edu/wcenter>

## **VIII. NURS-B439 CLINICAL PRACTICUM**

NURS-B439 is a practice-based course. The majority of the student's grade in this course is based on how she/he performs in the clinical setting. There are two clinical settings for this course: on-campus lab simulations and clinical field experiences.

### **A. ON CAMPUS LAB SIMULATIONS**

Through role play and discussion, students will enhance skills for interviewing personnel, selecting staff, negotiating conflicts, problem solving, and improving communication. Leadership and management concepts will be developed and discussed. Two on campus lab simulations will be explored: **Interviewing** and **Conflict Negotiation**.

#### **1. Interviewing**

The process of hiring employees for an organization, and the process of obtaining employment in an organization, usually involves some type of interviewing activities. Students in this course participate in an on-campus simulation in which they may play the role of a person being hired, or the role of a person on a team hiring an individual to work in an organization, or the role of an observer. The students prepare for their roles prior to the experience with the assistance of the job description, additional references, and resources described below.

Following this campus simulation, the student is required to write a comprehensive Management Summary based on their lab experiences.

#### **2. Clinical Lab Simulation**

Students will participate in an interviewing role play experience. Students will be interviewed and will be part of an interview team for hiring a Case Manager position. (See below)

### **CASE MANAGER JOB DESCRIPTION**

The following job description will be used during the on campus lab simulation for interviewing and selecting personnel. Job descriptions generally contain functions, requirements, major duties and responsibilities for a given position.

The Case Manager coordinates, negotiates, procures, and manages the care of complex patients to facilitate achievement of quality and cost patient outcomes. Works collaboratively with interdisciplinary staff internal and external to the organization. Participates in quality improvement and evaluation processes related to the management of patient care.

### **ROLE FUNCTIONS**

1. Within the organizations established criteria for Case Management services, identifies appropriate patients for Case Management for the service or area covered.
2. Develops a network of the usual services and disciplines required by the typical patient within the caseload.
3. Establishes a system for coordinating the caseload patient's care throughout the entire continuum of care, spanning each geographic area in which care is provided.
4. Establishes methods for tracking patients' progress through the health care systems within the entire episode or continuum of care.

5. Maintains a working knowledge of the requirements of the payers most frequently seen with the patient population.
6. Maintains a working knowledge of the resources available in the community for patients/families.
7. Demonstrates flexibility and creativity in identifying resources to meet patient/family needs.
8. Establishes a means of communicating and collaborating with physicians, other team members, the patient's payers, and administrators.
9. Explores strategies to reduce length of stay and resource consumption within the case managed patient populations, implements them and documents the results.
10. Evaluates the effects of case management on the targeted patient populations.
11. Introduces self to the patient/family, explains the Case Manager role, and provides them with a business card.
12. Assesses the patients within the caseload to identify needs, issues, resources, and care goals.
13. In conjunction with the patient/family, other members of the health care team, the payer, and available resources:
  - a. Formulates a plan to address assessed needs and issues.
  - b. Implements the plan.
  - c. Evaluates the effectiveness of the plan in meeting the established care goals.
  - d. Revises the plan as needed to reflect changing needs, issues, and goals.
14. Manages each patient's transitions through the systems and transfers accountability to the appropriate person or agency upon discharge.
15. Maintains appropriate documentation of patient care and progress within the plan.
16. Coordinates, negotiates, and procures services and disciplines needed by patients/families.
17. Communicates with other members of the health team regarding the patients needs, plan, and response to care.
18. Works collaboratively with staff members from the disciplines and areas (such as nursing units) involved in the patients' care.
19. Identifies the need for, arranges for, and conducts health care team meetings when necessary to facilitate the coordination of complex services and resources.
20. Educates health team colleagues about Case Management, including the role and the unique needs of the Case Managed patient populations.
21. As a member of the Case Management Practice:
  - a. Seeks and provides peer consultation about cases that are presenting problems and/or

- experiencing significant deviations from the plan of care.
- b. Consistently attends meetings of the practice group and participates in them.
- c. Participates in regular peer review regarding the management of the caseload.
- d. Participates in Quality Improvement and evaluation processes related to the Case Management Practice.
- e. Arranges for and participates in coverage during long, short, and unexpected absences of self and other Case Managers.

22. Reviews pertinent literature about case types managed and shares with peers.

Copyright. The Center for Case Management

### 3. Tips and suggestions for Interviewing

#### a. **Effective Interviewing:**

- **Arrive Early-** If you are running late or know you will miss an appointment, call and let the person know.
- **Dress Professionally-** The three C's... clean, comfortable, and conservative.
- **Posture-** Sit up straight, slightly forward, and remain attentive.
- **Show Enthusiasm and SMILE-** A smile can be invaluable; all people smile in the same language.
- **Control Your Anxiety-** Take deep breaths and try to RELAX.
- **Attitude-** This can make all the difference in the world; a bad or negative attitude won't carry you very far in the job search.
- **Politeness-** To everybody (especially the receptionists); anyone could potentially have input into your job outcome.
- **Listening-** Be an active listener and listen to the entire question; avoid "jumping the gun" and interrupting the interviewer.
- **Communicating-** (Verbal, written, E-mail)...choose your words carefully, and if your communication is in written form, be sure to proofread!
- **Know your goals-** Be ready to verbalize short and long term goals.
- **Do your homework about the organization-** Know the vision, mission, and philosophy of the organization.
- **Prepare examples-** Have several examples and experiences ready to discuss.
- **Present a complete package-** Bring resume, licenses, certifications, etc.
- **Do not withhold critical information-** Let the employer know about any legal problems (ie., limited license).
- **Ask about conditions of employment-** Ask about hours, work expectations, travel.
- **If not offered, ask about salary and benefits-** Ask how you will learn about salary and benefits, or wait until the second interview.
- **State your interest in the position-** Affirm your interest.
- **Thanking Others-** People like to be appreciated, and it's the right thing to do.

#### b. **Job Offer Assessment:**

- How does this particular organization and/or position help meet my career

- goals?
- Will this lead to future opportunities?
  - Will I be able to advance within the organization?
  - What about my personal goals...how do they fit?
  - Do I have to re-locate, if so, am I willing?
  - Is this a realistic option based on my circumstances?
  - What is the management style, and does it fit with my values and expectations?
  - Will I be comfortable with my supervisor?
  - Do other employees seem friendly and cooperative?
  - Will I be able to develop new skills?

**Key Behaviors For Interviewing:**

<ul style="list-style-type: none"> <li>• <b>Opening the Interview</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Give a friendly greeting.</li> <li>2. Talk about yourself or the organization to put the person at ease.</li> <li>3. Tell the person what you will cover during the interview.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Obtaining Information</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Probe for favorable information.</li> <li>2. Seek information to substantiate or refute your initial impressions.</li> <li>3. Avoid leading questions.</li> <li>4. Ask only one question at a time.</li> <li>5. Use words such as how, what, why, and tell me about...</li> <li>6. Adhere to a structured interview guide.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Providing Information</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Answer questions directly.</li> <li>2. Provide detailed job information only if you believe the applicant to be a serious candidate.</li> </ol>
<ul style="list-style-type: none"> <li>• <b>Closing the Interview</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Summarize the applicant's strengths and areas for improvement.</li> <li>2. Ask if he or she has anything to add.</li> <li>3. Tell the applicant the next steps in the employment process.</li> <li>4. Thank the applicant.</li> <li>5. Complete the interview notes after the interview.</li> </ol>

Sullivan E., & Decker, P. (2000). *Effective leadership and management in nursing*. (5<sup>th</sup> ed.). Menlo Park, CA, Addison-Wesley.

### c. Identifying and Handling Illegal Interview Questions

Kaplan, R. (1998). Handling illegal questions. Planning Job Choices, 1998. National Association of Colleges and Employers.

INQUIRY AREA	ILLEGAL QUESTIONS	LEGAL QUESTIONS
<b>National Origin and Citizenship</b>	<ul style="list-style-type: none"> <li>• Are you a U.S. citizen?</li> <li>• Where were you/your parents born?</li> <li>• What is your “native tongue”?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you authorized to work in the United States?</li> <li>• What language do you read/speak/write fluently?</li> <li>• (This question is OK only if this relevant to the performance of the job).</li> </ul>
Age	<ul style="list-style-type: none"> <li>• How old are you?</li> <li>• When did you graduate?</li> <li>• What is your birth date?</li> </ul>	<ul style="list-style-type: none"> <li>• Are you over the age of 18?</li> </ul>
Marital/Family Status	<ul style="list-style-type: none"> <li>• What is your marital status?</li> <li>• Whom do you live with?</li> <li>• Do you plan to have a family? When?</li> <li>• How many kids do you have?</li> <li>• What are your child care arrangements?</li> </ul>	<ul style="list-style-type: none"> <li>• Would you be willing to relocate if necessary?</li> <li>• Would you be able and willing to work overtime as necessary? (This question is acceptable as long as it is asked of all applicants for the position).</li> </ul>
Affiliations	<ul style="list-style-type: none"> <li>• What clubs or social organizations do you belong ?</li> </ul>	<ul style="list-style-type: none"> <li>• List any professional groups or organizations you belong to that you consider relevant to this position.</li> </ul>
Personal	<ul style="list-style-type: none"> <li>• How tall are you? How much do you weigh? (Questions about ht. and wt. are not acceptable <i>unless</i> minimum standards are essential to safe performance of the job).</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to lift a 50-pound weight and carry it 100 yds, as that is part of your job?</li> </ul>
Disabilities	<ul style="list-style-type: none"> <li>• Do you have any disabilities?</li> <li>• Please complete the following medical history.</li> <li>• Have you had any recent or past illnesses or operations? If yes, list them and provide dates when these occurred.</li> <li>• What was the date of your last physical exam.</li> <li>• How is your family’s health?</li> <li>• When did you lose your eyesight? How?</li> <li>• Do you need an accommodation to perform this job? (This question can only be asked after an offer has been made).</li> </ul>	<ul style="list-style-type: none"> <li>• Are you able to perform the essential functions of this job? (This question is OK if the interviewer has thoroughly described the position).</li> <li>• Can you demonstrate how you would perform the following job-related functions?</li> <li>• As part of the hiring process, after a job offer has been made, you will be required to undergo a medical exam. (Exam results must be kept confidential, except medical/safety personnel may be informed if emergency medical treatment is required, and supervisors may be informed about necessary work accommodations based on exam results).</li> </ul>
Military	<ul style="list-style-type: none"> <li>• If you have been in the military, were you honorably discharged?</li> </ul>	<ul style="list-style-type: none"> <li>• In what branch of the armed services did you serve?</li> <li>• What type of training or education did you receive in the military?</li> </ul>

**d. If you are asked an illegal question, you have three options:**

- You can answer the question---you are free to do so, if you wish. However, if you choose to answer an illegal question, remember that you are giving information that is not related to the job; in fact, you might be giving the “wrong” answer, which could harm your chances of being hired.
- You can refuse to answer the question, which is well within your rights. Unfortunately, depending on how you phrase your refusal, you run the risk of coming off as uncooperative or confrontational---hardly words an employer would use to describe the “ideal” candidate.
- You can examine the question for its *intent* and respond with an answer as it might apply to the position. For example, the interviewer asks, “Who will take care of your children when you have to travel for the position?”...you have been asked an illegal question. You might answer, “I can meet the travel and work schedule that this position requires.”

#### 4. CONFLICT NEGOTIATION – LAB SIMULATION # 2

As a nurse manager/leader, you will be confronted with conflict situations among team members, physicians, patients and families. The nurse manager is often required to respond to critical incidents among employees or to make a decision about a difficult disciplinary situation. Through role-play and discussion, this lab simulation will help **students practice problem solving skills, communication techniques and effective conflict resolution management.**

##### **Conflict Scenario for NURS-B439**

Four students are assigned to write a paper together. It soon becomes obvious that one member has not been doing his/her part of the assignment due to increasing work demands. One of the members has called this meeting to discuss and resolve the situation.

**Assignment: Four students role-play this scenario to an agreed upon solution.**

#### **Summary of Written Assignments for NURS-B 439**

**Each student will complete three clinical writing assignments.**

- The first writing assignment is a written Management Summary based on the lab simulation associated with Interviewing
- The second writing assignment includes *only* the Implication Section of a Management Summary and is based on your Contract Negotiation for your Clinical Field Experience. This negotiation occurs among you, your clinical faculty, and your clinical preceptor.
- The final writing assignment is due at the end of the semester and is a complete Management Summary based on your Clinical Field Experience. However, you may negotiate with your clinical faculty to turn in a project related to your Clinical Field Experience. For students in the Service Learning option the third writing may be a Reflective Essay of your service experiences in lieu of a third Management Summary

**B. CLINICAL FIELD EXPERIENCE**

**(Required for all students: the clinical field experience is generally completed between weeks 5-12 of the semester)**

**Purpose:**

The purpose of the health care experience is to provide students with an applied clinical experience working within a healthcare organization. The clinical field experience is designed so the student may participate in a specific management project or spend a concentrated period of time in a clinical setting focusing on leadership and management concepts and skills sets. The field experience allows the student to actively participate in a management project with their preceptor or to spend consolidated clinical time within a health care organization. The clinical field experience may be done exclusively on site, or arranged with the preceptor and clinical faculty to be accomplished in alternate ways to meet the organization's goals, the student's learning contract objectives, as well as the course outcomes. Each student will design a learning contract with specific objectives based on their individual field experience. Once the Clinical Field Experience is negotiated, the student is required to write the Implication Section of a Management Summary based on their contract negotiation meeting.

- Students enrolled in NURS-B 439 will have the opportunity to participate in a specially designed Clinical Field Experience focused on Service Learning. The Service Learning Clinical Field experience will be arranged by the nursing faculty in conjunction with the BSU Service Learning Coordinator's office. Students have the option to select a clinical field experience with their assigned clinical faculty member specially designed to meet the outcomes of service learning as well as the course outcomes for NURS-B 439. The requirements and assignments for the service learning experience are met by successfully meeting the outcomes for the course.
- The overall goal of the Service-Learning option is to provide the student with a unique opportunity to further develop their clinical field experience as a responsible and effective citizen in the context of professional nursing. As students provide service to their health care organization, they will develop personal and professional goals that apply and integrate course theory in meaningful ways in the community. It will provide a broader vision of health care. A key component of student learning will be the reflective and specific assignments based on your service contributions.
- Students in NURS-B 439 will participate in a service experience in a health care organization. The course is designed so students spend consolidated clinical time providing a necessary service to the people within a health care organization and/or serving the health care needs of clients in the community. The clinical faculty and a preceptor within the organization assist in coordinating the student's service experience. This is a self-directed clinical experience designed to meet the needs of the organization, the learning contract, and the course outcomes. Each student will work with their preceptor and clinical faculty to develop, negotiate, and implement clear objectives of their learning contract.

**The Clinical Field Experience is intended to:**

1. Provide the student an opportunity to participate in a management experience or to explore a clinical area of interests in a concentrated way focusing on leadership and management concepts and skill sets.
2. Provide for a self-directed clinical experience or a management project to meet the goals of the organization, the learning contract, and the course outcomes.
3. Participate with your preceptor and other identified members of the organization to explore and apply management skills in directing and delegating the care and treatment for client groups or populations.
4. Understand how members of the interdisciplinary teamwork together to meet the health care needs of the clients they serve within an organization or community.

**Role of The NURS-B 439 Clinical Preceptor**

Preceptors are members of organizations that have a legal contractual agreement with Boise State University to assist in the clinical instruction of nursing students. Preceptors are affiliate faculty who volunteer their time and expertise in collaboration with the Leadership and Management clinical faculty to provide rich, pertinent management and leadership experiences for students at various levels throughout the organization. The success of NURS-B 439 depends largely on preceptors who assist the students to grow personally and professionally by role-modeling, providing guidance and relevant experiences, and socialization to the role of a working nurse manager, administrator or executive.

There are several responsibilities associated with the preceptor role. Some of the more salient responsibilities are:

- Providing information, history and knowledge about the organization
- Serving as a role model and mentor to the student
- Participating with student and clinical faculty to establish learning objectives and a clinical contract to assist the student to fulfill the NURS-B 439 Leadership and Management Practicum
- Opening doors and facilitating meetings / opportunities relating to nursing leadership and management experiences
- Discussing student learning experiences and offering suggestions for continued professional growth and development
- Collaborating with clinical faculty to ensure successful student learning
- Providing input regarding student performances
- Providing guidance and preliminary approval for student's change project and other written assignments related to work in clinical agency.

**PRECEPTOR QUALIFICATIONS: General Guidelines**

1. Preceptors shall be employees or have a legal contractual arrangement with the agency in which BSU has a current contract.
2. Preceptors shall be experienced in the area in which they instruct students.
3. Preceptors shall be baccalaureate prepared or have the requisite certification to instruct the student.
4. Preceptors shall be available to the student and the faculty for the agreed upon time for student instruction.
5. Preceptors shall be known by the contracted agency as one who instructs BSU students and shall have the authority to prioritize their time in order to properly instruct students.
6. Preceptors shall be recommended by the contracted agency as professionals who are supported in their role as preceptors.
7. Preceptor's behaviors shall support baccalaureate nursing education and professional nursing practice.

## **IX. MANAGEMENT SUMMARY: GUIDELINES AND GRADING**

The purpose of the management experience is to apply principles and concepts from *NURS-B 438 Nursing Leadership and Management*, to management situations. Management summaries are formal documents and written as if presenting the material to a manager.

Grading will consist of Pass or Fail as determined by your clinical faculty. Each written summary, contract, experience objectives, and course outcomes will be considered in determining your grade. Students will receive specific direction and opportunity to achieve a passing grade. Summaries which remain unsatisfactory will be considered failing at the end of the semester.

Management experiences will be summarized, analyzed, and evaluated in the following manner:

### **A. Description of Experience**

- Describe the experience in clear, concise written summary (what happened? who, what, where, why, how, issues at hand). Identify and focus on two or three management concepts that seemed relevant to the experience. Management concepts address why the topic is important to the organization; concepts are not to be limited to tasks/skills completed by the manager. Refer to NURS-B topical outline and your textbook for ideas for management concepts pertinent to the topic of interviewing.

### **B. Theoretical Analysis/Application**

- Write a clear, concise summary of how the management concepts are related to this experience. Literature references need to be clearly specified and applied appropriately. Was reality congruent with theory from literature (why? why not? what helped? what hindered?). If something was different, was it better?

### **C. Implications: Professional Practice and Management**

- Write a clear, concise analysis of:
  - (1) What you learned from this experience?
  - (2) How will this benefit you in your career?
- Address the ethical issue(s) related to this experience
- Address at least one of the following areas: political, economic, legal, social and/or public implications.
- Include an appropriate Standard of Professional Performance that applies to this experience.

**D. Format\***

- The audience is a manager and your clinical faculty.
- At least two professional, refereed journal references; required class reading may be cited, but not included in minimum.
- Logical presentation; evidence of critical thinking.
- Confidentiality/Anonymity of participants/agencies maintained.
- Grammar and structure.
- Citations, references using APA format (4th edition).
- Minimum of three pages, maximum of five pages (excluding reference and title pages). Must use at least 12 CPI (eg., 12 font size).
- Appropriate standards referenced.

\* Students are encouraged to seek assistance from Boise State University.

**Refereed (Peer Reviewed) Journals**

Refereed or peer reviewed journals publish articles that have been reviewed by professionals in the discipline. Publication after the review process gives credibility to the article. There are several ways to identify a refereed journal.

- Look for “information for authors” in the journal on submission and review procedures.
- Locate the names of the reviewers or editorial board for the journal. These are published in some journals once a year and in others in each issue.
- Some journals include the revision and acceptance dates. Look for these in footnotes to the article.

On-line journals and other sources must be cited in the text and in the reference section of the paper. Your faculty may request that a copy of the on-line source be attached to your paper.

## Management Summary Checklist

This checklist is intended to assist you in completing your management summary.

### Description:

\_\_\_\_\_ Description of Experience

\_\_\_\_\_ Management Concepts Identified

### Theoretical Analysis Application:

\_\_\_\_\_ 2 References (timely, appropriate, professional)

\_\_\_\_\_ Analysis/Application

### Implications:

\_\_\_\_\_ Discussion of what you have learned from this experience

\_\_\_\_\_ Discussion of how this experience will benefit your career

\_\_\_\_\_ Consideration of ethical issue(s) as well as consideration of **at least one “other” perspective** (ie., legal, social, political, etc.)

\_\_\_\_\_ Incorporation of at least one Standard of Professional Performance

### Format:

\_\_\_\_\_ Confidentiality maintained

\_\_\_\_\_ Language of the discipline

\_\_\_\_\_ APA Format/format presentation

\_\_\_\_\_ Clarity/grammar/sentence structure

## **X. GUIDELINES FOR LEARNING CONTRACTS FOR THE FIELD EXPERIENCE**

### **Step 1: Develop a Learning Contract**

A learning contract is developed collaboratively with the student, faculty and preceptor at a clinical agency. The student, preceptor and faculty form a team to help the student meet their learning objectives. The contract is designed to meet your learning needs as well as meet course outcomes and provides services to an organization.

In developing your contract you will need to meet with your clinical preceptor and faculty to determine your own learning needs. These may stem from personal goals and what you hope to achieve in the leadership and management course.

- Use measurable objectives
- Discuss how you will meet these objectives (for example, a summary of a literature review, attendance at a quality improvement meeting, etc.)
- Describe how you will evaluate if you have met your objectives (preceptor feedback, production of a product, facilitating a meeting, etc).
- Schedule an appointment for all parties to meet and negotiate the signing of the contract
- After you have completed your first draft of the contract, review it with your faculty

### **Step 2: Review and sign your contract with faculty and preceptor**

The contract will be signed as an agreement among the student, preceptor and faculty. It will describe:

- The topic or scope of your clinical field experience project
- The objectives you will achieve during your clinical field experience
- Resources to help achieve your learning objectives
- Tentative schedule of appointments

For your appointment for contract negotiations, you will need to prepare by bringing copies of your written learning contract, dressing professionally and wearing your nametag. Remember to bring your calendar for setting appointments. The contract negotiation process and appointment is the basis for writing the implication section of a management summary.

### **Step 3: Implement the contract**

You will need to implement the plan and continue to communicate with your faculty and preceptor on a weekly basis about your progress. If you want to change your contract after you start working on it, revision is possible. Talk to your clinical faculty about the process for revision.

### **Step 4: Evaluate your learning**

At completion of your field experience, you will need to evaluate whether you have met objectives, course outcomes and service needs. You may ask for feedback throughout your field experience. Your course performance appraisal by faculty and preceptor as well as your self-evaluation will serve as your contract evaluation.

## **XI. SUGGESTIONS FOR CLINICAL ACTIVITIES DURING THE FIELD EXPERIENCE**

### **Management Ethics**

Ethics in management practice is the utilization of ethical principles to resolve ethical dilemmas in health care organizations. The leader/manager views management decisions in such activities as budgeting, staffing, information dissemination, managed care, or hiring practices through the use of ethical decision making models.

### **Meeting Management**

Leaders/managers are frequently responsible for scheduling, arranging, facilitating, recording, and evaluating a business meeting. A well-run meeting increases the probability of achieving organizational goals, opening communication, attending to important agenda items, completing an agenda, increasing a sense of collegiality among members of the group, and improving morale. Students may find this type of activity particularly interesting and write it into the learning contract.

### **Staff Development**

This experience would allow a student to gain experience in developing a staff development program. Organizations frequently provide educational events for their employees. Many times these events are developed and presented by people in management and leadership roles. Much planning and organization precede an educational program. It is important that the program outcomes are clearly articulated and the program presentation follows principles of adult learning.

### **Risk Management**

Risk Management is a program in health care directed toward identifying, evaluating, and taking corrective action against potential risks that could lead to the injury of clients, staff or visitors. Historically, Risk Management has been problem-focused, while quality improvement is a prevention-focused process. Today, Risk Management programs are often integrated into the organization's overall Quality Improvement Program. (Sullivan and Decker, 1997)

### **Informatics/Informaticist**

Informatics is a nursing information system that automates the nursing process from assessment to evaluation, including client care documentation. It also includes a means to manage the data necessary for the delivery of client care, eg., client classification, staffing, scheduling, and costs. It is an integral part of the health care organization's overall information system. (Simpson, 1993)

The Clinical Informaticist assesses, plans, coordinates, implements, evaluates, and supports all clinical aspects of the computer assisted client care system during the design, education, installation, maintenance, and follow up phases of the health care information system.

**Marketing**

Marketing includes analysis, planning, implementation, and control of a specialized program designed to provide an exchange of goods, services, or values within a specific area to achieve organizational goals. Marketing is achieved through a market plan which includes, the product, price, place, and promotion. For example, a nurse manager may be responsible for development and promotion of programs to broaden the scope of a health care organization's services, thereby contributing to its marketability.

(Sullivan, 1990)

**Case Management**

Case Management is a model for identifying, coordinating, and monitoring the implementation of services needed to achieve desired patient care outcomes within a specified period of time.

**Budgeting**

Budgeting is the process of planning and controlling future operations by comparing actual results with planned expectations. Budgets (quantitative statements) provide a foundation for managing financial performance.

**Quality Improvement**

Quality Improvement is the process used to improve quality and performance. It involves evaluation, actions and a mind-set to strive for excellence.

**Strategic Planning**

Strategic Planning is the relationship among financial performance, quality of service, and communication about the budget of an organization, unit or program.

**Infection Control**

Infection control refers to the practices, regulations, cost effectiveness and accountability of an organization's ability to reduce the spread of disease.

**Staffing**

Staffing refers to the appropriate and effective use of human resources to select applicants to meet the needs of an organization, unit or program.

## NURS-B 439 FIELD EXPERIENCE LEARNING CONTRACT

Student: \_\_\_\_\_ Telephone: \_\_\_\_\_

E-Mail \_\_\_\_\_

Preceptor (name/title): \_\_\_\_\_ Telephone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Facility: \_\_\_\_\_

Description of Field Experiences

Objectives

Resources

Scheduled Meetings with Preceptor and time to be spent in Clinical Agency	Preceptor Signature	Date
	Student Signature	Date
	Student Signature	Date
	Faculty Signature	Date
	Faculty Telephone	
	Faculty E-Mail:	

BOISE STATE UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF NURSING  
**STUDENT CLINICAL ORIENTATION**

Student Name \_\_\_\_\_ Agency \_\_\_\_\_

Check List

Make arrangements with your preceptor to complete the following:

	Date Completed
Tour of Department/Agency	
Organizational Structure of Department assigned to	
Location of Safety Manual - location and appropriate review	
Hazardous Material Manual - location and appropriate review	
MSDS - Sheets - location	
Dept. Procedure Manual - location and appropriate review	
Fire Plan for Department - location and appropriate review	
Evacuation routes - location and appropriate review	
Location Fire Extinguisher and Fire Alarms - location	
Fire drills - Student responsibility in case of fire	
Instruction in equipment used in performing work	
Infection Control/Universal Precaution Blood borne Pathogen/Hepamask fitting-review policy	

Signature Student: \_\_\_\_\_

Signature Preceptor: \_\_\_\_\_

Date: \_\_\_\_\_

This form is required ONLY for organizations requiring it.  
Return this form to your faculty ASAP.

### Student Performance Appraisal

Evaluator:  Faculty       Preceptor       Student

Name of student being evaluated: \_\_\_\_\_

The following are expected outcomes for the clinical management experience. Below each expected outcome are areas for your assessment of the student's performance.

**LEGEND:**

EXCELLENT - Has met all criteria, usually exceeds substantially.

SATISFACTORY - Has met all criteria, at times exceeds expectations.

POOR - Has not met criteria. **Requires comment.**

NOT APPLICABLE - Does not apply to the experience/organization.

Outcome	Excellent	Satisfactory	Poor	Not Applicable	Comments
1. Demonstrates knowledge of leadership and management concepts as outlined in field experience contract objectives.					
2. Investigates and applies theoretical and empirical leadership and management information within a clinical organization					
3. Relates and/or researches issues confronting health care leaders.					
4. Discusses ethical and legal principles related to issues identified in a clinical setting.					
5. Considers management and leadership interventions in relation to legal parameters, professional standards and external organizations; accreditation and review criteria					
6. Examines the nurse leader's role in relation to the changing health care environment within the community					
7. Demonstrates collaborative skills with multi-disciplinary health care providers, clients and nursing leaders to promote health for individuals, families and groups.					
8. Demonstrates ability to reach well-reasoned conclusions and decisions related to clinical management experiences.					
9. Demonstrates ability to perform theory –based leadership and management interventions.					
10. Identifies principles of responsibility and accountability related to leadership and management.					
11. Demonstrates responsibility and accountability for own personal and professional behavior.					

Outcome	Excellent	Satisfactory	Poor	Not Applicable	Comments
12. Successfully completes identified experiential projects.					

13. What services were provided to the agency by the student and/or through the management experiences:

\_\_\_\_\_

\_\_\_\_\_

14. Areas for improvement: \_\_\_\_\_

\_\_\_\_\_

15. Strengths: \_\_\_\_\_

\_\_\_\_\_

16. Summary or other comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

Preceptor \_\_\_\_\_

Date: \_\_\_\_\_

**Clinical faculty will identify if prior discussions with students is optional or required.  
Please mail or fax completed student performance appraisal to clinical faculty.**

**(Faculty Name)  
Department of Nursing  
1910 University Drive  
Boise ID 83725-1840  
FAX 426-1370**



**BOISE STATE UNIVERSITY  
COLLEGE OF HEALTH SCIENCES  
DEPARTMENT OF NURSING**

**STUDENT EVALUATION OF PRECEPTOR**

Please indicate with a check mark how you experienced or perceived your clinical preceptor.

	Seldom	Sometimes	Frequently	N/A
Is available to the student				
Is accessible to the student				
Is responsive to the student				
Demonstrates understanding of preceptor role				
Demonstrates understanding of leader/manager role				
Serves as an effective role model for leadership and management principles				
Demonstrates strong positive interpersonal skills with other members of the health team				
Demonstrates negotiation and conflict management skills				
Facilitates student's identified goals and objectives				
Encourages student to assume responsibility throughout the semester				
Considers student's background and level of competence				
Provides feedback, when questions or situations arise, which is timely and appropriate				
Demonstrates critical thinking behaviors				
Assists student in decision making process				
Allows student to suggest alternatives to the preceptor's ideas				
Suggests and provides additional learning experiences, when appropriate, to meet student's needs				

Additional Comments:

Student Name \_\_\_\_\_

Preceptor Name \_\_\_\_\_

Preceptor Agency \_\_\_\_\_

Date \_\_\_\_\_

Signature of Student \_\_\_\_\_

## XII. NURS-B 438 CHANGE PAPER GUIDELINES

### Objectives:

In a health care setting:

1. Demonstrate an ability to apply a theoretical model in order to bring about change.
2. Demonstrate ability to analyze and justify the effects of change on a system from multiple perspectives.
3. Apply current research and literature findings in a formal paper and oral presentation.

### General Instructions:

The change proposal paper is a formal paper. The audience is an executive, board, or manager to whom the writer is proposing and/or justifying a change. The change can be an actual, potential, or hypothetical change. The change addressed must be within the context of a health care setting and relate management concepts. The change may be current, or may have been implemented within the past six months, or may be proposed for future implementation.

The guidelines described below are general guidelines for each section of the paper. The paper must have internal logic and consistency. The writer is responsible to apply the guidelines.

At least five, non-text references are required: at least one regarding change theory, at least one regarding motivation theory, and at least one regarding the proposed change project.

Due date will be announced the first day of class. You may receive assistance in the writing of your paper from the Writing Center, your preceptor, and your clinical faculty. Late papers will be assessed a 10 point deduction each business day.

Organizational confidentiality must be maintained unless explicitly specified in writing from the assigned preceptor within the organization. This entails obtaining a written statement on the organization's letterhead allowing information about the organization to be shared in the change paper and during the NURS-B438 Professional Presentation. Papers breaching confidence without a release will result in a 5-point deduction.

**GUIDELINES FOR CHANGE PAPER:**

## 1. Abstract (5 points)

One half to one page summary describing nature of change and impact on the organizational unit. Utilizing a theoretical change model and motivational theory, briefly describe the stronger points/elements of the change.

## 2. Introduction (5 points)

Define parameters of topic  
Make a statement or thesis about the topic and include expected outcomes  
Outline development of topic in paper

## 3. Health System (10 points)

Select and describe a health care system as it relates to the proposed change. Example: A particular hospital unit or program within that hospital, a health services department in a community agency, all or part of a health clinic. Each change will require different specificity, for example: number and type of personnel, geographic layout, medical staff, and/or services provided by the system.

Identify organization's structure (chart), vision, mission, and philosophy; health care delivery system(s) used; social architecture; and important/pertinent demographic data.

## 4. Communication Network (5 points)

Discuss the communication channels within the system and describe how the change was communicated. What specific leadership support is necessary to accomplish this change? Describe the formal and informal communication channels. Provide examples of appropriateness, adequacy, efficiency, and flexibility of formal and informal communication. Include any relevant examples of incongruent/inappropriate formal communication and relate this to the change process. Identify significant formal and informal leaders and how they affect this change.

## 5. Change Process (25 points)

Describe the change. Apply a formal change theory to the change. What motivational theory (or theories) was applied to implement the change proposal? State justification for theories. Identify strategies (Empirical/Rational, Normative/Reeducative, Power/Coercive) to bring about the desired change. Discuss implementation of change.

## 6. Systems Affecting and Affected by Proposed Change (10 points)

Identify and explain how other systems are affecting and affected by the proposed changes.  
< Legal < Political < Financial < Other disciplines/departments < Application of Standard  
< Ethical < Social < Public < Other management support systems

## 7. Justification for Proposed Change (20 points)

Identify and describe how the change will affect:

- |                      |                               |                      |
|----------------------|-------------------------------|----------------------|
| < Workforce          | < Capital budget              | <Other justification |
| < Workload           | < Quality improvement         |                      |
| < Operational budget | < Patient/Client satisfaction |                      |

Explain in what ways this change enhances the mission of the organization. Describe the level of probability of success you would assign to this project (high, moderate, low, or percent). What would increase the probability of success? (eg., timing, resources, education, consumer awareness, leadership, etc.)

8. Personal and Professional Reflection (10 points)

- What assumptions did you have about the change process before starting your field experience?
- How has this analysis influenced your awareness of the change process?
- What would be your plan for action if asked to lead a change in the future?
- For Service Learning Students Only:** Please respond to the following: Describe what service means to you, and discuss how you and your clients have been changed by this clinical experience.

9. Conclusion (5 points)

Draw conclusions or summarize the topic.  
Discuss impact on the health care environment.  
Support conclusion(s) logically.

10. Research/Format (5 points)

Use at least five resources appropriate for the topic. (Required class reading may be cited, but not included in minimum of five).

Use resources that present different data/perspectives.

Emphasize nursing management and leadership theory.

Present information logically.

Represent clarity and comprehension of subject material.

Use proper grammar and sentence structure.

Use appropriate citations.

Reference list completed.

Use of APA format (4th Ed.).

Length: Approximately 10-15 (excluding reference, title, abstract pages and appendices).

Must use at least 12 CPI print.

Total Points:100

**NOTE:** This paper is a measurement applied to evaluating the B.S. Program outcome for critical thinking.

**NURS-B 439 NURSING LEADERSHIP AND MANAGEMENT LABORATORY**  
**Spring 2002**

Week	Date	Time/Location	Activity	Assignments/Notes
1	Jan 17	2:40 – 5:00 SN 155	Orientation NURS-B 439 Syllabus & Calendar Review Announcement of Clinical Faculty	<ul style="list-style-type: none"> <li>◆ Prepare Personal Professional Goal <b>Sullivan &amp; Decker, Chapter 13; Stress &amp; Time Management</b></li> </ul>
2	Jan 24	2:40 – 5:00 CC: SN 156 IB: SN 155 VS SN 113	Contract for Clinical Experiences Writing Management Summaries Discuss Interviewing Assignment	<ul style="list-style-type: none"> <li>◆ Personal Professional Goals and Personal Professional Vision Statements <b>due today</b> Prepare for Jan 31 Interviewing Exercise <b>Sullivan &amp; Decker, Chapter 17: Recruiting &amp; Selecting Staff</b></li> </ul>
3	Jan 31	2:40 – 5:00 CC: SN 156 IB: SN 155 VS SN 113	On Campus simulated exercises: Interviewing and Selecting Staff Discuss Interviewing Assignment Prepare for Conflict Simulation	<ul style="list-style-type: none"> <li>◆ Discuss clinical field experiences and objectives; make appointment with clinical faculty to review prior to contract negotiation (no later than Feb 7).</li> <li>◆ Prepare for Feb 14 Conflict Exercise</li> <li>◆ <b>Sullivan &amp; Decker, Chapter 9 &amp; 19: Managing Personnel Problems</b></li> </ul>
4	Feb 7		<b><i>No Class Today...Enjoy!!</i></b>	
5	Feb 14	2:40 – 5:00 CC: SN 156 IB: SN 155 VS SN 113	On Campus simulated Exercises: Conflict Negotiation	<ul style="list-style-type: none"> <li>◆ <b>Interviewing assignment due (#1)</b></li> <li>◆ Complete clinical contract by week of Feb 14 (Clinical contract with preceptor completed; signed contract)</li> <li>◆ Clinical orientation checklist <b>due ASAP (if indicated)</b></li> <li>◆ <b>Determine change paper topic</b></li> </ul>
6	Feb 21			
7	Feb 28	2:40-5:00 CC: SN 156 IB: SN 155 VS: SN 113	Clinical Group Conference Develop Thesis Statements Discuss Change Paper	

Week	Date	Time/Location	Activity	Assignments/Notes
8	Mar 7			◆ <b>Contract negotiation assignment due (#2)</b>
9	Mar 14			
10	Mar 21			
11	Mar 28		<i><b>Spring Break....Enjoy</b></i>	
12	Apr 4			
13	Apr 11	2:45 – 5:00 CC: SN 156 IB: SN 155 VS: SN 113	Clinical group conference Discuss closure with preceptor and clinical agency	<b>NURS-B 438 change paper draft submitted to and discussed with preceptor and faculty</b>
14	Apr 18			
15	Apr 25	8:15 – 4:30 <b>Barnwell Room SUB</b>	<b>NURS-B 438 Change project presentations</b>	◆ <b>Change Paper due today by 4 PM</b> ◆ Submit evaluation of preceptor ◆ Submit student clinical evaluation of self
16	May 2	8:15 – 4:30 <b>Hatch B SUB</b>	<b>NURS-B 438 Change project presentations</b>	• #3 Summary due

Students are required to attend both days of presentations (April 25 and May 2)

Assignments/Summaries can be handed in at any time prior to the due date.

Final conferences with clinical faculty are optional (per appointment) during Finals Week

**Calendar indicates on-campus lab times. All other Clinical Field Experience times are to be determined in conjunction with your clinical faculty and preceptor.**