Michigan State University  
College of Nursing  
Accelerated Second Degree  
NUR 460  
Leadership Clinical Immersion

Credits: 5  Lecture/Recitation/Discussion Hours: 2  Lab Hours: 9 (2-9)

Course Description
This course will cover the main theories, principles, and practices of nursing leadership, management, and care delivery systems in a variety of agency settings. A systematic application of these theories and principles will occur within each student’s mentored clinical practicum and during course section clinical seminar activities.

Course Objectives
At the end of NUR460, the student will:
1. Communicate effectively within complex health care organizations to optimize patient care.
2. Demonstrate sound clinical decision-making.
3. Synthesize data and pertinent information to provide evidence-based practice.
4. Contribute to a healthy organization work environment.
5. Coordinate management functions: plan, organize, direct, evaluate.
6. Demonstrate coordination of effective delivery of nursing care for individuals and groups.
7. Utilize the agency resources, as appropriate, for ethical decisions and patient advocacy.
8. Develop personal nursing leadership philosophy based on theory and research.
9. Analyze the diverse influences affecting an organization’s worksite culture.

Prerequisites: all prior Undergraduate Nursing Curriculum courses; Co-requisites: not applicable

Course Faculty:
Dr. Louise Selanders  
Office W 121 Owen Graduate Hall (W) 517-355-3804  
Office Hours by appointment

Faculty of Record:  
Nurse Della Hughes Carter R.N., M.S.N.,  
Office W141 Owen Graduate Hall (W) 517-432-6673  
Office Hours by appointment = email Dellahc@msu.edu
Clinical Course Chair:
Nurse Susan Brennan R.N., MSN
Office W136 Owen Graduate Hall (w) 517/353-4755
Office Hours by appointment = email susan.brennan@hc.msu.edu

Campus Faculty: Employed at MSU, assigned to a group of student nurses, considered the “Clinical group.” Campus Faculty is responsible for the clinical experience, clinical assignments and clinical seminar. See course packet.
Nurse Sue Brennan
Nurse Malmsten
Nurse Hauser
Nurse Strunk
Nurse Mechtel
Nurse Love

Clinical Instructor (Preceptor): Employed at the clinical site (hospital), assigned to a student nurse.

Course Meeting Day, Time and Location: Summer semester 2007
Theory: Monday 8:30 to 12 noon June 1st through June 25th Life Science Building B109
        Monday 8:30 to 10 July 1st through August 13th Life Science Building B109

Clinical: Days of the week and times vary depending on the preceptor and the hospital. All days of the week (accept for Mondays which are designated for theory) and all shifts are a possibility from July 5, 2007 through August 6, 2007,

Learning Assessment Center: To be announced

Instructional Model
NUR 460 course activities will include: a) classroom lectures, guest lectures & presentations, in-class group discussions and activities, b) computer based lectures and discussion via Angel and Breeze c) interactive learning in MSU’s Learning Assessment Center AND d) supervised clinical experiences and seminars outside of class. Reading assignments are to be completed prior to the indicated class time. Students are responsible for understanding both the assigned readings and all content presented in class, and are expected to be active participants during each class, seminar, group activities and on line discussions.

Required Text
Level Outcomes and Competencies
The MSU College of Nursing has defined the following competencies that must be achieved by all students in Level V courses such as NUR460 before completing the BSN program. At the end of Level IV semester, all students will achieve the objectives and competencies listed below, as well as the bolded Course Indicators specific to the NUR460 course. All indicators, as well as the overall grade for the course, must be at 75% or greater to complete the course and this BSN program.

a. PROFESSIONAL LEADERSHIP IV: Assumes responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems.

Competencies
1. Coordinates care in collaboration with faculty and agency staff including supervision of ancillary staff in providing care to a selected group of patients
2. Develops personal goals for professional development including areas that enhance health care and advancement of the profession

Course Indicators
a. Integrated shift report
b. Develop a case management / discharge plan

Related Course Modules: Role of the Charge Nurse, Organizational Culture, Structure, and Change, Developing your Nursing Career, Power, Conflict, and Negotiation.

b. COMMUNICATION IV: Competently engages in increasingly complex interpersonal relationships with clients, colleagues, and groups.

Competencies
1. Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels).
2. Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.

Course Indicators
One Charge Nurse/Nurse Manager Role Comparison Essay demonstrating the student’s critique of communication styles, management AND leadership theories observed during their charge nurse and nurse manager clinical experience.

Related Course Modules: Conveying a Professional Image: Communications & Etiquette, Groups and Teambuilding, Power, Conflict, & Negotiation, Organizational Structure, Culture, & Change, Case Management & Interdisciplinary Collaboration.

c. CRITICAL THINKING IV: Appraises and judges nursing care in relation to their own internalized critical thinking process.
Competencies
1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation.
2. Evaluates and revises decisions under conditions of risk and uncertainty.

Course Indicator
Analysis of a selected decision-making process involving risk and uncertainty in a clinical group setting, identify in the Critical Incidents.

Related Course Modules: Continuous Quality Improvement, Clinical Decision Making Strategies, Role of the Charge Nurse, Ethical Dimensions of Nursing Leadership.

d. NURSING THERAPEUTICS IV: Synthesizes data to competently deliver targeted nursing care to individuals and groups.

Competencies
1. Provides and critically evaluates complete care to a selected group of patients
2. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations

Related Course Modules: Delegation and Supervision as an RN, Ethical Dimensions of Nursing Leadership, Budgetary and Fiscal Management.

e. HEALTH PROMOTION AND RISK REDUCTION IV: Skillfully facilitates adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness

Competencies
1. Completes a risk appraisal for a special or vulnerable population
2. Applies risk appraisal and health promotion/risk reduction models client care

Related Course Modules: Professional Communications & Etiquette, Ethical Dimensions of Nursing Leadership.

f. ILLNESS AND DISEASE MANAGEMENT IV: Integrates theories and principles to competently coordinate the care necessary for the focused management of illness and disease.

Competencies
1. Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency
2. Promotes achievement of client outcomes by supervising and/or collaborating with members of the health care team
**Course Indicators**

**Write a Case Management / Discharge Plan**

**Related Course Modules:** Nursing Leadership Theories & Roles, Delegation and Supervision as an RN, Role of the Charge Nurse.

**g. ETHICAL PRACTICE IV:** Develop effective strategies to remedy institutional or social level ethical problems.

*Competencies*

2. Develops strategies to remedy institutional or social level ethical problems

**Related Course Modules:** Professional Communications & Etiquette, Ethical Dimensions of Nursing Leadership, Budgetary and Fiscal Management

**h. EVIDENCE BASED PRACTICE IV consistently** incorporates theory and research findings into nursing practice.

*Competencies*

1. Evaluates policies and procedures used in the clinical settings using current evidence.

**Related Course Modules:** Nursing Leadership Theories & Roles; Ethical Dimensions of Nursing Leadership; Developing your Nursing Career.

**i. GLOBAL AND CULTURAL COMPETENCE IV:** Consistently applies analysis of the interaction among global, cultural and societal factors toward the health and wellness of persons/populations.

*Competencies*

1. Examines the interaction among cultural and social variables of a specific cultural population
2. Explains international nursing's role in global health

**Related Course Modules:** Professional Communications & Etiquette; Organizational Structure, Culture, and Change; Developing Your Nursing Career.
Major Course Components

a) Theory:
   i) Three exams (all exams multiple choice)

b) Clinical Experiences = Total of 135 Hours;
   i) Eight-12 hour shifts, or 12-eight hour shifts with a clinical preceptor, orientation to hospital unit and evaluation time with the preceptor (other shifts that are not 8 or 12 hours to be arranged)
   ii) One shift including an interview with Nurse Manager
   iii) One shift including an interview with a Charge Nurse / Shift Leader.
   iv) Clinical Seminar with Campus Faculty, 10 to 12 hours including evaluation
   v) One Learning Assessment Center case study (~1 hour.)

The student will be scheduled to work full shifts with the preceptor, charge nurse or manager. The full shift begin with the start of the nurse’s shift and ends when the nurse’s shift ends, therefore lunch and breaks are not counted in the total time. For example, a 12 hour day shift may be 7 AM to 7:30 PM, allowing ½ hour for lunch. If your preceptor works all 12 hour – shifts, you can expect to work eight (8) -12 hours shifts for 96 hours, the remaining hours are for orientation and evaluation. If your nurse preceptor works 8 hour-shifts (7AM - 3:30 PM), you can expect to work 12 eight hour shifts. Less than a full shift is undesirable to meet the course objectives and is not counted in the total experience.

NUR460 students will attain nursing leadership experiences as negotiated and scheduled by the Clinical Preceptors in consultation with the Campus Faculty. Students are expected to seek additional learning experiences that address self and instructor-identified learning needs, ensuring a nursing leadership focus. Please refer to the Course Packet to review the role expectations for the Nursing Student, Preceptor, and Campus Faculty.

Suggested activities are as follows:

Provision of nursing care:
1. Providing comprehensive nursing care to clients including the administration of medications, following the nursing care plan and treatments as appropriate. The type and number of clients will be determined and adjusted by the Clinical Instructor and/or Campus Faculty for the setting in which the student is assigned.
   a. Each student is expected to assume primary care for a full patient load for at least one shift by the end of the course.
2. The student will document assessment, planning, interventions, nursing care plan, patient progress, education/teaching record and discharge planning on each client using the agency records/tools.
3. During this rotation the student will report to the clinical site of the clinical preceptor at the beginning of their shift, receive report on assigned patients and finish at the end of the preceptor’s shift at which time the student will give report to the oncoming nurse.

4. The student will collaborate with members of other health care disciplines during the coordination of patient care. For example, the student may meet with a Case Manager/Case Worker to discuss the case of a patient during this rotation.

5. The student will practice appropriate delegation to assistive nursing personnel including follow-up supervision as indicated.

6. The student will complete one admission and one discharge depending on the unit assigned.

7. The student may use clinical site’s information management system.

- Submit a formative clinical performance evaluation half way through the clinical hours and a summative clinical performance evaluation at the end of the clinical rotation.
- Four (4) Critical Incidents; minimally one positive and one negative and one on observed decision making by the nurse.
- Completed Case Management/Discharge Plan; which may be competed as a group project in the clinical seminar as a case study.

**Experiences with Charge Nurse/Shift Leader**

Students will spend some clinical hours with the Charge (Resource) Nurse engaging in activities associated with the overall day to day management of the unit. Under the supervision of their course preceptor and the nurse manager, students will discuss possible participation in the following management activities:

1. Coordinating daily activities and assignments of the nursing staff.
2. Making staff assignments, including assignments for discharges and admissions.
3. Assign patients to a room.
4. Collaborate with other units, Nurse Supervisor or Bed Control.
5. Problem-solve associate issues, such as ill calls.
6. Communicate with Department Manager, and/or Supervisor as needed.
7. Attend appropriate meetings of the clinical agency.
8. Address patient/family concerns brought to the Charge Nurse’s attention.
9. Observe orientation of new nursing unit personnel.
Unit Nurse Manager, Director of Nursing, Supervisor, Assistant Department Manager:

1. Overview of the responsibilities of the Nurse Manager
2. Review national patient safety standards and how they are implemented on the nursing units or in the health system.
3. Attendance at appropriate management meetings of the clinical agency
4. Addressing patient/family concerns brought to the nurse manager’s attention.
5. Review of unit-specific projects or quality improvement projects on a nursing unit.
6. Review how JCAHO impacts nursing practice.
7. Observe and articulate the management style of the manager you are observing.
8. Describe team building interventions the manager uses in the health system. The student may attend a staff meeting observing the staff contributing to department decisions.

➤ Submit one Charge Nurse/Nurse Manager Role Comparison Essay highlighting the activities listed in the above two paragraphs.

Interactive Case Study at the Learning Assessment Center:
Simulated hospital setting where that student has an opportunity to assess, apply nursing interventions and evaluate nurse interventions. There is a focus on multidisciplinary collaboration, with doctors and other health team members, in the plan of care for the patient. Simulated patients and health team members will be an integral part of the exercise.

➤ Self evaluation of performance and communication.

Clinical Seminar:
1. Participation is required. Student’s participation will be evaluated by the clinical instructor and will be included in the clinical performance evaluation.
2. Seminar discussion will focus on the needs of the group.
3. It can be a time for reflection, clarification, debriefing of the student’s clinical experience and assignments.
4. Seminar may review student’s Critical Incidents.
5. Seminar may introduce new material.
6. Seminar is an opportunity for the student to learn to take minutes and write an agenda.

Your composite grade for this course will be calculated from the following points you accrue from the following NUR 460 activities. See the following table for the breakdown of assignment and exam percentages. The course indicators for this class must be passed with a 75% or greater
score or a “Pass.” There is no opportunity to repeat the Indicator for a passing score. In other words, the course indicators may be submitted only one time. NUR 460 course indicators are also listed in the **Level Four Outcomes and Competencies**, beginning on page 2.

**Written Course Work;** (must earn 75% or greater to pass the course):
- **Three (3) Examinations**

**Clinical Course Work;** Details of each assignment are in the course packet.
- **Clinical Performance Evaluation** is an *indicator* and evaluated using a standardized grading tool. To pass the course you must earn a minimum 75% score.
- **Clinical Seminar participation** is assessed by the Campus Faculty based on student participation and group assignments.
- **Charge Nurse/Nurse Manager Role Comparison Essay** is an *indicator* and requires a minimum score of 75% to pass this course. Only one submission is accepted. A grading Rubric will be used to score the assignment.
- **Case Management/Discharge Plan** is an *indicator* and requires a minimum score of 75% to pass this course. Only one submission is accepted. A grading Rubric will be used to score the assignment.
- **Critical Incidents X4:** is a course *indicator* and requires a minimum score of “Pass.” Only one submission for each of the four papers is accepted.
- **Interactive Case Study** at Michigan State University’s Learning Assessment Center (LAC) is required. There is no opportunity to make up this event. Excused absences are determined by the Campus Faculty, Course Chair and the Program Coordinator. See article on attendance. [http://lac.msu.edu/news.htm](http://lac.msu.edu/news.htm)
- **Resume and Cover Letter** is evaluated as a Pass/No Pass assignment. A Pass is required to complete this course. A grading Rubric will be used to score the assignment.
All components of the course must be completed to pass this course.

(***)= Indicators and/or items that must be passed with a score of 75% or greater or a “Pass.” Percentages are not rounded. Therefore, a score of 74.9% is not passing.

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<thead>
<tr>
<th>Written Course Work (Three exam total) ***</th>
<th>Date</th>
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<tbody>
<tr>
<td>Exam One</td>
<td>30%</td>
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<td>Exam Two</td>
<td>30%</td>
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<tr>
<td>Exam Three (Non-cumulative)</td>
<td>30%</td>
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<tr>
<th>Clinical Course Work</th>
<th>Date</th>
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<tbody>
<tr>
<td>Participation in Clinical Seminar</td>
<td>1%</td>
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<tr>
<td>Clinical Performance Evaluation ***</td>
<td>2%</td>
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<tr>
<td>Charge Nurse/Nurse Manager Role Comparison Essay ***</td>
<td>4%</td>
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<tr>
<td>Case Management / Discharge Plan ***</td>
<td>3%</td>
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<tr>
<td>Interactive Case Study LAC</td>
<td>Pass/No Pass</td>
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<tr>
<td>Critical Incidents X 4***</td>
<td>Pass/No Pass</td>
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<tr>
<td>Resume and Cover Letter</td>
<td>Pass/No Pass</td>
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!! Campus Faculty to determine

Evaluation/Grading Scale
This syllabus is a tool to help you plan your NUR 460 course activities and is not an irrevocable contract. The information presented and the accompanying assignment schedule is subject to change. The course instructor will announce any deviations from the syllabus in class (and/or via course e-mails). Each student will be held responsible for all materials covered in class and for any changes in the syllabus. Each student will be responsible for obtaining the schedule time, date, and location of each course exam and the scheduled due dates for all assignments. Each Clinical Group may decide, as a group, when and how assignments are due, based upon the specific needs of the group. Unexcused late work will not be accepted and a zero will be given for that assignment. Submission of all course assignments is required to pass the course.
The Standard College of Nursing (CON) grading scale will be utilized to report course grades. Percentages will not be rounded to the nearest whole number in calculating the Course Grade. (For example; if a grade is 74.9% the grade will be issued as 74 %.)

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
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<tr>
<td>93-89%</td>
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<tr>
<td>88-84%</td>
<td>3.0</td>
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<tr>
<td>83-79%</td>
<td>2.5</td>
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<tr>
<td>78-75%</td>
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<td>74-70%</td>
<td>1.5</td>
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<tr>
<td>69-65%</td>
<td>1.0</td>
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<tr>
<td>&lt;64%</td>
<td>0</td>
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University, College of Nursing, and Course Policies

Campus and College of Nursing Policies

A. Refer to MSU Spartan Life Handbook and College of Nursing BSN Handbook for Policies regarding:
   1. Academic Dishonesty
   2. Taping and communication devices
   3. Weather
   4. Protection of property/computers
   5. Protection of Scholarship and grades
   6. SIRS
   7. Clinical Attire/dress code
   8. Student Disabilities
   9. Professional Development Guidelines

B. Attendance:

Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. Attendance is required for all in class, clinical seminar and supervised clinical components of the course. Attendance may be taken in class. A pattern of absences from any component of the course will result in lowering of the student’s course grade, AND absences from seminar or clinical must be made up. In addition Campus Faculty may assign written work to make up for the activities in seminar. If there are unusual circumstances that may warrant consideration by faculty, students are expected to provide that information in email or written memo to the Campus Faculty, who make a decision regarding possible attendance exception. Students who are absent from class are responsible for understanding class content.
C. Examinations:
Three multiple-choice exams will be administered during scheduled course time. Students who arrive late will have the same scheduled time to complete course exams. Students are expected to take examinations on the date scheduled unless prior arrangements are made with the Faculty of Record. For emergency situations, students are to contact the Faculty of Record as soon as possible. If unable to contact faculty, call the College of Nursing office and leave a message regarding the reason for your absence. It is the student’s responsibility to reach faculty as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time. There will be one opportunity provided for an alternative exam that will use an alternative format (essay, fill in the blank, etc.). Make-up exams will be routinely scheduled within one week of the original exam date, and a health provider statement may be required. Student questions regarding examination grades will be submitted within one week of the grade being released. Exam score alterations will not be made after this time.

D. Academic Integrity:
Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Nursing adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 330. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/honestylinks.html)

E. Disruptive Behavior:
Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in
this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

F. Organizational Confidentiality:
Protection of the privacy of the organization by confidential reporting is an expected ethical responsibility of the BSN nursing student in this course. Like patient confidentiality, we do not disclose information about employees or the name of the organization except in a need to know basis. In oral or written discussions of the clinical experience it is expected that employees’ initials will be used and the name of the organization will be disguised so that others are not aware of the actual name. In sensitive situations in the clinical setting, students should excuse themselves or expect to be excluded and comply graciously. These situations may include: disciplinary action, collective bargaining, marketing or other competitive strategies, etc.

G. Accommodations for Students with Disabilities:
Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.

The course Faculty of Record must be advised within two days of the course start date if a student:
1. Possesses a documented special learning or test taking needs.
2. Possess any religious or personal factors which could possibly prevent them from attending or participating in any lectures, lab or clinical experience.

Course Communications
Pursuant to the faculty and student expectations elaborated in The Spartan Life, each of us will be held jointly responsible for the educational atmosphere of this course. If one or more student(s), or we, ever conduct themselves/ourselves in a manner that is disruptive to the course activities, it is everyone’s responsibility to resolve the problem.

Methods to contact Faculty: Faculty can be reached through (Angel) email, (cell) phone (see front page). Phone messages may also be left on office phone answering systems in the College of Nursing. Course information will be sent out electronically on email to the students as changes, issues and concerns develop. It is the students’ responsibility to be informed.

NOTE: situations requiring immediate contact by student or preceptor to Campus Faculty:
- Accident/injury involving client or MSU Student.
- Back up plan for possible preceptor replacement contingencies as needed.
- Unsuccessful resolution of conflict between preceptor and student.
The appropriate manner in which to resolve issues should begin with the involved parties. The Clinical Preceptor should be notified of all issues. If further communication is required please contact the Campus Faculty. If further communication is required please contact the Clinical Course Chair nor Faculty of Record. If issues remain contact the Director of the Accelerated Second Degree BSN Program and then the Director of Undergraduate Programs may be notified.

To summarize:
- First talk with your assigned Clinical Preceptor (or involved party.)
- Second, speak with your Campus Faculty.
- Third, speak with the Clinical Course Chair; Susan Brennan or Della Hughes (faculty of record)
- Fifth, speak with Dr. Louise Selanders, Program Coordinator
- And lastly, speak with the Director of Undergraduate Programs; Dr. MaryJo Arndt

If not resolved by this stage, Dr. MaryJo Arndt will direct the student as to the next step in resolution.

It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty, clinical partners and College of Nursing associates with each encounter. It is expected that you will be on time to class and clinical.

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<thead>
<tr>
<th>Class</th>
<th>Content</th>
<th>Class Activities</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>06/04</td>
<td>Class Orientation</td>
<td>Discussion of Course &amp; Syllabus;</td>
<td>Ch. 17, pp. 416-442, pp 46-49</td>
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<tr>
<td></td>
<td>Role of the Charge Nurse</td>
<td>In class lecture</td>
<td>Ch. 19, pp. 473, 479-484</td>
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<tr>
<td></td>
<td>The First-Line Nurse Manager</td>
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<td>Ch. 24, pp. 615-633</td>
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<td></td>
<td>Writing your Professional Cover Letter and Resume</td>
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<td>Angel Folder Resume</td>
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<td>06/11</td>
<td>Developing Your Nursing Career</td>
<td>On line lecture</td>
<td>Ch. 11, pp. 245-268</td>
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<td>Clinical Decision Making Strategies</td>
<td>On line lecture</td>
<td>Ch. 18, pp. 444-459</td>
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<td>06/15/06</td>
<td>Nursing Leadership Theories &amp; Roles</td>
<td>On line lecture</td>
<td>Ch. 3, pp. 46-61</td>
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<td>Ch. 24, pp. 634-635</td>
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<tr>
<td>06/18</td>
<td><strong>Exam I (8:30 to 9:30 am)</strong></td>
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<tr>
<td>6/25</td>
<td>Meet your Campus Faculty (9:45 am)</td>
<td>On line lecture</td>
<td>Ch. 13, pp. 303-326</td>
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<td></td>
<td>Power, Conflict, and Negotiation</td>
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<td>Ch. 21, pp. 523-52</td>
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<td>6/25</td>
<td>Organizational Structure, Culture &amp; Care Delivery Models</td>
<td>On line lecture</td>
<td>Ch. 12, pp. 269-302</td>
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<td>Change; Complex Adaptive Systems Theory</td>
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<td>Ch. 14, pp. 327-348</td>
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<td>Ch. 8, pp. 170-185</td>
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<td>7/02</td>
<td>No Class (Precepted clinical may begin 7/05/07)</td>
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<td>7/09</td>
<td>Continuous Quality Improvement and JCAHO</td>
<td>On line lecture</td>
<td>Ch. 23, pp. 581-614</td>
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<tr>
<td></td>
<td>The Social Nature of Work: Groups/Teams</td>
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<td>Ch. 16, pp. 386-415,</td>
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<td>Ch. 19 pp. 486-487</td>
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<tr>
<td>07/16</td>
<td>Exam II</td>
<td>On line lecture</td>
<td>Ch. 20, pp. 449-522</td>
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<tr>
<td></td>
<td>Delegation &amp; Supervision as an RN</td>
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<td>Coordinating Patient Care: Case Management</td>
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<tr>
<td>07/23</td>
<td>Conveying a Professional Nursing Image/ Emotional Intelligence</td>
<td>Guest Speaker: Dr. Wehrwein</td>
<td>Ch. 1, pp. 1-23 &amp;</td>
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<td>Assigned Readings</td>
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<tr>
<td>07/30</td>
<td>Managing Resources: Budgeting and Financial Management</td>
<td>Guest Speaker Mr. Rob Wilcox, MBA, Sparrow Director of Budgeting and Financial Analysis</td>
<td>Ch. 10, pp. 214-244.</td>
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<tr>
<td>08/6</td>
<td>Coordinating Patient Care: Case Management</td>
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<tr>
<td>08/13</td>
<td>Final Exam</td>
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NUR 460 Clinical Calendar  Summer Semester 2007

<table>
<thead>
<tr>
<th>Content</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>7/5 to 8/6 Precepted Clinical</td>
<td>Four Critical Incidents Essay of the Charge Nurse experience</td>
</tr>
<tr>
<td>7/5 to 8/6 Clinical Seminar</td>
<td>Resume and Cover Letter Due Case Management / Discharge Plan Participation</td>
</tr>
<tr>
<td>Or 07/17 Interactive Case Study at the Learning Assessment Center</td>
<td>Complete Case Study</td>
</tr>
<tr>
<td>08/13 Clinical Evaluation Complete</td>
<td>Clinical Performance</td>
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