

## 1. General Information

1a. Submitted by the College of: NURSING

Date Submitted: 2/15/2016

1b. Department/Division: Nursing Instruction

1c. Contact Person

Name: Darlene Welsh, Assistant Dean

Email: [jdwels00@uky.edu](mailto:jdwels00@uky.edu)

Phone: 323-6620

Responsible Faculty ID (if different from Contact)

Name: Jessica Wilson

Email: [JessicaL.Wilson@uky.edu](mailto:JessicaL.Wilson@uky.edu)

Phone: 553-8015

1d. Requested Effective Date: Specific Term/Year <sup>1</sup> Summer 2, 2016

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes <sup>4</sup>

2b. Prefix and Number: NUR 453

2c. Full Title: Nursing Practice Capstone for Registered Nurses

2d. Transcript Title: Nursing Practice Capstone for Reg Nurses

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 75

PRACTICUM: 40

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 6 credits: 5 lecture and 1 practicum

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: Registered nurses should not enroll in NUR 413 Synthesis of Clinical Knowledge for Nursing Practice; registered nurses should enroll in NUR 453. NUR 453 is a capstone graduation course designed for RN students working toward completion of the Bachelor of Science in Nursing degree. The course provides the opportunity to apply principles of patient safety, quality improvement, interprofessional teamwork, informatics, leadership, and evidence-based research to nursing practice in a variety of settings.

2k. Prerequisites, if any: All other nursing courses in RN-BSN curriculum which include NUR 350, NUR 351, NUR 352, NUR 354, NUR 451, NUR 450, NUR 452 (NUR 450 and 452 are new course numbers also under review simultaneously)

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: Specific to individual student location

4. Frequency of Course Offering: Summer,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: Undergraduate nursing RN-BSN Option only. This will replace the current NUR 413-002 for post-licensure Registered nurses pursuing their BSN.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: No

## Distance Learning Form

Instructor Name: Jessica Wilson

Instructor Email: JessicaL.Wilson@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? This course syllabus does conform to the University Senate guidelines specific to distance learning considerations. There are weekly assignments where students will get timely feedback from the instructor. Communication methods are conveyed so students know how to contact faculty and when a reply can be expected. Discussion boards will promote interaction between students as well as peer feedback on the final presentation for the course.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. Students will have required textbooks and access to required current journal readings available through UK libraries or on course in Canvas. The course goals and assessment of student learning outcomes are the same as if the students were taking a class on campus. Learning outcomes will be assessed through written and video presentation assignments, evaluating completion of individualized learning outcomes, and faculty oversight of practicum experience.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. University policies for academic integrity are included. There are no exams in this course. Paper assignments will be subject to review by software such as "turn it in" to protect for plagiarism.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes, this is the last nursing course of the 8 courses going through the DL approval process for this degree option. All other 7 nursing courses have been approved for online.

If yes, which percentage, and which program(s)? 100%- RN-BSN Option of the undergraduate baccalaureate nursing program

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Students are provided with information about student service resources and are assigned a faculty adviser who can field any questions.

6. How do course requirements ensure that students make appropriate use of learning resources? The syllabus provides students with information regarding library and learning resources that are available to all Univ. of KY students. Assignments have been structured taking those resources into consideration. Students will access course materials through Canvas and other web-enhanced sites. Literature searches will be required using UK's library resources and the Media depot can be used for help with developing digital media.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. N/A

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Yes, all information is in the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Jessica Wilson

SIGNATURE|JDAVIS1|Joanne Davis|NUR 453 NEW College Review|20160215

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 453 NEW HCCC Review|20160316

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 453 NEW Undergrad Council Review|20160413

## New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

[Open in full window to print or save](#)[Generate Report](#)

## Attachments:

Browse... No file selected.

[Upload File](#)

|                        | ID   | Attachment  |
|------------------------|------|---|
| <a href="#">Delete</a> | 6253 | <a href="#">Cover Letter NUR 453.docx</a>                     |
| <a href="#">Delete</a> | 6673 | <a href="#">NUR 453 RN Capstone Syllabus 4.12.16final.doc</a> |

First 1 Last

(\*denotes required fields)

## 1. General Information

- a. \* Submitted by the College of: **NURSING** Submission Date: **2/15/2016**
- b. \* Department/Division: **Nursing Instruction**
- c.
- \* Contact Person Name: **Darlene Welsh, Assistant** Email: **jdwels00@uky.edu** Phone: **323-6620**
- \* Responsible Faculty ID (if different from Contact) **Jessica Wilson** Email: **JessicaL.Wilson@uky.edu** Phone: **553-8015**
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year **1.Summer 2, 2016**
- e.
- Should this course be a UK Core Course?  Yes  No

## IF YES, check the areas that apply:

- Inquiry - Arts & Creativity  Composition & Communications - II
- Inquiry - Humanities  Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci  Statistical Inferential Reasoning
- Inquiry - Social Sciences  U.S. Citizenship, Community, Diversity
- Composition & Communications - I  Global Dynamics

## 2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes <sup>4</sup>  No
- b. \* Prefix and Number: **NUR 453**
- c. \* Full Title: **Nursing Practice Capstone for Registered Nurses**
- d. Transcript Title (if full title is more than 40 characters): **Nursing Practice Capstone for Reg Nurses**
- e. To be Cross-Listed <sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.
- |           |              |                           |            |                     |
|-----------|--------------|---------------------------|------------|---------------------|
| <b>75</b> | Lecture      | Laboratory <sup>1</sup>   | Recitation | Discussion          |
|           | Indep. Study | Clinical                  | Colloquium | <b>40</b> Practicum |
|           | Research     | Residency                 | Seminar    | Studio              |
|           | Other        | If Other, Please explain: |            |                     |
- g. \* Identify a grading system:
- Letter (A, B, C, etc.)
- Pass/Fail
- Medicine Numeric Grade (Non-medical students will receive a letter grade)
- Graduate School Grade Scale
- h. \* Number of credits: **6 credits: 5 lecture an**
- i. \* Is this course repeatable for additional credit?  Yes  No
- If YES: Maximum number of credit hours:
- If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

Registered nurses should not enroll in NUR 413 Synthesis of Clinical Knowledge for Nursing Practice; registered nurses should enroll in NUR 453. NUR 453 is a capstone graduation course designed for RN students working toward completion of the Bachelor of Science in Nursing degree. The course provides the opportunity to apply principles of patient safety, quality improvement, interprofessional teamwork, informatics, leadership, and evidence-based research to nursing practice in a variety of settings.

## k. Prerequisites, if any:

All other nursing courses in RN-BSN curriculum which include NUR 350, NUR 351, NUR 352, NUR 354, NUR 451, NUR 450, NUR 452 (NUR 450 and 452 are new course numbers also under review simultaneously)

1. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address: **Specific to individual student location**

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? **30**

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

8. \* Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere  
 Relatively New – Now Being Widely Established  
 Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs::

Undergraduate nursing RN-BSN Option only. This will replace the current NUR 413-002 for post-licensure Registered nurses pursuing their BSN.

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

### Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, **distance learning** is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

|   |                       |                   |                                |
|---|-----------------------|-------------------|--------------------------------|
| Course Number and Prefix:   | <b>NUR 453</b>        | Date:             | <b>2/11/2016</b>               |
| Instructor Name:  | <b>Jessica Wilson</b> | Instructor Email: | <b>JessicaL.Wilson@uky.edu</b> |
| Check the method below that best reflects how the majority of the course content will be delivered.                               |                       |                   |                                |
| <input checked="" type="checkbox"/> Internet/Web-based <input type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid |                       |                   |                                |

**Curriculum and Instruction**

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?  
 This course syllabus does conform to the University Senate guidelines specific to distance learning considerations. There are weekly assignments where students will get timely feedback from the instructor. Communication methods are
2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.  
 Students will have required textbooks and access to required current journal readings available through UK libraries or on course in Canvas. The course goals and assessment of student learning outcomes are the same as if the students
3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.  
 University policies for academic integrity are included. There are no exams in this course. Paper assignments will be subject to review by software such as "turn it in" to protect for plagiarism.
4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?  
 Yes, this is the last nursing course of the 8 courses going through the DL approval process for this degree option. All other 7 nursing courses have been approved for online.  
 Which percentage, and which program(s)?  
 100%- RN-BSN Option of the undergraduate baccalaureate nursing program  
 \*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?  
 Students are provided with information about student service resources and are assigned a faculty adviser who can field any questions.

**Library and Learning Resources**

6. How do course requirements ensure that students make appropriate use of learning resources?  
 The syllabus provides students with information regarding library and learning resources that are available to all Univ. of KY students. Assignments have been structured taking those resources into consideration. Students will access
7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  
 N/A

**Student Services**

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?  
 Yes, all information is in the syllabus.
9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?  
 Yes  
 No  
 If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
10. Does the syllabus contain all the required components, below?  Yes
- o Instructor's **virtual** office hours, if any.
  - o The technological requirements for the course.
  - o Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
  - o Procedure for resolving technical complaints.
  - o Preferred method for reaching instructor, e.g. email, phone, text message.
  - o Maximum timeframe for responding to student communications.
  - o Language pertaining academic accommodations:
    - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
  - o Specific dates of face-to-face or synchronous class meetings, if any.
  - o Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
    - Carla Cantagallo, DL Librarian
    - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
    - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
    - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/libpage.php?web\\_id=253&lib\\_id=16](http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16)
11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.  
 Instructor Name: \_\_\_\_\_  
 Jessica Wilson

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

<sup>[1]</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>[2]</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>[3]</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>[4]</sup> You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

<sup>[5]</sup> In order to change a program, a program change form must also be submitted.

Rev 8/09



**UNIVERSITY OF KENTUCKY  
COLLEGE OF NURSING  
SUMMER 2, 2016**

**NUR 453: NURSING PRACTICE CAPSTONE FOR REGISTERED NURSES**

|                                   |
|-----------------------------------|
| <b>A DISTANCE LEARNING COURSE</b> |
|-----------------------------------|

**CREDIT HOURS:** 6 credit hours (5 credit seminar, 1 credit practicum)

**PREREQUISITES:** All other nursing courses in RN-BSN curriculum which include NUR 350, NUR 351, NUR 352, NUR 354, NUR 451, NUR 450, NUR 452

**COURSE DESCRIPTION:** Registered nurses should not enroll in NUR 413 Synthesis of Clinical Knowledge for Nursing Practice; registered nurses should enroll in NUR 453. NUR 453 is a capstone graduation course designed for RN students working toward completion of the Bachelor of Science in Nursing degree. The course provides the opportunity to apply principles of patient safety, quality improvement, interprofessional teamwork, informatics, leadership, and evidence-based research to nursing practice in a variety of settings.

**STUDENT LEARNING OUTCOMES:** After completing this course, the student will be able to

1. Demonstrate clinical reasoning in making independent and collaborative decisions in a complex healthcare system.
2. Distinguish factors that influence patient safety and healthcare quality and apply evidence-based interventions aimed at improving them.
3. Employ oral and written communication and interprofessional collaboration in providing safe, high quality care to improve client health outcomes throughout transitions in care.
4. Demonstrate leadership, responsibility, and accountability in addressing health care issues.
5. Discuss challenges faced in preparing a nursing workforce to care for clients in ambulatory care and other community settings.
6. Evaluate patient care technologies, information systems, and communication devices that support safe and effective care.
7. Design an evidence-based practice presentation for an audience of peers that synthesizes the application of theoretical knowledge and experiential practice.

**FACULTY:**

Jessica Wilson, Ph.D., APRN  
525 CON Bldg.  
Phone: (859) 553-8015  
E-mail: [JessicaL.Wilson@uky.edu](mailto:JessicaL.Wilson@uky.edu) (Preferred method of contact)  
Office Hours: By appointment

**TEACHING LEARNING METHODS:**

- Web-enhanced modules with PowerPoint and self-directed activities
- Case Studies
- Discussion Board
- Required reading and individual writing
- Literature search and analysis
- Practicum with preceptor
- Individualized learning contract

**REQUIRED TEXTS:**

Kelly, P., Vottero, B.A., Christie-McAuliffe, C.A. (2014). Introduction to quality and safety education for nurses: Core competencies. New York: Springer Publishing. ISBN 978-0-8261-2183-7.

Nance, J.J. (2008). Why hospitals should fly: The ultimate flight plan to patient safety and quality care. Bozeman: Second River Healthcare press. ISBN 978-0-9743860-6-5.

**REQUIRED READINGS:**

Other required journal articles, in addition to text information, will be assigned.

**CLASS MEETING TIMES:**

This course will use an on line learning format. The course will be taught via a web-enhanced format and alternative and experiential learning assignments. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

**Course content will be divided into eight modules. One module will be focused on each week.**

Each week students will be assigned reading assignments and activities related to module content, and students will be expected to sequentially complete activities as outlined on the class schedule.

**EVALUATION:** Evaluation will be based on student achievement of the objectives as demonstrated by performance involving:

- Weekly module assignments 50%
- Practicum Reflection Papers 20% - Due July 1 & July 22 (two papers each worth 10%)
- Evidence-Based Practice Presentation 30% - Due July 29

**Weekly Module Assignment Weights:**

| Module | Points Possible | Overall Weight |
|--------|-----------------|----------------|
| 1      | 100             | 10%            |
| 2      | 50              | 5%             |
| 3      | 50              | 5%             |
| 4      | 100             | 5%             |
| 5      | 75              | 5%             |
| 6      | 75              | 5%             |
| 7      | 50              | 5%             |
| 8      | 50              | 10%            |

**GRADING SCALE:** The official UK College of Nursing Undergraduate scale (please note – a minimum grade of “C” is required to pass this course per College of Nursing policy).

|        |   |   |
|--------|---|---|
| 92-100 | = | A |
| 84-91  | = | B |
| 76-83  | = | C |
| 68-75  | = | D |
| ≤ 67   | = | E |

**To pass this course:**

- 1. The student must earn a minimum of 76% weighted final course grade;**
- 2. The student must earn a minimum grade of 76% on the final presentation;**
- 3. The student must turn in a log with a minimum of 40 practicum hours signed by agency point of contact.**

### **Mid-term Grade**

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

### **TEACHING/LEARNING METHODS:**

NUR 453 will be taught using a combination of methods. Students must be self-directed and demonstrate initiative to be successful in an online course. Reading, reflection and writing will occur independently and course faculty are available for support and feedback. The course content/lectures and assignments will be available on Canvas. Students will utilize the internet to perform literature searches, participate in discussions, use email and connect with faculty and classmates through virtual technology in Canvas. Computer technology will enhance the learning process by allowing collaboration with peers and faculty. The course is interactive and participation will be required. All students are required to meet the computer and technology requirements listed below.

### **COMPUTER ACCESS EXPECTATIONS:**

Students must meet assignment deadlines, but are not required to be online at specific, assigned times. This is an interactive course and we highly recommend accessing the course in Canvas at least three times per week to be fully engaged and successful. If for some reason, you cannot access the site at home due to temporary computer breakdown or other circumstances, it is your responsibility to access the site through other means (e.g., going to local public or school library). This course is heavy in reading and writing/communications requirements; plan time for interactions and completion of assignments. Technical support is available at: UK Information Technology Center <http://www.uky.edu/UKIT/> See the Tech Tips Link

### **EMAIL REQUIREMENTS:**

Students are required to use their university email account to send and receive email. Only emails sent through the UK email system will be opened by faculty. Due to the risk of computer viruses, no unauthorized email accounts will be opened by faculty.

Any email sent to notify faculty of an impending absence from class or clinical, should include a "Request a Delivery Receipt" or "Request a Read Receipt" before hitting the send button. This feature is located in the "options" tab.

### **What does online learning mean?**

This means that the course materials will be available to you on the web and that you will turn assignments in on the web. This does not mean, however, that the course is not interactive. For example, you may participate in on-line discussions with other class members and faculty as needed using virtual meeting technology available through Canvas. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

**Computer requirements:** This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable or DSL connection) and an internet browser.

#### **Minimum required laptop computer hardware:**

Processor: Dual Core 1.8 Ghz or higher

RAM: 4 GB minimum (more preferred)

Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)

Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)

Operating system: Most recent version for your hardware (for example, Mac OS 10.10+ or Windows 8+)

Up-to-date virus software, preferably installed before coming to campus

Webcam (many laptops come with an integrated webcam and will not require an external device)

Headphones or headset with microphone

*Other helpful options:* 2 GB or higher USB Flash Drive, external hard drive (for data backup/extra storage), wired or wireless external mouse, video out adapters (dvi/hdmi), and a laptop security cable

#### **Minimum required tablet computer hardware:**

Processor: Dual Core 1.3 Ghz or higher | Apple A5 or higher

Storage capacity: 32 GB or larger

Operating system: Most recent version for your hardware (for example, Windows 8.1, Windows RT, iOS 8)

Because tablets have less storage than laptops, tablet users with high-speed Internet connectivity can use UK's virtual desktop and application solution ([www.uky.edu/VirtualDEN](http://www.uky.edu/VirtualDEN)) to expand the number of applications available to them. See further below in this document about the software this service provides. Also, many tablets have HDMI or USB ports for connecting external monitors, keyboards, mouse, headset, and other devices.

#### **Software**

Visit <https://download.uky.edu/> to learn about software available free of charge or at a reduced rate. If you do not have Microsoft Office 2007 or later then please download Microsoft Office 2007, which is available free to all university students from

<http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1>

Contact the University of Kentucky Instructional Technology Customer Service Center (257-1300) for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit <http://www.uky.edu/Libraries/hub>. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

## **STUDENT SUPPORT**

**If you have problems with Canvas:** Following are the resources available to help you if you are having problems or technical challenges/conflicts when using Canvas. There is 24/7 support through the help tab inside Canvas. If the problems you are having affects completion or submission of an assignment, please email the instructor explaining the problem and the steps you are taking/have taken to correct the problem.

### Support from UKIT

UKIT's Academic Technology Group (ATG) offers online tutorials and face-to-face training, as well as technicians who specialize in troubleshooting issues that arise for students.

- UKIT technicians can be reached by calling 859-218-HELP (4357), where the Customer Service Center can troubleshoot many issues immediately. You can also email [218help@uky.edu](mailto:218help@uky.edu). Complicated issues will be escalated to the technicians in ATG.
- Web: <http://www.uky.edu/UKIT/>

If you need one-on-one assistance, ATG can meet with you to discuss your needs and walk you through the steps. Call 257-8195 to request one-on-one time with one of our staff or student team.

### Other UK technology support services:

Need help with recording your video assignments or uploading them to Canvas?

The Media Depot is a student digital media space located in the Hub at William T. Young Library. The Media Depot provides; access to recording equipment and space, editing stations with specialized multimedia software, and technical support for students' development of their academic media projects.

<http://www.uky.edu/ukat/mediadepot> **Phone Number: (859) 323-1105**

Center for the Enhancement of Learning and Teaching (CELT) <http://www.uky.edu/celt/>  
859-257-8272

## **INSTRUCTOR COMMUNICATIONS:**

Instructors have agreed to try to maintain the following communication standards:

- Faculty will check email at least daily Monday-Friday and respond as soon as possible. If unable to do so, they will post an announcement of their unavailability on Canvas.
- If students have several questions about something or are confused then they should call a faculty member. If the faculty member is not available then a voicemail message should be left.

- There is a discussion board set up in Canvas where you may post questions and view answers to other students' questions. Faculty will check this board daily.

#### **LIBRARY RESOURCES:**

Bev Hilton, Nursing Liaison at the Medical Center Library, is also available to help you. Email:

[bhilton@uky.edu](mailto:bhilton@uky.edu)

Phone: 859-323-8008

Distance Learning Library Services

Web: <http://libraries.uky.edu/DLLS>

Carla Cantagallo, DL Librarian Phone: 859 257-0500, ext. 2171

Long distance phone number (800) 828-0439 (option #6)

Email: [carla@.uky.edu](mailto:carla@.uky.edu)

DL Interlibrary Loan Service: [http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253)

#### **DESCRIPTION OF COURSE ACTIVITIES AND ASSIGNMENTS:**

This course is a self-directed didactic course with an experiential practicum experience where students develop learning objectives specific to their practicum site/project and based on program outcome objectives. Didactic work will enable students to synthesize concepts and theory that will be applied through written work and practicum experience and students will showcase their outcomes at the end of the semester through oral presentations. The required practicum is a course activity designed to help students integrate classroom learning with actual work experience emphasizing the practical applications of theory. Students will identify a nurse with education at the bachelor's level or higher who will be their point of contact in the agency of the practicum experience following faculty approval. Faculty will evaluate student performance through written and oral assignments and in collaboration with the point of contact for the practicum.

**LEARNING CONTRACT:** An individual learning contract will be agreed on between each student and course faculty. This contract will define your specific learning goal and at least three (3) behavioral objectives for the practicum and state how you plan to meet these specific objectives. This is due within 1 week of the start of class but is usually turned in before the class begins. Your agency point of contact should receive a copy of the learning contract.

**AGENCY POINT OF CONTACT:** Students will identify a nurse who has an earned Bachelor of Science in Nursing or higher with whom they wish to work. Their choice must be approved by course faculty prior to beginning the practicum experience. In some cases, the course faculty may oversee the student's practicum activities or help the student identify that person. ***Contact information for practicum point of contact should be submitted via email to the lead faculty for your section.***

**EVIDENCE-BASED PRACTICE PROJECT:** This project will be decided jointly between the student, faculty, and agency point of contact for the practicum experience and is subject to approval by the faculty. It is expected that this project will involve activities befitting the role of the professional RN with practice experience. Therefore, these activities should not be limited to, but may include, bedside care of individual patients. Suggested activities may involve: analysis/revision/preparation of patient teaching materials, documentation materials, etc.; involvement in nursing education programs for staff development; assessing/revising management functions; changing a policy; quality

improvement project; pilot research study. The project must incorporate the student learning outcomes for this course. The project will culminate in a presentation which is worth 30% of the course grade.

**PRACTICUM REFLECTION PAPERS:** Practicum reflection papers should be both informative and reflective -- i.e. what you are doing, what you are reading in the literature, how what you are doing corresponds to what you are reading, and what you are feeling/learning. An acceptable practicum reflection paper will: (1) Describe what you've been learning and doing at the practicum site; (2) Report on literature that pertains to your practicum experience and/or your project (**a minimum of 3 journal articles should be referenced in each paper**); (3) Include appropriate reference citations in APA style; (4) Include a reference page in APA style; (5) Include an element of reflection; (6) Be relatively free of grammatical errors; and (7) Be written in a style appropriate to the standard of the professional nurse. It is anticipated that each paper will be 5 typed, double-spaced pages plus a cover page and a reference page. **It is recommended that the student learning outcomes for the course, listed above, be incorporated or woven into at least one of the papers. For example, something you have learned about interprofessional teamwork or communication specific to the population of clients in your practicum setting should be addressed in one of the papers. Another example, aspects of the impact of informatics in healthcare should be addressed in at least one paper. Papers should be submitted via Canvas.**

The two reflection papers will be submitted throughout the duration of your experience. The purpose of the papers is to provide you with an opportunity to reflect on your learning, to allow faculty to follow your practicum progress and to, perhaps, make suggestions that could enhance your experience. Due dates for papers are July 1 and July 22<sup>nd</sup>. Each will be worth 10% of your overall grade in the course.

**FINAL PRESENTATION:** The culmination of the course will be a presentation (see guidelines on page 16) relating specifics of the application of theoretical content to the practicum experience. **To pass the course, students must earn 76% on the presentation. Students should submit the final presentation no later than July 29<sup>th</sup>; please submit through Canvas.**

**COURSE EVALUATION:** The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**

#### **COURSE POLICIES AND PROFESSIONAL STANDARDS:**

**ATTENDANCE:** Students will be required to complete a minimum of 40 hours of practicum activities for this course. These practicum activities are geared toward providing the nurse opportunities to

apply new knowledge and skills developed while working toward BSN completion. They may consist of a variety of experiences including, but not limited to, collaboration in a community agency, conducting pilot research, quality improvement projects, leadership and management-focused experiences, and the role of nurse as educator, clinical research and clinical writing. Students will be evaluated by the assigned faculty in collaboration with the agency point of contact for the practicum. *Students must submit the Certification of Practicum Hours form (which appears in this syllabus) with both preceptor or course faculty and student signatures. This form should be turned in electronically by the last day of class. Failure to meet the required practicum hours will result in failure in the course. Students may be given an incomplete for subsequent completion of practicum hours to avoid failure in the course; please discuss this with your faculty member.*

Students must notify their practicum sites and course faculty of their absence due to illness or other acceptable emergencies. Excused absences include those that are necessary for student illness or serious illness or death in the immediate family. The conditions described previously (e.g., notification of practicum contact before the scheduled shift, notification of faculty facilitator of absence and make-up plan within 24 hours of the absence, and acceptable reason for absence) must be met for an absence to be considered excused. **Excused practicum absences must be made up by the end of the course.**

### **EXCUSED ABSENCES**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

### **Make-up Examinations**

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of



absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

**DRESS CODE:**

While in practicum sites, students should wear professional or business attire that meets the site's dress code requirements. This should be discussed with the agency point of contact prior to beginning the practicum.

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**BEHAVIORAL STANDARDS:**

Nursing students are expected to adhere to the Behavioral Standards in Patient Care, available at [http://www.mc.uky.edu/LearningCenter/Manuals/Behavioral-Standards-In-Patient-Care\\_2.pdf](http://www.mc.uky.edu/LearningCenter/Manuals/Behavioral-Standards-In-Patient-Care_2.pdf) Failure to do so may result in dismissal from the program. (See disciplinary action and appeals procedure in the publication.)

**ACADEMIC INTEGRITY:** Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an

appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**SUBMISSION OF ASSIGNMENTS:** Students are required to complete activities and assignments by the posted due dates and times. Assignments for each module will be due by the deadlines noted in the syllabus. A grade deduction of 10 percent of the assignment grade will be assessed for each full day the assignment is past the deadline when the delay is unexcused.

**DISCUSSIONS:** Threaded discussions are scholarly group discussions conducted on-line through Canvas. Questions will be posted for each discussion group; these questions will relate to course content. These discussions are designed to stimulate thought, interest, and analysis between and among participants. The class will be divided into discussion teams and each member will have an assigned role; the teams will be posted on the announcements page prior to the beginning of the discussion. Your presence in the discussion will be monitored and graded. Once closed, discussions will NOT be reopened for late submissions.

Each discussion will start on Sunday and span several days so that each student has multiple opportunities to participate in each discussion. To receive the points available for each discussion, you must *actively participate in the discussion with substantive postings* which address the questions in the individual assignment guidelines. You can use multiple posts to address the questions. Support your discussion points with literature and add citations if required, and respond to other students' posts. As in a face-to-face discussion, during threaded discussion you may raise questions, ask for clarification, answer questions and comment on the remarks of others. Note that a quick response to another student (e.g. "Yes, I hadn't thought about that") will NOT count toward your postings. Your responses to the original questions and to postings from your fellow classmates should be thoughtful, meaningful, informed, polite, and show openness to others' ideas/opinions.

**ACCOMODATIONS DUE TO DISABILITY:**

The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>."

**COURSE OUTLINE:**

- MODULE 1: Healthy Work Environments for Nurses
  - Evolving roles of the RN beyond the hospital
  - Issues and trends in ambulatory care and community settings
  - Changes in preparation of the nursing workforce to meet the needs of clients in the Community
  
- MODULE 2: Quality and safety education for nurses
  - Assessment of organizational culture
  - Competencies for nurses- knowledge, skills, attitudes

High-reliability organizations  
Evidence about interventions to improve quality and safety  
Tools to evaluate safety and quality

- MODULE 3: Interprofessional Teamwork and Collaboration  
Patient-centered care  
Patient outcomes based on interprofessional teamwork  
Interprofessional teamwork assessment and intervention
- MODULE 4: Transitions in Care- Current and Future trends  
Improvement in safety and quality during transitions with interprofessional teams  
Medical care homes
- MODULE 5: Interprofessional Teams: Ethical dilemmas, Error disclosure
- MODULE 6: Quality performance and quality improvement in nursing and healthcare
- MODULE 7: Informatics in Healthcare  
Patient care technologies  
Information systems  
Communication devices
- MODULE 8: Evidence-Based Practice Presentations

### **MODULE 1: June 9- June 17**

#### **Activities:**

- Read “We need more nurses” an OpEd from the New York Times about Nurse Staffing and Patient Safety
- Read your choice of a minimum of 3 articles provided on Canvas about healthy working environments
- Read articles provided on Canvas about nursing roles of the future in community settings
- Assignments: Complete icebreaker activity on Canvas (Optional but highly recommended- bonus points will be assessed for participation!)
- Submit individual practicum learning contract with objectives and brief plan for meeting the objectives using template on Canvas- must include practicum site, point of contact with that person’s contact information on or before June 13<sup>th</sup> at NOON (25 points) ALL paperwork required by practicum site must be turned in TODAY!
- Participate in Discussion Board on Healthy Work Environments (75 points possible)

You will be randomly assigned to a discussion group of around 5 students in Canvas. After completing the reading assignments above, make your first (original) post to the discussion board by Monday, June 13 at midnight (10 points). In your post, you should point out something you learned or something that surprised you from the reading assignment and WITHOUT naming your workplace, compare attributes of your workplace with those of the attributes you read about healthy working environments and discuss any changes that you feel you could champion in your workplace to

improve the environment (25 points). Then, prior to Friday, June 17 at Noon when the discussion will close, make a meaningful response to 2 of your colleagues in the discussion group (20 points for each response). A meaningful response means you maintain professionalism, you respect the ideas and opinions of all others in the discussion group, and that you reflect on the ideas presented and provide substantial input or ideas in response, not say “Wow, that’s interesting” and leave it at that. Illustrate that you did the assigned reading, by applying information from the readings in the discussion.

## **MODULE 2: June 18- June 24**

### **Activities:**

- Read Chapters 1-4 in Kelly, Vottero, and Christie-McAuliffe including critical thinking, Case studies, and review questions with answers and explore the suggested websites
- Read in Nance book- author’s note, intro, and pages 1-31 and start a journal of notes/ ideas about what you are learning to help with a future assignment
- Read assigned journal articles available on Canvas

### **Assignments:** Due June 24<sup>th</sup> by Noon

- Utilize the nursing process to guide your writing of a 2-3 page reflective paper about either your workplace or the site of your practicum for this course (please do not name the site) in relation to principles of patient safety, quality care, and high reliability organizations that you learned through your reading this week (50 points possible).
  1. Assess safety, quality, high reliability of the organization (10 points)
  2. Based on the assessment, identify (diagnose) 3 areas/attributes that you find to be excellent and 3 areas/attributes that could use some improvement (10 points)
  3. Develop a brief plan as if you were the manager, chief nurse, or CEO of that organization that includes how you would intervene to maintain the positive attributes and how you would intervene to improve the weak/problem areas (10 points).
  4. Provide objective, measurable outcomes that you would use to evaluate if your Implemented plan is working (10 points)
  5. Appropriate use of APA, practically grammatically and typographically error free, Cite sources that back up what you are asserting properly, include cover page, and reference page (10 points).

## **MODULE 3: June 25- July 1**

### **Activities:**

- Read Chapters 5-6 in Kelly, Vottero, and Christie-McAuliffe including critical thinking, Case studies, and review questions with answers and explore the suggested websites
- Watch the videos on Canvas for Module 3
- Read in Nance book pages 33- 79 and continue your own journal/notes about important things you are learning (You will be writing about this later)

**Assignments:** All due on or before July 1 at NOON

- Exploring the Web assignment in Kelly, Vottero, and Christie-McAuliffe on page 159 Complete the web assignment #1, 2, 3 (does not have to be APA) (25 points)  
Write 2-3 paragraphs in the same Word document about a particular scenario you have witnessed or participated in at work or in your current practicum where the teamwork exhibited principles you have read about this week and how they resulted in great patient outcomes. Then describe a particular scenario just as above, where the teamwork could have been better and what you have learned this week that could be implemented to improve the teamwork and patient outcome in the future .
- Complete case study on interprofessional teamwork and collaboration (25 points)
- Practicum reflection paper due July 1 at Noon (see previous guidelines in syllabus) (Worth 50 points; 10% of course grade)

**MODULE 4: July 2-8**

**Activities:**

- Review the Transitions in Care information (available on Canvas)
- Read the journal articles provided on Canvas for this module
- Read Nance book pages 81-122 and add to your personal journal/notes

**Assignments:** Due July 8<sup>th</sup> at NOON

- Complete Transitions in Care exercises and case study on web (Worth 100 points; 5% of course grade)

**MODULE 5: July 9-15**

**Activities:**

- Read the journal articles on Canvas regarding healthcare ethics and error disclosure
- Watch the video scenario demonstrating healthcare error
- Read the Nance book pages 123-176 and update your personal journal/notes
- Obtain a copy of error disclosure policy at your workplace or practicum site

**Assignments:**

- Participate in Discussion Board on Healthcare ethics and error disclosure (75 points possible)
- You will be randomly assigned to a discussion group of around 5 students in Canvas. After completing the reading assignments above and watching the video, make your first (original) post to the discussion board by Monday, July 11 at midnight (10 points). In your post, you should describe your thoughts about disclosing errors to patients and their families. If you have ever been involved in a real incident of error disclosure WITHOUT naming your workplace or any identifying patient information, describe what happened. Would you do anything differently based on the information you have learned this week. Is there a particular person/profession on the team who should lead the error disclosure in your opinion? Critique the error disclosure that occurred in the video. Describe important points of an error disclosure policy if you were able to obtain one. (25 points). Then, prior to Friday, July 15 at Noon when the discussion will close, make a meaningful response to 2 of your

colleagues in the discussion group (20 points for each response). A meaningful response means you maintain professionalism, you respect the ideas and opinions of all others in the discussion group, and that you reflect on the ideas presented and provide substantial input or ideas in response, not say “Wow, that’s interesting” and leave it at that. Illustrate that you did the assigned reading, by applying information from the readings

## **MODULE 6: July 16-22**

### **Activities:**

- Read Chapters 7-9 in Kelly, Vottero, and Christie-McAuliffe
- Read assigned journal articles on Canvas about Quality improvement
- Read Nance book pages 177-211
- 

### **Assignments:**

- Practicum reflection paper due July 22<sup>nd</sup> at Noon (see previous guidelines in syllabus) (Worth 50 points; 10% of course grade)
- Participate in Discussion Board on Quality Improvement (75 points possible)
- You will be randomly assigned to a discussion group of around 5 students in Canvas.

After completing the reading assignments above, make your first (original) post to the discussion board by Monday, July 18 at midnight (10 points). In your post, you should point out the most important lessons/ideas you learned about creating a culture of patient safety from reading the Nance book. Apply major principles of quality improvement to describe the process you would pursue to effectively make changes that would impact the safety culture and patient outcomes in your workplace and/or practicum site WITHOUT naming the site. There is an expectation for you to be thorough in your discussion and cite references that support your stance on this topic (25 points). Then, prior to Friday, July 22 at Noon when the discussion will close, make a meaningful response to 2 of your colleagues in the discussion group (20 points for each response). A meaningful response means you maintain professionalism, you respect the ideas and opinions of all others in the discussion group, and that you reflect on the ideas presented and provide substantial input or ideas in response, not say “Wow, that’s interesting” and leave it at that. Illustrate that you did the assigned reading, by applying information from the readings.

## **MODULE 7: July 23-July 29**

### **Activities:**

- Read chapter 10 & 13 in Kelly, Vottero, and Christie-McAuliffe
- Read assigned journal articles about Informatics in Healthcare available on Canvas

### **Assignments:**

- Submit Evidence-based practice project final presentation video link- Due July 29 at Noon (Worth 100 points; 30% of course grade)
- Write a 2-page double-spaced reflection on informatics in healthcare. Discuss the advantages and disadvantages of the use of technology in healthcare. How does the implementation of new technologies affect your nursing practice? Choose one specific technology in your workplace or practicum site. Review the information you can find about the device from reliable sources on the web and from peer-reviewed literature. (Example would be bar-code medication administration). Discuss the

advantages and disadvantages you have noted from working with this technology.  
Does it improve patient safety or impede it? Use APA format and cite references  
(Worth 50 points)

### **MODULE 8: July 30-August 4<sup>th</sup>**

#### **Activities:**

- Choose and watch the video presentations of ten classmates

#### **Assignments:** Due August 4 by Noon

- Write a 2-page summary of what you learned from watching your peer's Presentations: Rank order the presentations by most helpful content provided and Creativity/Professionalism of presentation and then provide a logically organized analysis of significant pearls you learned about evidence that you can apply to your clinical practice that will improve outcomes. (Worth 50 points, 10% of overall grade)

### **GUIDELINES – FINAL PRESENTATION**

The final presentation will be a **maximum of 15 minutes – and a minimum of 10 minutes**. This should include time for questions. The presentation will be pre-recorded and submitted to your course faculty in advance of the last day of class. Your presentation will summarize your practicum experience and your evidence-based project. It should include the following information.

A brief description of your practicum setting and your learning goal (5 points)

Your specific learning objectives and how they were accomplished (5 points)

Compare what you saw/were doing during the practicum experience to what you were reading in the literature (25 points)

Make a statement about best practices on your chosen topic, and if they had been implemented at your practicum site. If not, what changes are needed? (10 points)

A reflection on the personal effect of practicum (20 points)

Audiovisuals (such as PowerPoint) are clear, concise, colorful, professional (10 points)

Video link submitted that illustrates (we can see you) presenting the material (10 points)

Well-organized and planned (10 points)

Logical progression of ideas

No more than 15 minutes, no less than 10 minutes

Speaking presence (5 points)

- Do not read your presentation
- Look at the audience – DO NOT read your notes/slides
- Smooth transition between slides
- Few “uh’s” or other distracting mannerisms
- Kept it interesting enough that it would maintain audience engagement

The grade for the presentation will be a percentage calculated by dividing the total points earned by the total points possible (100). **To pass the course, students must earn 76% on the presentation.**

**UNIVERSITY OF KENTUCKY COLLEGE OF NURSING  
NUR 453: NURSING PRACTICE CAPSTONE FOR REGISTERED NURSES**

**Certification of Practicum Hours**

Student Name: \_\_\_\_\_  
Please Print

I hereby certify that I have met or exceeded the practicum hours required for this course (40 hours) which is deemed to be satisfied with the acceptance of the required practicum log and written reflections.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Agency Nurse Signature

\_\_\_\_\_  
Date

**This form should be submitted, with all signatures, to your faculty member by the last day of class.**

**PRACTICUM HOURS**

| Date | Time | Brief description of Activities |
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Hours: \_\_\_\_\_



**UNIVERSITY OF KENTUCKY COLLEGE OF NURSING  
NUR 453: NURSING PRACTICE CAPSTONE FOR REGISTERED NURSES**

**PRACTICUM LETTER**

Dear Nurse Practicum Leader:

Thank you in advance for your work with one of our senior RN students. We are delighted that you will be sharing your expertise with one of our students. Can you recall a special person whom you may have regarded as a role model/mentor during your nursing training? In the same sense, your role will be just as meaningful for your student.

The student will work with you a minimum of 40 hours to meet the practicum requirements of the course. This student is a registered nurse – but some of our students are relatively new to the profession. Guided immersion into your role is suggested.

Students are responsible for maintaining time logs. You will be asked to sign confirming the hours spent working with you or at the site under your supervision.

Students are responsible for completing an evidence-based practice project and presenting an oral presentation at the end of the course. Please note that if the student is employed at the agency, these clinical hours must be completed **independent** of their normally scheduled work time.

Please contact me (Jessica Wilson, Ph.D., APRN, [JessicaL.Wilson@uky.edu](mailto:JessicaL.Wilson@uky.edu) or (859) 553-8015 if you have any questions or encounter problems.

Sincerely,

Jessica  
Jessica Wilson, PhD, APRN  
Assistant Professor, Coordinator of the RN-BSN Option  
Course Coordinator, NUR 453



College of Nursing  
315 College of Nursing Building  
Lexington, KY 40536-0232  
859 323-5108  
fax 859 323-1057  
[www.uknursing.uky.edu](http://www.uknursing.uky.edu)

February 15, 2016

To: Course Reviewers  
From: Dr. Darlene Welsh, BSN Program Director

Undergraduate students can earn the Bachelor of Science in Nursing (BSN) degree in three ways: a) Traditional Option – freshman pre-nursing students admitted to program sophomore year, b) Second Degree Option – students with another degree admitted into sophomore year, and, c) RN-BSN Option – registered nurses who have earned an associate degree in nursing transfer into the program. The College of Nursing has offered these three options for many years, a recent change is that we are in the process of creating a fully distance learning curriculum for the RN-BSN Option students.

The purpose of the College of Nursing's proposal for a new course, *NUR 453: Nursing Practice Capstone For Registered Nurses*, is to distinguish the offering for post-licensure associate degree nurses who are enrolled in the RN-BSN Option (online) from *NUR 413: Synthesis of Clinical Knowledge for Nursing Practice* which is offered to traditional and second degree, pre-licensure baccalaureate nursing students who learn in traditional classrooms. The pre-requisites for *NUR 413* are all of the required nursing courses for the Traditional Option BSN curriculum. All other courses in the RN-BSN Option curriculum or permission of the instructor are pre-requisites for RN students wishing to enroll in *NUR 453*.

The course description and learning outcomes for students enrolled in *NUR 413* (pre-licensure nursing synthesis course) and *NUR 453* (capstone course for RN students) have similarities but the instructional approach is different, given pre-licensure vs. licensed RN students earning the BSN degree. Both groups of students must meet the accreditation standards of the CON and the university requirements for a Bachelor of Science degree.

Thank you for your consideration of this proposal. Please contact me with additional questions at [jdwels00@uky.edu](mailto:jdwels00@uky.edu) or 859-323-6620.