

Texas A&M University - Corpus Christi  
College of Nursing and Health Sciences  
**NURS 5469 Patterns of Care Delivery**

Syllabus  
Fall 2025

**FACULTY:** Yolanda Keys

**OFFICE HOURS:** By Appointment

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**CREDITS:** semester hours (1:9)

15 contact hours for seminar/ 135 contact hours for clinical

**Clinical Faculty Information located in CANVAS course**

**COURSE DESCRIPTION:**

Appraisal of various patterns of care delivery that develop in response to the evolving and increasingly complex resources in the health care delivery system. Students will complete a project evaluating the management and delivery of the continuum of care in one or more health care organizations. Capstone Course.

The lecture component of this course is delivered through online technology. Laboratory hours must be completed in appropriate settings approved by clinical faculty.

**Prerequisites:** All core and leadership specialty courses or with permission of the Department Chair.

## **COURSE OBJECTIVES: (AACN MSN Essentials)**

At the completion of this course each student should be able to:

1. Integrate and apply selected theory and research findings in the implementation and improvement of administrative nursing practice. (1, 2, 4, 7, 8)
  - 1.1. Apply selected nursing and non-nursing theories to design, implement and evaluate a plan for fostering the delivery of efficient and effective health care. (Change agent role)
  - 1.2. Apply selected theoretical frameworks and evaluation methods to examine problems encountered in the clinical setting. (Investigator role)
2. Appraise the influences of cultural factors that enhance or prevent optimum health care delivery in a selected area. (1, 3, 4)
  - 2.1. Analyze the influence of cultural beliefs of clients and health care personnel in the selected clinical site. (Consultant role)
  - 2.2. Evaluate strategies to manage cultural factors that enhance the successful coordination and integration of care provider behaviors in a selected clinical area.
3. Contribute to the enactment/establishment of the management role within the chosen preceptor site. (7)
  - 3.1. Analyze factors that affect the role enactment and develop approaches to enhance performance. (Clinical manager role)
  - 3.2. Determine the influences of organizational constraints on the delivery of nursing care and develops ways of dealing with them. (Clinical manager role)
  - 3.3. Incorporate the use of professional standards in directing nursing care at a specified organization level in a chosen clinical site. (clinical manager role)
  - 3.4. Serves as a role model and resource for nurses by demonstrating a high level of clinical competence in assessment, analysis and decision-making, managing and evaluation. (Clinical role)
  - 3.5. Expand knowledge through incorporation of research findings into clinical practice
  - 3.6. Use selected learning theories to foster learning in clients and staff. (educator role)
  - 3.7. Collaborate with other members of the health team to improve patient care (consultant role)
4. Justify the influence of legal, historical, social, political and ethical factors on the role of the nurse in administration. (9)
  - 4.1. Collaborates with nurse educators, students, health care providers, politicians, professional associations and consumers to improve patient care. (change agent role)
  - 4.2. Analyzes the actual or potential impact on nursing and the role of the nurse in administration, of major social, economic, political, legal and historical issues. (change agent role).

## REQUIRED TEXTS AND RESOURCES:

### Required

American Psychological Association. (most current edition). *Publication Manual of the American Psychological Association*. Washington, D.C.: APA

TNA (Most current edition) *Annotated Guide of the Texas Nurse Practice Act*. Austin, TX. Texas Nurses Association. (You can purchase directly from the Texas Nurses Association <http://www.texasnurses.org/>)

### Recommended

Any/all texts used in previous graduate courses.

### Course Policies

1. Syllabus: Students are expected to review the syllabus along with guidelines for assignments and related grading criteria to fully understand the course requirements and policies. **While the provisions of this syllabus are as accurate and complete as possible, faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements within Canvas. It is the student's responsibility to monitor course announcements. Questions regarding course requirements should be addressed within the first week of the course.**
2. Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule. Please note and remember the 'rule of thumb' for the weekly time commitment associated with university courses. This course is a 4-semester hour course; 1 semester hour is didactic and 3 semester hours are practicum. That translates to 3 hours per week for the didactic portion of the course and approximately 9 hours per week (135 total) for the practicum portion of the course.
3. The online weekly schedule begins on Tuesday and ends on Sunday. Assignments are due by 11:55pm on the date indicated in the course schedule.
4. Participation: Participation is due according to the course schedule. Student engagement and participation is an expectation in this course. Each student must participate to demonstrate course requirements.
5. Course communication: Professional and timely communication with course faculty is a course expectation. Communication with faculty should be within the Canvas course shell except when special circumstances exist (i.e. Canvas is not available).
  - Course faculty will monitor Canvas mail and discussion comments regularly. Students can usually expect a response to email messages or discussion comments within 48 hours of the posting unless messages are sent on Friday. I generally do not check emails etc. over the weekends or holidays. – PLEASE PLAN ACCORDINGLY
  - Students are expected to read and respond to faculty communications within 48 hours if sent during the workweek and within 72 hours if the message is sent on a weekend day.
  - Canvas should be used for all communication concerning the course.

- You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course. *Computer or Internet problems are not an excuse for late work or lack of participation* – **have a back-up plan** in place in case of emergencies. Students are expected to have consistent access to a computer that can support Canvas applications.
  - Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.
  - Course faculty is available for meetings with individual students through email, telephone, or face-to-face (virtual) encounters. Students are encouraged to make appointments when extensive content must be covered.
  - Students will generally receive feedback on assignments within 2 weeks of assignment due dates unless notified by the course faculty.
6. Late assignments will not be accepted unless arrangements have been made with the faculty **PRIOR** to the assignment due date.
  7. Discussions are asynchronous and must be completed by the due date indicated in the course schedule. The discussion will be closed on that date.
  8. Guidelines for Form and Style of Written Assignments: Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact course faculty in a timely manner to ensure satisfactory completion of the assignment on the date it is due.
    - Unless otherwise instructed, students must adhere to the most current edition of the APA Publication Manual for formatting and organizing written assignments. All of the assignments will be graded based on content AND format.
    - The campus Center for Academic Student Achievement (CASA) provides writing support both in person and in an online format. The phone number for CASA is 361-825-2254 and the web link is <http://casa.tamucc.edu>. You can set an appointment with a consultant and meet online to consider your writing needs. *Please use this resource.*
    - You are welcome to use AI tools (including: Bard, ChatGPT, GPT, Copilot, Gemini and anything similar) in this class. But be aware of the limits of AI tools:
      - ★ If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts in order to get good outcomes. This will take work.
      - ★ Should you decide to get research assistance from AI, please be sure to put both **a)** your prompt and **b)** the resulting text as an appendix at the end of your work, and **c)** list it in your reference list. Just as with any other source, if you use an AI bot's exact words, enclose them in quotes and put the citation in parentheses. You are expected to compose the sentences in written assignments yourself, except for a small amount of well-cited quoting. Be cautious in using AI for research assistance, as all existing AI apps 'hallucinate' and supply false information; don't rely on AI for accurate information; always fact-check.
      - ★ If I have reason to suspect that AI tool(s) have been used, and you have not included the three elements required above OR if I note incorrect/false information in your submission, then you will need to meet with me via Zoom to talk about the assignment. This conversation will include knowledge checks for course/assignment content.
      - ★ **If you have decided NOT to use AI for assistance with your work, please include the following statement after the references: "I disclose that this assignment reflects my**

*own work and all sources used to formulate the content herein are included in the reference list."*

9. Evaluation Input from Students - The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Please be assured that this information is secured and not released to faculty until after grades are submitted. No names are available to faculty. A link to evaluations will be available toward the end of the semester. Thank you in advance for your assistance with the evaluation process.
10. **Changes:** The material in this syllabus and dates identified in the class schedule are not likely to change, however, in the event a change is necessary, students will be notified in a timely manner. Students should monitor the Announcement section of the Canvas course shell to obtain information in a timely manner.

### **A Few Thoughts**

A practicum experience offers an opportunity to understand a great deal about the reality of nursing leadership as a career. In order to maximize this experience, I highly recommend that you pay close attention to your preceptors, looking for the hints and tidbits that bring the myriad pieces of the theories and concepts you have studied the past few years to life.

The assignments in this course have been chosen to specifically provide each student with the opportunity to demonstrate your contribution to the practicum setting and use your cumulative knowledge to enhance your clinical practice. As you seek to illustrate your comprehension and mastery of the NLN educator competencies, review the directions and guidelines for the practicum and the assignments to be sure your activities are set up to achieve those competencies.

You will note there are not any real group assignments in this course. That is deliberate; as I believe the discussion forums provide sufficient group interaction leading to the course objectives. My goal is for you to each build a variety of skill sets. Planning and organizing large complex projects such as the practicum activities can be intricate and time-consuming.

- As the capstone course for a Master of Science in Nursing graduate program, students are expected to demonstrate satisfactory competencies through the application of principles learned through the Leadership in Nursing Systems courses. The extent to which students can appropriately apply these principles in real-life situations will be evaluated by preceptors who observe students in the clinical setting and faculty who will evaluate the capstone project. The Course Project and clinical laboratory journal will contribute to the total points earned in the course.
- Students can expect to use resources acquired during their MSN program of study.  
**Students must earn a B (83) in this course to receive credit for the course.** Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as using the critical thinking skills demanded of the graduate student. Teaching methods include multiple written activities, discussions, independent study of texts, library resources, and practical field experience.
- Students must complete a project within a clinical laboratory setting that will potentially contribute to improved organizational performance. The improved performance may be enhanced financial stability, effective personnel management or expanded patient

outcomes.

- Included in the course credits are 135 contact hours or 3 semester credit hours of integrated practical experience through the clinical laboratory setting over the semester.
  - The 135 hours of clinical practice must be completed before the last week of the semester.
  - Students must select and make arrangements at a clinical site where they can complete the required clinical hours.
  - Preceptors who work in the clinical laboratory settings will guide students in their clinical practice. The preceptor must sign a preceptor agreement and the clinical instructor must approve the preceptor before clinical practice can occur. This agreement is available to students in the Preceptor Manual on the Texas A&M University Corpus Christi College of Nursing and Health Sciences web page.
  - A TAMUCC clinical instructor familiar with leadership and management practice will support the preceptor in academic related business and supervise and evaluate the student's performance using a standard evaluation instrument.

### Grade Components

| Component                                | Points | Percentage        |
|------------------------------------------|--------|-------------------|
| Professional Introduction                | 0      | Required Activity |
| Project Introduction Outline             | 10     | 10%               |
| Project Implementation Outline           | 10     | 10%               |
| Project Budget Outline                   | 10     | 10%               |
| Project Evaluation Outline               | 10     | 10%               |
| Final Project Executive Summary & Report | 30     | 30%               |
| Professional Critique                    | 5      | 5%                |
| Clinical                                 | 25     | 25%               |
| <b>Total</b>                             | 100    | 100%              |

The student's clinical laboratory experience will be graded by the clinical instructor in consultation with a student's preceptor. Students must earn a grade of satisfactory in the clinical lab to pass this course. The clinical journal will be graded and contribute 25% to the total course grade.

**Students must earn a minimum grade of 83 to pass this course.**

## Grade Scale

| Grade | Percentage |
|-------|------------|
| A     | 90 - 100   |
| B     | 83 - 89    |
| C     | 75 - 82    |
| D     | 67 - 74    |
| F     | Below 66   |

## Capstone Project

The primary focus of this course is the application of principles of system leadership and management learned through the course work in the Leadership in Nursing Systems specialty area of study. These principles should guide students in completing their capstone project.

Students must select a healthcare practice area of professional interest and implement a project designed to enhance system outcomes within that practice area. The clinical project should support the work of the system and foster the delivery of quality **nursing** care in that specific setting. Because nursing care is generally a major component of all services delivered within a healthcare agency, the project may affect service delivery at a broader level but the student must describe the effect on nursing practice in that setting specifically. Through this project, students will model behaviors associated with advanced principles of administrative practice in nursing. These behaviors represent nurse administrator competencies and facilitate fulfillment of role responsibilities that include investigator, consultant, change agent, clinical leader, and manager. Students should select their projects through consultation with preceptors and clinical instructors. Their progress on projects will be monitored by the clinical instructor through entries in a clinical log.

This activity is not simply an assignment to complete for this course. Students should contact the course or clinical instructors for assistance or feedback when needed. Students should not wait until the middle of the semester to start this report. It takes time to write a succinct, cogent, and thorough report of a major project. Literature on technical reports or business reports may be useful tools for preparing this report.

**Project managers are responsible for protecting participants in their projects.**

If a project

- 1) is a scientific investigation designed to generate new knowledge and
- 2) involves humans - the project design **MUST** be reviewed by an IRB.

**ALL STUDENT PROJECTS THAT MEET THESE TWO CRITERIA MUST BE SUBMITTED TO THE TAMUCC IRB before the project can be started.** The agency in which you are completing the project may also require that its IRB review the protocol.

### **What do you mean I need to make outlines?!?**

Students often struggle with organizing their project in a logical format. Outline assignments have been integrated to facilitate progress toward the final report. These outlines should assist students in their planning activities and provide an overall outline for distinct components of the final report. Students should take advantage of these assignments to seek assistance from their faculty with project activities.

*Here are some Outline Resources to assist with your work*

- APA outline format examples (use the Basic or Sentence Format):  
<http://examples.yourdictionary.com/apa-outline-format-examples.html>
- Purdue: <https://owl.english.purdue.edu/owl/resource/544/1/>

**The better your outlines – the easier it will be to put your final report together!**

## WEEK 1

1. Print and Read syllabus CAREFULLY
2. Post professional introduction

### Professional Introduction

The purpose of this activity is to introduce students to each other and initiate a network for nurse leaders with advanced educational preparation throughout Texas. All information shared in this discussion is confidential and students should protect the privacy of their classmates by protecting their information. Students should use the discussion folder labeled Professional Network to introduce themselves and share project ideas.

The introduction should include:

- current position,
- general ideas about the topic for the capstone project,
- expectations for the course

Consider sharing contact information so classmates can continue relationships as colleagues upon completion of the MSN program

This assignment is a professional presentation and the information contained on this page should be consistent with professional leadership behaviors. Students should protect their colleagues' information.

### Grading Criteria for Professional Introduction

| Criterion                                                       | Possible Points                                                                                                                       |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Current work position                                           | - 0 -<br>There are no points associated with this assignment but no other work will be graded until this activity has been completed. |
| Explanation of project contribution to student's career goals   |                                                                                                                                       |
| Expectations of course                                          |                                                                                                                                       |
| Contact information for professional networking across students |                                                                                                                                       |

## WEEK 2

Submit all preceptor documentation including proof of Texas RN license and ensure compliance with immunization and CONHS database requirements

## WEEK 3

Focus on clinical practice this week.

## WEEK 4

Focus on clinical practice this week.

Submit your clinical log by 11:55pm on Sunday (see course schedule)

## WEEK 5

Focus on clinical practice this week.

## WEEK 6

1. INTRODUCTION OUTLINE Due
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

### Project Introduction / Background Outline Assignment

This assignment provides you an opportunity to document the reason why you selected the project and the framework you used to select your intervention. This information creates the rationale for the process you have designed to improve system outcomes. It should contain the pre-intervention steps in your design of a project that will lead to positive changes in operational, financial, or patient outcomes. The first steps require that you establish goals for a project that will direct your activities. The goals should be based on a need for change and specify the desired outcomes you expect to achieve.

This assignment provides students with opportunities to complete early project plan activities, identify areas in which they may anticipate significant challenges, and receive feedback from faculty to guide their final project activities. This assignment should address the background and significance summary that will be used in the introduction or overview

section of the final project report.

### Grading Criteria for Project Introduction/Background Outline

| Criterion                                                                                             | Possible Points |
|-------------------------------------------------------------------------------------------------------|-----------------|
| Purpose of the project<br>Background and significance of the issue<br>Rationale for project selection | 3               |
| Description of setting and key stakeholders                                                           | 2               |
| Project goals and outcomes to be impacted                                                             | 3               |
| Potential challenges                                                                                  | 2               |
| <b>Total</b>                                                                                          | 10              |

## WEEK 7

Focus on clinical practice this week.

## WEEK 8

1. IMPLEMENTATION OUTLINE Due
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

### Project Implementation Outline Assignment

Generally the outcomes from the introduction should be empirically linked to the goals and the activities you plan to implement. Theoretical models help you select the outcomes and often indicate the activities you should implement. There are several excellent theoretical models that can be used as a framework for change management or quality improvement activities.

Situational factors (Assumptions and Constraints) will influence the likelihood of achieving the outcomes. The success of a project then depends on your analysis of these factors (and management of their influence). Assumptions are those things that you *believe* are true today and must be based on sound reasoning or judgment. Constraints are those that constrain the project such as time, money and people but facilities, equipment, regulations may also be important. Theoretical models that explain relationships between phenomena may be useful in projects designed to examine the effectiveness of major processes on patient outcomes.

### Grading Criteria for Project Implementation Outline

| Criterion                                                                                                                                                                                             | Possible Points | Earned Points |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------|
| Introduction to theoretical model selected to guide implementation and rationale for theoretical model selection                                                                                      | 2               | 2             |
| Analysis of situational factors impacting implementation (critical assumptions, constraints and any ethical considerations)                                                                           | 3               | 3             |
| Overview of alternatives that were considered that could have also addressed the need and rationale for selecting the recommended implementation – Recommendations must be based on current evidence. | 3               | 3             |
| Timeline for implementation                                                                                                                                                                           | 2               | 2             |
| <b>Total</b>                                                                                                                                                                                          | <b>10</b>       | <b>10</b>     |

#### WEEK 9

Focus on clinical practice this week.

#### WEEK 10

1. RESOURCE ALLOCATION OUTLINE Due
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

#### Project Resource Allocation Outline Assignment

The ability to influence change in a system requires commitment of resources. These resources may be financial or human in nature. A project manager needs to know if the resources are sufficient to accomplish project outcomes and whether the cost of acquiring those resources is worth the change that may be achieved through the project. It does not benefit a system when resource costs outweigh benefits the project hopes to provide. Potential challenges to the successful implementation of projects must be anticipated. Effective managers identify these challenges early, identify potential champions who may be in a position to eliminate the challenges or incorporate strategies to reduce the impact of the challenges on the project successes.

### Grading Criteria for Project Resource Allocation Outline

| Criterion                                                                                                                                                                                                            | Possible Points |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Identify any of the following resources that your project will require. Provide <b>cost estimates</b> <u>AND</u> a <b>justification for each</b> :<br>Facilities or equipment<br>Technology or software<br>Personnel | 4               |
| Identify if the resource allocation is one-time or will be ongoing                                                                                                                                                   | 2               |
| Identify potential funding sources                                                                                                                                                                                   | 2               |
| Potential financial impact to the organization                                                                                                                                                                       | 2               |
| <b>Total</b>                                                                                                                                                                                                         | 10              |

#### WEEK 11

Focus on clinical practice this week.

#### WEEK 12

1. EVALUATION PLAN OUTLINE Due
2. Submit your clinical log by 11:55pm on Sunday (see course schedule)

### Project Evaluation Outline Assignment

This assignment provides students with an opportunity to outline their framework for evaluating the success of their project including delineation of measurable project outcomes. This assignment should include the evaluation model with rationale for the use of the model that will be used to evaluate the effectiveness of the project. It will provide students with a framework for completing a section of their final project report.

Quality improvement models provide alternative frameworks for examining the effectiveness of projects designed to improve healthcare delivery processes. The assumptions in these models are different from those embedded in research studies. There is no attempt to establish cause-effect but generally the goal is to answer situational questions.

That is they seek to establish processes that directly lead to desirable outcomes within the system in which they will be used. Project managers need to know the scope of their project so that they select appropriate evaluation methods. The evaluation method must be outlined before implementation of project activities begin to insure data that will indicate the success of a project are collected at appropriate intervals. EX: The clinical microsystems 5 Ps process is one framework for evaluating the effectiveness of a system intervention.

Project managers are responsible for ensuring the measurement of project outcomes. The purpose of this assignment is to **outline** your evaluation plan for your project. You may not actually get to evaluate the outcomes because of time constraints with the semester. You must however have a plan.

### Grading Criteria for Evaluation Outline

| Criterion                                                                                                                                                                     | Possible Points |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Description of Evaluation framework <ul style="list-style-type: none"> <li>Variable(s) that will be measured/assessed</li> <li>Data sources for evaluation process</li> </ul> | 3               |
| Rationale for framework <ul style="list-style-type: none"> <li>Theoretical model</li> <li>Fit with project goals</li> </ul>                                                   | 2               |
| Evaluation time line                                                                                                                                                          | 2               |
| Challenges in evaluating this project                                                                                                                                         | 3               |
| <b>Total</b>                                                                                                                                                                  | <b>10</b>       |

## WEEK 13

Focus on clinical practice this week.  
Last week to accumulate practicum hours.

## WEEK 14

1. FINAL PROJECT REPORT Due
2. EXECUTIVE SUMMARY POST Due (I suggest writing this AFTER you have completed the Project Report)
3. Submit your clinical FINAL log by 11:55pm on Sunday (see course schedule)

### GRADING CRITERIA FOR PROJECT REPORT

The project report is written after the project has been completed and provides a history of events: YOU ARE WRITING ABOUT THE WORK YOU DID IN DEVELOPING YOUR PROJECT PLAN – WHETHER YOU WERE ABLE TO IMPLEMENT AND EVALUATE THE PLAN OR NOT.

The document provides an agency with a record to reference when making future decisions related to the project topic. The report will be graded by course faculty and will constitute 30% of the total course grade. A copy of the final project report will also be submitted to the clinical preceptor for the organization's records.

Additionally, preceptors may ask students to conduct oral presentations of their projects to relevant personnel in their organizations. Course faculty may be available to attend these presentations if notified in time to facilitate their attendance.

The grading criteria represent major components of project plans. They are present in the process used to determine whether a project should be undertaken and whether the activities of the plan fit the situation.

- Do not simply use the grading criteria as headers to your report or write the paper as short answers to each of the criterion. The main headings are provided as a guide. Students should individualize their project reports with relevant subheadings specific to their projects.
- It is the student's responsibility to organize the content so that the report makes sense to the reader.
- Resources for organizing your report: You may want to review literature related to business reports, presentations, or technical reports for assistance in creating a cogent, succinct, yet thorough report.
  - Davidoff, Batalden, Stevens, and Ogrinc (2008) have created a unique framework for reporting quality improvement reports. You can access this framework at: [SQUIRE GUIDELINES](#).
  - The structure provided above is derived from the SQUIRE publication guidelines (Davidoff F, Batalden P, Stevens D, Ogrinc G, Mooney S. Publication guidelines for quality improvement in health care: evolution of the SQUIRE project. Qual Saf Health Care 2008;17[Supplement 1]:i3-i9).

- You may use tables, appendices, and references throughout the report to support your plan and evaluation conclusions.

### Report Submission

The Project Report should adhere to the most recent APA format. It should be double-spaced with a title page. Each page should be numbered. Your name should be clearly visible on the title page. You should submit your Project Report to your faculty **FIRST** and then to your preceptor / clinical agency. When submitting for grading upload your completed document into the appropriate section of the Assignment Tool. Make sure the filename includes your first initial and last name.

| Criterion for Capstone Project Report                                                                                                                          | Possible Points |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| EXECUTIVE SUMMARY (3 pages max)                                                                                                                                | 5               |
| INTRODUCTION (5 pages max)                                                                                                                                     | 5               |
| Purpose of the project <ul style="list-style-type: none"> <li>• Background and significance of the issue</li> <li>• Rationale for project selection</li> </ul> |                 |
| Description of setting and key stakeholders                                                                                                                    |                 |
| Project goals and outcomes to be impacted                                                                                                                      |                 |
| Potential challenges                                                                                                                                           |                 |
| IMPLEMENTATION (5 pages max)                                                                                                                                   | 5               |
| Introduction to theoretical model selected to guide implementation and rationale for theoretical model selection                                               |                 |
| Analysis of situational factors impacting implementation (critical assumptions, constraints and any ethical considerations)                                    |                 |
| Overview of alternatives that were considered that could have also addressed the need and rationale for selecting the recommended implementation               |                 |
| Timeline for implementation                                                                                                                                    |                 |

|                                                                                                                                                                                                                                                         |    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| RESOURCE ALLOCATION (3 pages max)                                                                                                                                                                                                                       | 5  |
| Identify any of the following resources that your project will require and provide cost estimates and a justification for each:<br>Facilities or equipment<br>Technology or software                                                                    |    |
| Personnel                                                                                                                                                                                                                                               |    |
| Identify if the resource allocation is one-time or will be ongoing                                                                                                                                                                                      |    |
| Identify potential funding sources                                                                                                                                                                                                                      |    |
| Potential financial impact to the organization                                                                                                                                                                                                          |    |
| EVALUATION (5 pages max)                                                                                                                                                                                                                                | 5  |
| Description of Evaluation framework <ul style="list-style-type: none"> <li>• Variable that will be measured</li> <li>• Data sources for evaluation process</li> </ul>                                                                                   |    |
| Rationale for framework <ul style="list-style-type: none"> <li>• Theoretical model</li> <li>• Fit with project goals</li> </ul>                                                                                                                         |    |
| Evaluation time line                                                                                                                                                                                                                                    |    |
| Challenges in evaluating this project                                                                                                                                                                                                                   |    |
| FINDINGS AND OUTCOMES (3 pages max)                                                                                                                                                                                                                     | 5  |
| <ul style="list-style-type: none"> <li>• What was achieved or not achieved?</li> <li>• Was there anything missing from your analysis?</li> <li>• How did the organization benefit from this work?</li> <li>• This is a reflective section***</li> </ul> |    |
| Logical presentation of ideas and APA<br><b>Failure to incorporate feedback from outlines will result in point deductions!</b>                                                                                                                          |    |
| Total                                                                                                                                                                                                                                                   | 30 |

\*\*\*The findings and outcomes should result from the process of working up the proposal. Did you find information difficult to find? Did you have issues in locating key information or find the culture of the organization different than expected? Outcomes might include people in support of your project or some unanticipated challenges... This is a reflective section that may or may not be appropriate to share with the organization.

## FINALS WEEK

1. PROFESSIONAL CRITIQUES Discussion
2. Complete Course Evaluation
3. Get ready to GRADUATE!!!

### **Professional Critique Assignment**

In the final week of the course students should:

- Post your executive summary.
- Each student should read the Executive Summary of at least 2 classmates.
- Each student should make a minimum of 2 substantive comments to 2 different students to receive full credit.
- All posts should be respectful and collegial.

## **Clinical Laboratory Requirements**

This course is the capstone course for the Leadership in Nursing Systems specialty area of study. The course requires 135 contact hours of clinical practice and 15 contact hours of integrated seminar. The clinical laboratory component of this course provides students with experiential opportunities that foster integration of principles acquired through previous and didactic and clinical course work. The preceptor plays a key role in this integration process. Each student's experience will be different, depending on personal interests and the preceptor's area of practice. The understanding and working relationship between each student and the preceptor is an individual process and will therefore create unique learning experiences for each student-preceptor partnership. The over-arching goal for all experiences, however, is for students to demonstrate beginning competencies associated with administrative practice. These competencies will be evaluated by the preceptor and clinical instructor using the clinical evaluation form.

The clinical laboratory component of this course consists of 135 hours. Both the preceptor and clinical instructor will assist the student to monitor clinical time and assure each student completes 135 hours of practice. These hours should not be completed as observation activities. Rather, the student is expected to use their clinical time to plan, implement and evaluate a project that contributes to the performance of the organization. Students should give the preceptor the course guidelines and performance evaluation measure early in the course so that the preceptor can appropriately guide the student's learning experiences within these hours.

Some clinical hours may be completed away from an organization but the majority of clinical hours should be completed within the clinical laboratory setting. Both the clinical instructor and preceptor must complete the student performance evaluation attached to this syllabus for the student to earn credit for the completed clinical hours. Students must demonstrate satisfactory performance on the evaluation to pass the course.

Students must comply with agency requirements related to background checks, licensure verification, immunizations, and any other agency-specific requirements before starting clinical hours.

### **What can I count toward the practicum???**

The clinical hours are time spent within the facility where you are conducting or planning to conduct your proposed project. Any activity you do there that in some way informs, plans, implements, or evaluates your proposed project counts as clinical hours. So, this includes meetings with your preceptor discussing how you will plan your project, meetings with others in the facility that will be impacted by or will influence/support/inform your project, and hours spent reviewing documents, databases, policies, etc. that play a role in your project. You can also apply 10 hours of the 135 required hours to conduct research to support your proposal on topics that you have not already covered in your previous courses (example: your project is focused on

initiating a pet therapy program - you might spend some hours researching how pets have been used in the clinical setting).

Hours spent writing your clinical logs, writing your outlines, and writing your paper (assignments that are required by the course) are not to be included in clinical hours.

On the other hand, if your preceptor asks you to put together a presentation of your proposal and present it to facility personnel (not a requirement of the course), you may count these hours toward your clinical hours.

Hope this helps to clear up any potential confusion, but please don't hesitate to ask if unsure.

### **Clinical Log Format**

Students will use the clinical laboratory to complete the course project. A clinical log provides students opportunities to share their activities with their clinical instructor, seek assistance with the project, and demonstrate nurse administrator competencies. This log also provides the clinical instructor with evidence that a student has performed the clinical behaviors consistently in a satisfactory manner. Students can use their logs as components of their professional portfolios if the entries are thoughtful and demonstrate understanding of management principles.

The clinical log should be submitted as indicated on the course schedule. The log should contain concise information detailing the activities performed in the clinical setting for a specific number of clinical hours using the template provided. References and readings enrich log entries and should be cited at the end of the journal entry in APA format. All clinical hours must be documented by the deadline indicated in the Course Schedule for verification of hours and to inform the overall clinical grade.

The first journal entry should contain details about the organization where each student is completing the Patterns of Care Delivery clinical. These details should include a description of the contextual dimensions of the organization. These dimensions could include: mission, philosophy, goals, constituents, clients, staff, payers, external governing bodies, suppliers, union, and any other relevant elements of the system. This only needs to be submitted ONCE.

### **Evaluations**

Three evaluations are required at the end of your clinical.

1. Student evaluation of Preceptor (we use these so we know where to place future students)
2. Student evaluation of the Clinical Setting (we use this to know if it is a good site for future use)
3. Preceptor evaluation of Student (we use this to assess your performance in the clinical setting)

Please make every effort to email, fax, or pony express these evaluations to your clinical faculty! These may be submitted by either you OR your preceptor.

## **UNIVERSITY POLICIES:**

### Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Canvas toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

### Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one's own). Please see the following sites for additional information:

University Student Handbook and Code of Conduct: <http://www.tamucc.edu/~students>  
University catalog related to academic integrity and honesty: <http://catalog.tamucc.edu/>  
University Rules and Procedures: University Procedure 13.02.99.C3.01 Academic Misconduct Cases

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning

environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in CCH 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816

### Civil Rights Reporting

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez at [Samuel.ramirez@tamucc.edu](mailto:Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz at [Rosie.Ruiz@tamucc.edu](mailto:Rosie.Ruiz@tamucc.edu) ext. 5826, or visit website at Title IX/Sexual Assault/Pregnancy.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

### Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

### Grade Appeals Process

As stated in University Procedure *13.02.99.C0.03*, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may

appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure *13.02.99.C0.03*, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [https://academicaffairs.tamucc.edu/rules\\_procedures/index.html](https://academicaffairs.tamucc.edu/rules_procedures/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

### Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.

### Campus Emergencies\*

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at **361-825-4444** or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to ONLINE.
  - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
  - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
  - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.
  - The notifications include emails, text and pre-recorded messages, as appropriate.
  - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
  - Students can update personal contact information anytime at

<https://emergency.tamucc.edu/contactform/>

- Shelter in Place via Code Blue.
  - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
  - If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.
- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit <http://safety.tamucc.edu/ems/activethreat.html>

\*For the *Quick Campus Guide to Campus Emergencies* (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://safety.tamucc.edu/uploads/Site/finalbooklet.pdf>

\*Required by SACS or HB2504

| Unit              | Topic                                                                             | All assignments are due by 11:55pm on SUNDAYS                                                                                                                   |
|-------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1<br>8/25-8/31    | Course Orientation<br>Professional Networking<br><br><i>Projects and Planning</i> | Print and READ syllabus & course schedule.<br>Complete the syllabus acknowledgement.<br><b>DUE:</b> Professional Introduction<br><i>Read Sipes Ch 1 &amp; 2</i> |
| 2<br>9/2-9/7      | <i>SWOT; Gap Analysis &amp; Needs Assessment</i>                                  | <b>DUE:</b> Preceptor agreement<br><i>Read Sipes Ch 3: Discussion 1</i><br><u>Begin Gap Analysis for Capstone Project</u>                                       |
| 3<br>9/9-9/14     | Clinical Practice<br>Project Progression<br><i>Semester Timeline</i>              | Clinical Practice<br><br><b>DUE:</b> <i>Semester Timeline</i>                                                                                                   |
| 4<br>9/16-9/21    | Clinical Practice                                                                 | <b>DUE:</b> Clinical Log                                                                                                                                        |
| 5<br>9/23-9/28    | <i>Gap Analysis</i>                                                               | <b>DUE:</b> <i>Gap Analysis Assignment</i>                                                                                                                      |
| 6<br>9/30-10/5    | Clinical Practice<br>Project Progression                                          | Clinical Practice<br><b>DUE:</b> Clinical Log <b>DUE:</b> Introduction Outline                                                                                  |
| 7<br>10/7-10/12   | Clinical Practice<br>Project Progression<br><i>Change Management</i>              | Clinical Practice<br><i>Read Sipes Ch 5: Discussion 2 - Change Management</i>                                                                                   |
| 8<br>10/14-10/19  | Clinical Practice<br>Project Progression                                          | Clinical Practice<br><b>DUE:</b> Clinical Log<br><b>DUE:</b> Implementation Outline                                                                             |
| 9<br>10/21-10/26  | Clinical Practice<br>Project Progression                                          | Clinical Practice<br><i>Read Sipes Ch 4</i>                                                                                                                     |
| 10<br>10/28-11/2  | Clinical Practice<br>Project Progression                                          | Clinical Practice<br><b>DUE:</b> Clinical Log<br><b>DUE:</b> Resource Allocation Outline                                                                        |
| 11<br>11/4-11/9   | Clinical Practice<br>Project Progression<br><i>Metrics</i>                        | Clinical Practice<br><i>Read Sipes Ch 6: Discussion 3 - Metrics</i>                                                                                             |
| 12<br>11/11-11/16 | Clinical Practice<br>Project Progression                                          | Clinical Practice<br><b>DUE:</b> Clinical Log<br><b>DUE:</b> Evaluation Plan Outline                                                                            |
| 13<br>11/18-11/23 | Clinical Practice<br>Project Progression                                          | Clinical Practice – <b><u>Last week to accumulate hours</u></b>                                                                                                 |

| <b>Unit</b>       | <b>Topic</b>                             | <b>All assignments are due by 11:55pm on SUNDAYS</b>                                                                                                                                                                                                              |
|-------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 14<br>11/25-11/30 | Clinical Practice<br>Project Progression | <b>DUE:</b> Final Clinical log<br><b>DUE:</b> Final Project Report submitted in CANVAS<br><b>DUE:</b> Executive Summary Discussion Post                                                                                                                           |
| 15<br>12/2-12/7   | Application of<br>administrator role     | <b>DUE:</b> Professional Critiques Due in Discussion Area<br><b>DUE: Clinical Evaluations</b><br>1. Preceptor Evaluation of Student (preceptor can email to me or you can upload)<br>2. Student Evaluation of Clinical Site<br>3. Student Evaluation of Preceptor |