

**Case Western Reserve University
Frances Payne Bolton School of Nursing
Syllabus
Spring 2024**

Course Number: NURS 380

Course Title: Transition to Practice

Course Description: This course will prepare students to transition to professional nursing practice by integrating principles of communication, collaboration, and clinical decision-making necessary to provide safe, quality nursing care for patients and their families with complex issues of health and illness. Emphasis will be placed on clinical practice and nursing strategies designed to provide comprehensive, patient-centered care for select populations.

Credit/Clock Hours:

	Total	Classroom	Clinical	Lab
Credit hours:	8.0	3.0	5.0	0
Clock hours:	322	42	280	0

PRE-REQUISITES: NURS 315, NURS 316, NURS 338, NURS 339

CO-REQUISITES: None

FACULTY:

Course Leader/Coordinator Janna Draine Kinney DNP, RN, CCRN

Title: Instructor

Office: 449V; Email: jdk174@case.edu; Phone: 216-368-6509

Office Hours: Thursdays 1-3pm and by appointment

Instructional Team: TENTATIVE

Kelly Ketcham McConnell, DNP, MSN, AGACNP, RN (email: kkm18@case.edu)

Class Time: Wednesdays 12:30-2:30pm; Samson Pavilion room 169

Course Objectives:

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

1. Integrate principles of patient centered care, communication, innovation, and clinical decision making into professional nursing practice.
2. Incorporate evidence-based guidelines, clinical knowledge, and individual patient/family needs and preferences into care plan development.
3. Empower patients and families to engage in self-care management through education

- and advocacy.
4. Collaborate with intra- and inter-professional teams to ensure delivery of safe, quality, equitable care for diverse populations.
 5. Utilize information and healthcare technologies to enhance clinical decision making, care delivery, and communication within the interprofessional team.
 6. Explore current issues impacting the nursing profession.
 7. Demonstrate commitment and accountability to standards of professional nursing.

Clinical objectives: Individualized clinical objectives, with course faculty and preceptor feedback, are created by each student at the start of their practicum experience.

Lab objectives: This course does not have a lab component.

Student Learning Outcomes:

<https://case.edu/nursing/nursing/index.php/programs/bsn/bsn-student-learning-outcomes>

- Demonstrates the ability to integrate principles of evidence-based practice and quality improvement to deliver safe patient-centered care.
- Demonstrates clinical reasoning that promotes a culture of quality and safety to individuals, families, and populations.
- Collaborates with interprofessional teams, fostering open communication and shared decision-making to ensure safe, high-quality, and cost-effective care.
- Integrates behaviors, values, and the professional code that reflects the nursing profession.
- Explains the benefits of utilizing health care information systems and technologies to promote safe, patient-centered care and support decision-making.
- Recognizes the individual as a full partner in coordinating care that promotes health and well-being based on respect for their preferences, values, and needs.

Educational Support:

The course faculty is available to meet to discuss requests for academic accommodations after the student has registered with the Office of Accommodated Testing and Services (OATS, Sears 440). Accommodations cannot be provided retroactively.

<https://students.case.edu/wellness/testing/>

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from Disability Resources. In order to be considered for accommodation you must first register with the Disability Resources office. Please contact their office to register at 216.368.5230 or get more information on how to begin the process. Accommodations cannot be provided retroactively.

<https://students.case.edu/academic/disability/getstarted/>

Academic Integrity:

All students are expected to maintain academic integrity, including the avoidance of cheating and plagiarism. Students are required to adhere to all academic integrity policies as published in the [School of Nursing Handbook](#) and the 2023-2024 University General Bulletin website on [Academic Integrity](#) policies. Violations of academic integrity will be addressed by the course faculty in accordance with the policies on academic integrity.

Intellectual honesty is central to the academic experience at CWRU. Our [Academic Integrity Policy](#) prohibits submitting Artificial Intelligence (AI) generated text as one's own, just as it prohibits claiming authorship for text that was originally produced by another person.

Professional Conduct:

The four major nursing metaparadigm concepts and the basis of every nursing theory are the person, environment, health, and the nurse. These four core concepts are interrelated and define ideal delivery of nursing care. Nursing care is holistic and patient-centered, meaning that we must recognize diversity and adapt to meet the needs of every patient. There is not an option to refuse care to any patient based on their race, religion, sexual identity, disability, or personal beliefs. The same holds true in this course. Having an open mind is a requirement for successful learning. Therefore, all voices are welcome. This class is a safe space to express generate ideas, thoughtful discussions, and ask questions.

For communication to be effective, interesting, and useful, it is important that you complete the pre-work assigned to each class, contribute by sharing information during class discussions, and respond to your peers and the course instructor with respectful and constructive input. The classroom is a professional environment where academic discussions and learning take place. Civility and courtesy will guide our discussions. Certain course content may evoke feelings of discomfort in some students. Please be sensitive to this potential and how it may be impacting your fellow classmates. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas, and beliefs. In return, you are expected to respect the opinions, ideas, and beliefs of others. Speak with your instructor if any concerns arise.

Diversity, Equity, and Inclusion:

Multiple organizations and opportunities on campus exist for any student interested in getting more involved with the promotion of diversity and inclusion on campus and in the community. You can learn more about this by visiting the website for CWRU's [Office for Inclusion, Diversity and Equal Opportunity](#).

Conceptual Framework:

An optimal health state is influenced not only by intervening variables but also by applied health-seeking behaviors. The framework guiding this course focuses on the belief that nursing strategies and interventions help individuals, families, and groups attain, maintain, and regain optimal health.

Learning-Teaching Strategies:

Lecture/Discussion
Scenarios and case studies
Selected Readings
Small group break-out sessions
Supervised clinical experiences with assignments
Interactive classroom activities
Reflective journaling
Written examinations

Required Texts:

No additional textbooks are required. You will need the diagnostic/lab values handbook, drug handbook, and nursing diagnosis reference from your NURS 230/240 courses to support your course experience. Textbooks used in previous courses (med-surg, peds, critical care) are useful resources, as is the 2020 Publication Manual of the APA (7th ed). Copies of all articles for weekly readings are available online through the Kelvin Smith Library CINAHL database.

Course Requirements/Evaluation Methods:

Various evaluation methods are utilized and described in the course syllabus. Students must achieve a 73% or greater in the didactic portion of the course to pass NURS 380. The clinical component of NURS 380 is pass/fail. **Students must pass clinical to pass the course.** Students who fail the course's clinical or didactic component will automatically fail NURS 380.

Evaluation Methods	Course Percentage
Individual Student Clinical Objectives (3-5 objectives)	5%
In-Class Activities	10%
Clinical Reflections (2 total) -Clinical Reflection #1 = 10% -Clinical Reflection #2 = 10%	20%
Current Issues in Nursing Presentation	10%
Interprofessional Education Experience points for participation in weekly IPE experiences	10%
Exam #1	20%
Exam #2	20%
Clinical Evaluation	Pass/Fail

HESI Specialty Exam	5%
Course Total:	100%

Individual Student Clinical Objectives: (5% of total course grade) Students will develop 3-5 learning objectives (specific and measurable) that reflect what the student aims to accomplish throughout their practicum clinical. Students must submit their ***draft*** individual student clinical objectives in Canvas no later than **the first day of class** (see “Individual Clinical Objectives OBN Recommendations” in Canvas). The student’s clinical faculty supervisor will review and provide feedback for revisions as needed; ***final*** revised objectives should be submitted to Canvas no later than the deadline posted on Canvas. Once the clinical objectives have been approved, the student should present a copy to their assigned preceptor at the start of the practicum rotation. Students must also submit a copy of their approved clinical objectives and their midterm and final clinical evaluations in Canvas. Late submissions will have a one-point deduction per day.

Clinical Reflection: (20% of total course grade) Students will complete two clinical reflections using Brenner’s novice to expert model and following the guidelines outlined in Canvas. This assignment should demonstrate the student’s ability to think critically, to apply the nursing process to practice, and to communicate and collaborate in a multidisciplinary team (see “Evaluation of Student Clinical Performance” form). Students will also reflect on what they have gained from each experience.

Clinical reflections will be submitted electronically to Canvas on their assigned dates. Unless otherwise stated, your clinical faculty supervisor will review and grade the clinical reflections. The student will receive an **automatic 5-point deduction for every day their submission is late** unless an extension is granted by the course instructor before the assignment's due date. Submissions 7 or more days after the due date will receive 0 points.

Current Issues in Nursing Presentation (10% of total course grade): Students can choose a topic/article to review as a group. Students will share their information and learn about a topic different than their own virtually. Students will receive points for completing a presentation and feedback on other presentations.

Interprofessional Education Experience: (10% of total course grade): Collaborative Practice I (CPI) is an interprofessional experience led by the CWRU Office of Interprofessional and Interdisciplinary Education and Research. This experience aims to develop the team skills of health professions students at CWRU and serve the communities of Greater Cleveland. All senior BSN students will engage in this experience on Wednesdays from 3-5 p.m. in the fall and spring semesters. This experience will be incorporated into the following senior classes: NURS 341, NURS 380, and NURS 373. Student interprofessional teams will participate in team-based learning classroom activities and complete a community-based project focused on health and wellbeing. To complete this experience, BSN students must complete all the expectations described on the CPI Canvas site; this includes completing pre-work for class sessions and

in-class activities, participation in both classroom and community-based project sessions on Wednesdays, and self and team evaluations. Full descriptions of these activities are available on the CPI Canvas site. All CPI requirements must be completed before the final day of NURS 380 for credit to be awarded.

Exams: (40% of total grade) There are two multiple-choice/alternate-item exams; each worth 20% of the total course grade. Laptops are required for examinations.

Students are expected to take all exams administered by the course faculty on the day and time they are assigned in the course syllabus. If extenuating circumstances force a student to miss an exam, a make-up examination may be administered. Course faculty must be notified at least 1 hour before class starts if the student cannot take an exam at the scheduled time. The validity of the extenuating circumstance will be reviewed; if deemed valid by the course faculty, a make-up exam will be given at the convenience of the faculty. If a student does not notify the course faculty before the exam's scheduled time, a zero will be issued for a missed exam.

HESI Specialty Exam with Remediation Overview: Completion of HESI testing and remediation is required as part of NURS 380. Students will complete the pharmacology specialty exam for this course on the first day of class. Exam completion and online remediation will comprise 5% of the lecture grade for the course.

Required remediation will consist of 'Essential Packets' prescribed by HESI based on your specialty exam score (aiming for a score of 850) and the content areas that need improvement. You may see additional learning resources open on your HESI exam site, such as case studies and quizzes; completion of these resources is optional. Required remediation must be completed no later than the date listed in Canvas to receive the allotted points for this assignment. If the prescribed remediation is not completed by the due date, zero points will be awarded, regardless of exam completion.

Evaluation of Student Clinical Performance: (Pass/Fail) Students should review the "Guidelines for Independent Practicum Experience" located on the course Canvas site. Students must adhere to the standards for clinical conduct as outlined in the FPB Student Handbook: Clinical Expectations (including the Ohio Board of Nursing's Policy on Student Conduct in the Clinical Setting) and the Attendance for Clinical policy. The student handbook can be accessed at: <https://case.edu/nursing/sites/case.edu.nursing/files/2020-09/FPB%20Student%20Handbook%2020-29-9.pdf>

Satisfactory completion of the course clinical objectives, electronic care plan/clinical reflections, and **280 clinical hours** are required to pass the clinical component for the semester successfully. The clinical faculty supervisor and assigned preceptor(s) will determine satisfactory standing in clinical practice throughout the student's practicum experience (see 'Evaluation of Student Clinical Performance' located in Canvas). A student must be evaluated as 'Meets Expectations' (M) or 'Exceeds Expectations' (E) for all clinical behaviors during the final clinical evaluation to pass the course successfully.

Students must immediately inform their clinical faculty supervisor of adverse or critical incidents. Each student's clinical faculty supervisor will communicate with the student and/or preceptor(s) at the start of the rotation and throughout the semester. The clinical faculty supervisor will also conduct site visits throughout the semester. Two of these site visits will be to complete the Evaluation of Student Clinical Performance (midterm and final), for which both the assigned preceptor(s) and student must be present. Students are to communicate with their clinical faculty supervisor when they have completed approximately half of their clinical hours to arrange a midterm site visit.

Students must maintain an up-to-date running time log of their clinical hours, signed by their preceptor after each shift. Any clinical hours completed without prior notification/approval of the clinical faculty supervisor will not be applied to the 280 hours needed to fulfill the clinical requirement. Students are to communicate any schedule changes to their clinical faculty supervisor promptly.

Professionalism is an important component of the clinical/practicum. Professionalism includes being at the clinical site, prepared to participate/learn at the assigned time. At the start of the practicum experience, the student should review the hospital's policy on late arrival and the call-off procedure with the preceptor. Students not only need to adhere to the FPB policy on tardiness and absenteeism but also to the policy of the practicum site to which the student is assigned. Multiple call-offs can result in a negative evaluation from the site preceptor/clinical faculty supervisor, putting the student at risk for failure of the practicum component of the course.

At the end of the semester, the students' signed and dated clinical attendance time log, a copy of the students' approved clinical objectives, and a completed Evaluation of Student Clinical Performance should be uploaded to Canvas and submitted to their course instructor. A pass/fail grade for the practicum component of the course will be assigned at the end of the semester.

Course Grading Scale:

A= 91%-100%
B= 82%-90.99%
C= 73%-81.99%
D= 64%-72.99%*
F= below 64%*

*Grade of either D or F equals course failure. Students must achieve a minimum grade of **73% overall** to pass NURS 338. **Exam scores and final course scores are not rounded.**

Failure of the course's clinical or didactic component will result in a failing grade for the entire course. If a student receives a failing grade in either the didactic and/or the clinical component of the course, the **ENTIRE** course (didactic and clinical) must be repeated.

Late Work Policy

Assignments are due on their posted due dates. Students will inform the instructor if an extension is needed or required before the due date. Otherwise, a 1 point per day deduction will be assessed from the total points earned for clinical objectives with 0 points applied if the assignment is greater than seven calendar days late. A 5-point per day deduction will be assessed from the total points earned for clinical reflections, with 0 points applied if the assignment is greater than seven calendar days late. This does not apply if Navigators have notified the faculty of special circumstances.

Course Attendance Policy:

Students are to refer to the [Undergraduate Student Attendance Policy](#). If classwork is assigned during a class and the student has notified faculty **of an absence before the class**, classwork will be excused.

Practicum Attendance Policy:

Students are required to attend all scheduled practicum experiences. A student arriving more than 30 minutes after the designated start time for any practicum shift may be sent home, and an absence will be documented.

NO CALL, NO SHOW (UNEXCUSED ABSENCE): A student who does not notify the faculty supervisor or preceptor and does not come to practicum on the scheduled day will receive a Learning Improvement Plan related to “No call, no show” and an unexcused absence will be documented. A second no-call, no show may result in course failure. The student will meet with the course faculty to determine appropriate action.

CLINICAL ABSENCE WITH NOTIFICATION (EXCUSED ABSENCE): Students are expected to notify their faculty supervisor **and** preceptor a minimum of one hour before the beginning of the practicum shift. The first absence will require complete clinical makeup time determined by the course faculty to ensure total practicum hours are met. A second absence will result in a Learning Improvement Plan related to clinical attendance and makeup time. The third excused absence may result in course failure.

TARDINESS: If a student anticipates clinical tardiness, the preceptor and faculty supervisor must be notified before the beginning of the practicum shift. Two or more incidences of tardiness will result in a Learning Improvement Plan and may require the completion of clinical makeup time as determined by the course faculty. A third incidence of tardiness may result in course failure.

General Course Expectations:

1. Always demonstrate academic integrity and professional behavior.
2. Attend all classes, lab sessions, and clinical assignments as assigned.
3. Assume responsibility for any material presented in lectures, required readings, class group work, or lab presentations.
4. Students are encouraged to meet individually with the course instructors (class instructor/faculty supervisors) to discuss individual learning needs.
5. A learning improvement plan will be developed for students who have difficulty meeting the course requirements or mastering material presented in class or clinical. Learning improvement plans are designed to provide additional support and structure to students and to assist them in successfully meeting the course objectives. Failure to meet the terms of the learning improvement plan can result in course failure.

Classroom Expectations:

Classroom activities and discussions are a vital part of the learning process in nursing. Students are expected to attend each scheduled lecture prepared to learn and participate in discussions and activities related to the nursing course. Students are held responsible for all information shared verbally, in writing, and electronic media by the faculty and others during class time. Do not expect every piece of information to be provided in written format in the syllabus or elsewhere; many items are discussed in class. Students who miss all or part of a class will be responsible for missed information.

An atmosphere of mutual respect must be maintained in the classroom. Students are expected to attend class on time and remain for the entire period. Students exhibiting disruptive behavior may be asked to leave. Disruptive behavior is any behavior that interferes with or prevents normal classroom activities. Examples include arriving late, engaging in side conversations, texting, sleeping, and lack of attention. The use of electronic devices is limited solely to classroom material.

Copyright Infringement Notification:

Course lectures and materials, including PowerPoint presentations, tests, outlines, case studies, and similar materials, are protected by copyright. The course instructor and/or publisher are the exclusive owners of the copyright of those materials. Students enrolled in the course may take notes and make copies of course materials for personal use. Neither the student nor any other individual may reproduce or distribute lecture notes and course materials publicly, regardless of whether or not a fee is charged, without the instructor's express written consent. This prohibition includes distribution to other Case Western Reserve University students and websites such as Course Hero. Any violation may result in a copyright infringement filing and a report to the Office of Academic Affairs.

NURS 380 Content Outline/Assignments - TENTATIVE

Date	Class Topic	Course Readings	Assignments
1/31	Course Overview HESI Specialty Exam (Pharmacology)	Syllabus and course expectations	Draft clinical objectives due - submit to Canvas before the start of class HESI Specialty Exam remediation
2/7	Med Math Review Acid-Base/ABG + Fluids, Electrolytes and Labs Review	Lian, Jin Xiong, (2010). Interpreting and using the arterial blood gas analysis. <i>NURSING2010</i> <i>Critical Care</i> , 5(3), 26-36. (See additional ABG resources on Canvas) Bertschi, L. (2021). Back to basics: the complete blood count. <i>AJN</i> , 121(1), 38-45. Bertschi, L. (2020). Concentration and volume: Understanding sodium and water in the body. <i>AJN</i> , 120(1), 51-56. Bertschi, L. (2020). Abnormal BMP implications. <i>AJN</i> , 120(6), 58-66. Kear, T. (2017). Fluid and electrolyte management across the age continuum. <i>Nephrology</i> <i>Nursing Journal</i> , 44(6), 491-496.	
2/14	Critical Thinking: ECG & Dysrhythmias	Atwood, D. & Wadlund, D. (2015). ECG interpretation using the CRISP method: a guide for nurses. <i>AORN</i> , 102(4), 397-405. Anderson, A. (2019). Surviving your first code. <i>AJN</i> 119(7), 56-61. (See additional ECG resources on Canvas)	Final, revised clinical objectives due

2/21	Critical Thinking: Cardiac Case Studies and Cardiac Medication Review	<p>Patterson, K. & Felicilda-Reynaldo, R. (2018). Heart failure medications: from Stage A to C. <i>MEDSURG Nursing</i>, 27(6), 383-387.</p> <p>(See additional cardiac resources on Canvas)</p>	
2/28	Exam #1 + Topic Selection for Current Issues in Nursing Presentations		
3/6	Critical Thinking: Communication Effectiveness		Clinical Reflection Due
Spring Break			
3/20	Critical Thinking: Mental Health in Inpatient settings + Psych med review		
3/27	Student Topic: TBD		
4/3	Critical Thinking: Pain Management	<p>Delgado, S. (2020). Managing pain in critically ill adults. <i>AJN</i> 120(5), 34042.</p> <p>Freund, D. & Bolick, B. (2019). Assessing a child's pain. <i>AJN</i> 119(5). 34-41.</p> <p>Garland-Brown, K., & Capili, B. (2020).</p> <p>Opioid use disorder: pathophysiology, assessment, and effective interventions. <i>AJN</i> 120(6), 38-46.</p>	Current Issues in Nursing Presentations Due

4/10	Critical Thinking: Endocrine Review		Clinical Reflection Due
4/17	Caring for Patients & Families at End-of-Life: Guest Lecturer	<p>Finocchiaro, D. (2017). Supporting the patient's spiritual needs at the end of life. <i>NURSING2017 Critical Care</i>, 12(2), 32-36.</p> <p>Freeman, B. (2013). CARES: an acronym organized tool for care of the dying. <i>Journal of Hospice and Palliative Nursing</i>, 15(3), 147-153.</p> <p>Overbaugh, K. (2020). Advance care planning: an update for the medical-surgical nurse in the age of COVID-19. <i>MEDSURG Nursing</i>, 29(5), 299-307.</p>	
4/24	Exam #2 + Completion of course evaluations		Complete Course Evaluations: -SIS Course Evaluation -Clinical Site/Floor and Preceptor -Clinical Faculty Supervisor
	280 Clinical Hours Completed		Scan (no photos) and upload completed clinical evaluation, time-log, and personal objectives to Canvas