Course Title: Leadership for Professional Nursing Practice, Clinical  

Credit Hours: 3

Faculty Information  
Sandra Sojka PhD, RN, Course Director  
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Health Sciences Campus  
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Office hours by appointment

Course Meetings  
March 10 – April 26, 2014  
Variable time and location  
Clinical faculty as assigned

Co-Requisite: Enrollment in or completion of GNUR 383

Course Description  
This clinical course provides the student with the opportunity to enhance nursing practice knowledge and skill and provide leadership in patient care management. Personal identity and role as a nurse leader is addressed within the practice environment. Principles of leadership are developed and applied. An inter-professional patient and family centered care conference is conducted to address complex needs of a selected patient.

Course Outcomes  
Upon completion of the course, the student will be able to:
1. Demonstrate novice clinical competence and judgment in professional nursing practice.
2. Use evidence-based strategies in providing patient and family centered care.
3. Incorporate economic and regulatory considerations in managing patient care.
4. Conduct an inter-professional patient and family centered care conference for a selected patient and pursue follow-up as indicated.
5. Identify elements in the clinical practice environment that enhance or threaten quality and safety in the provision of patient care.
6. Recognize personal characteristics that contribute to effective leadership in the clinical practice environment.

Academic Integrity Statement  
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml (Undergraduate)

http://www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf (School of Nursing)
Feedback
The IDEA course feedback system is based on student ratings of their individual learning during a course. A key part of the IDEA system is students offering their rating on the progress they made on learning objectives, using a scale that ranges from “no apparent progress” to “exceptional progress.” The decision to have the IDEA system open for student input during the last two weeks of the class is based, in part, on this foundation. In these last couple of weeks of a course, enough of the course has been completed so that students should be able to accurately gauge the progress they have made on the key learning objectives of the course. It is a professional expectation that all students participate in the course feedback system to guide ongoing program improvement.

MNSON Statement: Clinical Simulation
Clinical simulation is an integral part of this course designed for students to demonstrate critical thinking and skill proficiency within a clinical setting. Expectations for satisfactory performance in simulation include evidence of preparation, timeliness and professional collegial behavior. Consequences of not meeting any of these expectations will be determined on an individual basis by the course director, Director of Simulation and Associate Dean for Undergraduate Programs. Consequences may result in failure to progress in the program.

Required materials

Teaching/Learning Strategies
- Clinical experience with preceptor that is consistent with preceptor’s work schedule, except as LUC classes directly conflict
- Conduct of an Inter-professional Patient Care Initiative and written account of this experience
- Clinical simulation
- Readings, written resume assignment, discussion

Grading Scale
Pass/Fail

Evaluation
Course evaluation based on:

- Successful completion of 120 clinical hours
- Satisfactory participation in scheduled clinical simulation
- Active participation in discussion of assigned course readings
- Presentation of resume to MNSON clinical faculty, and agency preceptor at start of clinical experience
- Satisfactory faculty and preceptor clinical evaluation
Inter-professional Patient Care Initiative:

- Identify a patient with complex or challenging care needs.
- Work with your preceptor to develop and implement an inter-professional plan to address the needs of this patient and/or family members.
  - The plan may take the form of a care conference, a teaching session, or another forum appropriate to the care setting.
  - Participants may include patient, family, care team members, preceptor, clinical faculty, and others as appropriate.

- Complete a 2-3 page paper describing your experience with the development and implementation of the patient care initiative. Please include the following:
  - Explanation of patient selection (why did you choose this patient?)
  - Methods of planning (what was required to involve all parties?)
  - Date, location, and timing of conference
  - Patient-centered goal(s) for the conference (what patient outcomes were expected?)
  - List of participants and their respective roles (who attended and why?)
  - Evaluation (goals met/unmet and lessons learned)