Teaching Vision: To teach as Christ teaches.

Teaching Mission: To teach with contagious enthusiasm that excites the minds of others with a love and commitment for nursing.

Teaching Values: Passion, Integrity, Charity

Teaching Philosophy: Learning occurs best when knowledge is shared with passion for the topic, competency in the content and committed concern for all participants. I find energy in the practice and teaching of nursing principles. This enthusiasm drives me to seek new nursing knowledge and share those principles and practices with students, staff and patients in educational settings that vary from the classroom, laboratory, boardroom or patient rooms. Always being true to the Master Teacher and Healer.

Self-assessment:

Strengths
• I am outwardly optimistic and enthusiastic about the profession of nursing.
• I am a good verbal and written communicator and enjoy frequent communication with students and other faculty.
• I love teaching, being up in front and sharing the content through stories from my experience in nursing leadership and practice.
• I teach by a system of principle, parable and practice.

Weaknesses
• I tend to work best in isolation and in a time crunch.
• I have not been in clinical practice for many years so recent patient care is distant.
• I want to please others which often leads to me taking on the greater load.
• I see the greater vision and how to get tasks done but often leave out the smaller details.

Teaching Goals:
1) To align the discussion contents of N492 with lecture content of N491 thru the generation of a course calendar that adds various classroom activities that will reinforce the lecture content before Fall semester.
2) To work closely with N491 course coordinator in the development of both course syllabi before Fall Semester.
3) Produce a N492 course syllabus with clear objectives, aligned content activities, assignments, grading rubrics, measurement methods and course tools before Fall Semester.
4) Submit a MEG application this fall for the purpose of financial support for supplies and students participating in observation activities of Charge Nurse Contribution Study during Fall submission process.
5) Assist with the development and submission of ORCA Grant with Taylor Lepper, 4th semester nursing student during Fall submission process.

**Professional Service: Contribution to the Discipline Goals:**
1) Continue to serve as Treasurer of Sigma Theta Tau Chapter and oversee the financial responsibilities and process associated with splitting the chapter between BYU and Westminster College during 2015-2016.
2) Continue to serve as Leadership Development Chair of Utah Organization of Nurse Leaders and oversee the development and production of the organizations Fall Leadership Conference.
3) Podium Presentation at UONL Fall Conference.
4) Receive IRB approval for Core Leadership and Charge Nurse Studies this summer/fall.
5) Complete data collection for Core Leadership and Charge Nurse Studies during Fall and Winter semesters.

**Citizenship Goals:**
1) Take an active role on the Evaluation Committee and oversee the data analysis and committee report of at least one measurement tool during 2015-2016 academic year.
2) Serve on the Undergraduate Committee and lead a project that synthesizes the writing requirements of each course and to establish progressive expectations and rigor with the teaching and learning of written work within the program during. This project will be completed in the 2015-2016 academic year.
3) Support the faculty teaching N492 as the course coordinator by frequent inquiry about their course, students and personal wellbeing during 2015-2016 academic year.

**College Goal Alignment:**
My selected goals within each of the three areas of professional teaching domains are in-line with the goals and program outcomes of the college of nursing. These are to:
   1) Integrate the values of the gospel of Jesus Christ as part of caring.
   2) Demonstrate effective critical thinking and communication.
   3) Design, provide, and evaluate professional nursing care for individuals, families, and communities.
   4) Practice and lead with an understanding of the discipline of nursing at the local, national, and global levels.
   5) Exemplify lifelong learning.

**Resources to meet goals:**
I will require the time allocation to work with colleagues and students in the work of scholarly advancement. This time has been factored into my workload for this upcoming academic calendar year. I will be seeking both MEG and ORCA funding to assist with the student involved projects.
Steps to meeting goals:
I will be calendaring activities associated with each goal and review my progression towards each goal with my mentor during regularly scheduled meetings.

Brigham Young University College of Nursing
Faculty Development Project Proposal
Spring 2015

Nursing 492 Course Overview:
This Capstone course consists of preceptor guided clinical hours and a weekly bridging class. The focus of the small group bridging class is to discuss, analyze and synthesize practical and theoretical information delivered in Nursing 491 a partner course and clinical experiences from assignment capstone clinical unit.

Background:
My project is to update the N492 Course Syllabus to tightly align with N491 and N492 content expectation that is covered and shared through small group bridging discussion weekly as a part of the N492 Bridging Course.

Problem Statement:
Each semester there are 7-8 bridging sections lead by an individual bridging instructor. This has led to variation in bridging activities and clinical oversight for students during their precepted clinical experiences.

Plan:
This project will help us reach consistency in bridging activities through aligning the content and setting a course calendar within the syllabus that lists those weekly topics. Associated with the weekly topics a bridging instructor weekly talking points will be created to help lead consistent discussion with each of the bridging sections. There has also been variation of bridging instructor oversight in the clinical setting. Although the students are precepted by Registered Nurses the bridging instructor has stewardship and accountability for the students learning and activities while at the clinical site.
The Course will be updated to include a course calendar outlining weekly topics for discussion and set minimal expectations for when the bridging instructor will visit the student at their clinical site. See updates Course Syllabus with content alignment.

Contribution to the Discipline Project – UONL Fall Conference

Background:
I serve as the Leadership Development Chair of the Board for Utah Organization of Nurse Leaders (UONL). We have joined other organizations for our annual conference for the past several years rather than holding our own annual conference. This has led to members feeling
that the organization is not focused on the members unique leadership development needs. This year we are holding our own conference to help meet these needs. I was asked to lead this effort and survey the membership to identify topics they need.

**Plan:**
I have organized a small committee to plan, organize and oversee the Fall UONL Conference. The theme as selected with input from members and Board is “Coaching, Mentoring, and Succession Planning”. I established an Abstract submission process for speakers and have begun to receive presenters with interest in participation. I am also planning to speak at the conference with another colleague from the College of Nursing on the Topic of “Finding and Keeping Mentors across your career and in various Clinical and Academic Settings”.

**Citizenship Project – Student Writing Requirements**

**Background:**
Throughout the Nursing program each course requires some level of writing in forms of journaling, essays, argument, descriptive, research and scholarly papers. As I teach in the Undergraduate and Graduate programs I have seen wide variations of preparation and skill in writing. I want to discover and assist in a systematic method for progressive teaching of student’s written work.

**Plan:**
As a member of the Undergraduate Council and I am going to propose and lead a project to assess the writing requirements of each course. By conducting this review we will be able to evaluate the progression of technical writing requirements and formulate a plan for enhanced teaching and learning. It is important that various styles of writing are taught and required throughout the program. I also want to ensure that access to writing advisors is offered throughout the program and particularly for students that struggle with writing skills or written expression. I along with the Undergraduate Council will propose a plan to see that writing is taught with progressive skill development in each course through the program.
Brigham Young University
College of Nursing

Nursing 492
Capstone Bridging and Clinical
Course Syllabus
FALL 2015

Updated: 06/2015
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Brigham Young University
College of Nursing

Mission: The mission of the Brigham Young University College of Nursing is to develop professional nurses who:

- Promote health
- Care for the suffering
- Engage in the scholarship of the discipline
- Invite the Spirit into health and healing and
- Lead with faith and integrity.

Vision: We are a community of scholars engaged in discovery and application of the Healer’s Art to strengthen health and healing worldwide and to enhance the discipline of nursing.

Values: Accountability
Respect
Integrity
Service
Excellence

ARISE in Faith

Program Outcomes: Integrate the values of the gospel of Jesus Christ as part of caring.
Demonstrate effective critical thinking and communication.
Design, provide, and evaluate professional nursing care for individuals, families, and communities.
Practice and lead with an understanding of the discipline of nursing at the local, national, and global levels.
Exemplify lifelong learning.
Nursing 492--Capstone
5.5 Credit Hours

Course Description: This course provides nursing students with a rigorous clinical experience coupled with leadership and management strategies designed to plan, deliver, and evaluate patient care in complex clinical environments.

Course Overview: This Capstone course consists of preceptor guided clinical hours and a weekly bridging class. The focus of the small group bridging class is to discuss, analyze and synthesize practical and theoretical information delivered in Nursing 491 a partner course and clinical experiences from assignment capstone clinical unit.

This course uses Learning Suite and email as tools to communicate course requirements, assignments, documents, and other communications.

Course Outcomes: At the completion of this course, the student should:

1) Be proficient in the use of nursing knowledge, nursing process, behaviors, and values in safe and effective patient care delivery.

2) Demonstrate an understanding and appreciation of the nursing profession while performing the various roles of the professional nurse.

3) Demonstrate appropriate, accurate, and effective communication skills with patient/family, health-care team, and faculty.

4) Reflect through personal behavior understanding of human and professional values.

Bridging and Clinical Hours: 1.5 hours bridging/week and a minimum of 216 clinical/leadership hours are required to be completed by all N492 Capstone students. Shifts are to be full scheduled hours and not partial shifts. If you are working 12 hour shifts you are required to work a minimum of 18 shifts in the semester. If you are on 8 hour shifts you are required to work a minimum of 27 shifts. You are not allowed to count time driving to and from clinical, preparation time for clinical, or change of shift report times that exceed 60 minutes. For example, if you are on a 12 hours shift starting at 0700 and going to 1900, you are expected to have given report by 2000. This is 12 hours and not 13 as you are supposed to take a 30 minute lunch break and two 15 minute breaks during the 12 shift. IF, your patient is having a special procedure performed or there is a special consideration in the care of the patient you would like experience with then you may stay past your shift to observe and or assist in the procedure. These additional hours would count extra.

Up to 12 of the 216 hours may be awarded from involvement in leadership roles or educational training opportunities such as attending legislative proceeding at the Capital, attending professional organization meetings, ACLS, PALS, NRP, Red Cross, CERT and others but only up to 12 hours of clinical time will be counted. Attendance at these events will be counted at a 2:1 ratio, i.e., for every two hours of leadership or education you attend only one hour will be counted towards your clinical hours (maximum of 12 hours). Attendance at CON associated professionalism and research conferences are required unless excused with permission of the course coordinator. Being scheduled to work a Capstone clinical shift is not a reason to miss the professionalism/research conference. Professionalism points will be deducted for
unexcused absences and/or arriving late to clinical or bridging. Attendance at the CON Professionalism and Research conferences will count toward clinical hours and can be a portion of a maximum of 12 hours of additional approved continuing education which may be counted towards clinical hours. For every two hours of education, one hour of clinical may be counted (up to a maximum of 12 hours).

Two hours of service are also required this semester. Service must be focused on healthcare and church service assignments. While of great importance, home teaching/visit teaching/babysitting are not considered healthcare service hours appropriate for this requirement. Service hours are to be reported to your bridging faculty instructor.

**Honor Code**

It is a violation of the Honor Code for a student to represent someone else’s work as their own. Also, as a condition of attending BYU, you affirmed that you would help others obey the Honor Code. We view violations of the Honor Code with extreme seriousness. It is a department policy that those who cheat on examinations or plagiarize the work of another are given a failing grade for the course.

**Students with Disabilities**

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC) Office (801-422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 801-422-5895, D-282 ASB.

**Preventing Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 801-422-5895 or 1-888-238-1062 (24-hours); or contact the Honor Code Office at 801-422-2847.

**Professionalism Statement**

Professionalism is of utmost importance. It is an integral part of the nursing profession. As a nursing student, you will be expected to demonstrate appropriate professional behavior both in the classroom setting and in the clinical setting. Failure to demonstrate professional behavior is grounds for failure in a course and dismissal from the College of Nursing, regardless of performance in other aspects of the course. Please refer to “Baccalaureate Student Handbook”, section VI, and pages 24-26, regarding details of professional expectations.
Course Expectations

Expectations of Students

Your bridging faculty instructor can expect you to:

1. Check the BYU Learning Suite for Nursing 492 and your email multiple times during the week to obtain updated information for this course.
2. Be prepared and on time for bridging with all reading and assignments completed.
3. Be an active learner in bridging and clinical by participating, sharing insights, information, and experiences with other students and staff.
4. Be on time and prepared for clinical. Do not attend clinical if you are overly tired or ill.
5. Communicate with your clinical preceptor on a weekly basis on progress toward achieving goals and any changes in clinical schedule.
6. Communicate with your bridging faculty instructor on an on-going basis; notify bridging faculty instructor about changes to clinical schedule at least 2 hours prior to the change in shift. Failure to notify the clinical preceptor and your bridging faculty instructor will result in loss of clinical points for each offense.
7. Notify bridging faculty instructor if you cannot attend bridging or clinical.
8. Provide an in-depth report on your assigned patient(s) after receiving shift report on the days that your bridging faculty instructor visits your clinical unit. Visits may be random and unannounced. Always be prepared.
9. Meet professional standards including dress, attitude, and interpersonal skills.
10. Attend annual CON sponsored research or professionalism conference. These conferences can count toward clinical or leadership hours (two conference hours = 1 clinical hour).
11. Use electronic technology appropriately while in class. This means no Facebook, looking at personal picture albums, using phones for text messaging et al.

BE PROFESSIONAL at all times. Violations of the expectations listed above will result in loss of bridging points or, if it occurs during clinical hours, dismissal from clinical. Repeated offenses can result in the termination of your clinical site and failure in the course.

Expectations of bridging faculty instructor

As a student, you can expect your bridging faculty instructor to:

1. Be aware of student’s individual goals.
2. Review student goals periodically with student.
3. Provide feedback regarding student’s performance in bridging and clinical settings.
4. Be available for individual consultations as well as midterm and final evaluations.
5. Visit you at your clinical site multiple times during your capstone assignment
6. Act as a mentor in all circumstances, including preparation for job searches and consultation on career development.
7. Mentor the student in contribution to the discipline project and paper development.
Assignments and Grading

ASSIGNMENTS: Points/Due date
Medication Calculation Quiz .................................................. P/F 9/3/2015 (in class)
Clinical Goals ........................................................................... 30 9/10/2015 (on LS)
Contribution to the Discipline Project Idea/Outline .................. 25 10/1/2015 (on LS)
Contribution to the Discipline Paper Outline and References .... 25 10/15/2015 (on LS)
Midterm .................................................................................... 50 10/15/2015 (in class)
Final Portfolio ............................................................................ 50 12/3/2015 (in class)
Scholarly Paper Draft ............................................................... 40 11/5/2015 (on LS)
Scholarly Paper Final Version ................................................... 125 12/10/2015 (on LS)
Contribution to the Discipline Project ..................................... 170 12/10/2015 (on LS)
Project/Paper Oral Presentation ................................................. 30 12/10/2015 (in class)

CLINICAL EVALUATION
Preceptor Clinical Evaluation ..................................................... 300 12/10/2015 (on LS)
Bridging Faculty Clinical Evaluation .......................................... 85 (during finals week)

BRIDGING:
Sessions (5 points for Bridging participation each week) ............. 70 12/10/2015 (on LS)
(Attendance, Contribution, Preparation, Professional Behavior)

Assignment Submission/Deadlines
Completing assignments and full clinical hours are not optional. Failure to complete any assignment or full clinical hours will result in overall course point reduction and could result in an automatic failure in the course. Failure to complete assignments on time will result in a drop in points that equates to 10% loss of the possible points for each day late including weekends and holidays. Assignments are due Thursday according to the schedule in the syllabus. Bridging faculty instructor will consider the assignment late if it is not received at class time. If you email your assignment, a reply will be sent to you indicating the email was received. It is your responsibility to check on the assignment if no reply is received; otherwise the assignment is considered not received.

TOTAL POINTS POSSIBLE ............................................................... 1000

Grading Philosophy
Documentation of progress will be determined by bridging participation, course goals and activities, project development and presentation, project paper, portfolio development and clinical evaluations,

Grade Range
A = 950 – 1000   C = 730 – 769
A- = 900 – 949   C- = 700 – 729
B+ = 870 – 899   D+ = 670 – 699
B = 830 – 869   D = 630 – 669
B- = 800 – 829   D- = 600 – 629
C+ = 770 – 799   E = Below 600
Attendance is required and expected at all bridging sessions. We understand that emergencies might occur. You will need to notify and discuss these with your bridging faculty instructor. There will be no make-up option for missed bridging sessions. Exceptions can be made for Official University or College of Nursing excused absences.

**Medication Quiz**
A medication quiz will be administered the first day of Class during bridging. The quiz is designed to assess your understanding and application of basic medication calculation and administration policies. If you struggle with dosage calculation, drip rate calculation and basic rights of medication administration you will want to review these topics prior to the start of class. You will not be allowed to start clinical until you have successfully passed the medication quiz with a score of 95%. If you do not pass the quiz, you will be required to demonstrate correct calculations of ALL the questions prior to being allowed in the clinical setting.

**Clinical/Leadership Experience**
Students are assigned to a clinical preceptor. The experiences enable the student to gain, synthesize, and apply knowledge and skills. The following objectives may help guide both of these experiences:

**Clinical Experiences**
1. Perform the staff nurse role; carry a full patient care load (as per unit) at the completion of the clinical experience.
2. Identify and participate in the various roles of the staff nurse.
3. Identify issues involved with planning of care for individual or aggregate population.
4. Develop and adapt care plans for patients.
5. Demonstrate an awareness of the roles of individual team members; function as a team member.
6. Identify and utilize appropriate resources to facilitate care.
7. Identify the staff nurse’s role in utilizing quality standards, benchmarks, and methodologies for improving care.
8. Prioritize and organize care to meet patient and family needs.
9. Identify unit expectations of novice nurse, including job description and evaluation.

**Other Leadership Experiences**
1. Identify the role of the unit manager and how that role affects bedside nursing care and the nurses’ role.
2. Identify the leadership/management style used by the nurse leader.
3. Attend various meetings and identify the dynamics of the meetings, the roles of those attending, and the issues discussed.
4. Identify the organizational structure of the facility and how the unit fits into the structure.
5. Identify current organizational issues of the unit.
6. Identify risk management techniques/responsibilities that the unit manager utilizes.
7. Identify productivity and efficiency issues for the patient care unit.
8. Identify the manager/leaders role in utilizing quality standards.
9. Identify other leaders observed in the clinical setting and determine their role in promoting nursing.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Bridging Content</th>
<th>Clinical Expectations</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9/3/15</td>
<td>Introduction to Bridging</td>
<td>Complete all required Clinical Orientation for assigned facility</td>
<td>Medication Calculation Quiz (in class)</td>
</tr>
<tr>
<td>2</td>
<td>9/10/15</td>
<td>Sources of health care data and community health literacy</td>
<td>Meet with Unit Manager/Educator or Preceptor and Bridging Instructor</td>
<td>Clinical Goals (Appendix A)</td>
</tr>
<tr>
<td>3</td>
<td>9/17/15</td>
<td>National patient care standards</td>
<td>Begin clinical hours</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9/24/15</td>
<td>Crucial Conversations in the workplace from your clinical unit</td>
<td>Continue clinical hour Bridging Instructor to Visit</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10/1/15</td>
<td>Interdisciplinary teamwork</td>
<td>Continue clinical hour</td>
<td>Clinical Project Idea/Outline</td>
</tr>
<tr>
<td>6</td>
<td>10/8/15</td>
<td>Changing Practice PDSA</td>
<td>Continue clinical hour</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>10/15/15</td>
<td>No Thursday Class Disaster Drill on Saturday 10/17/15</td>
<td>Continue clinical hour Bridging Instructor to Visit</td>
<td>Scholarly Paper Outline and References Midterm Portfolio</td>
</tr>
<tr>
<td>8</td>
<td>10/22/15</td>
<td>Practice Models</td>
<td>Continue clinical hour</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10/29/15</td>
<td>ATI Leadership exam in Bridging</td>
<td>Continue clinical hour</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11/5/15</td>
<td>Legal Aspects of Care</td>
<td>Continue clinical hour</td>
<td>Scholarly Paper Draft</td>
</tr>
<tr>
<td>11</td>
<td>11/12/15</td>
<td>Care Transitions</td>
<td>Continue clinical hour Bridging Instructor to Visit</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/19/15</td>
<td>Community Partnerships/Resources</td>
<td>Continue clinical hour</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>11/26/15</td>
<td>Thanksgiving No Class</td>
<td>Continue clinical hour</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>12/3/15</td>
<td>Alumni Panel</td>
<td>Continue clinical hour Bridging Instructor to Attend Project Presentation</td>
<td>Final Portfolio</td>
</tr>
<tr>
<td>15</td>
<td>12/10/15</td>
<td>Present Contribution to the Discipline Project</td>
<td>Complete all clinical Hours Preceptor to complete Clinical Evaluation Bridging faculty instructor to complete Evaluation</td>
<td>Contribution to the Discipline Project Scholarly Paper Final Version</td>
</tr>
</tbody>
</table>
Writing Experiences

Successful Registered Nurses use oral and written communication. During your studies you have completed various assignments preparing you to be successful in the essential writing of Registered Nurses. Through your clinical experiences you have come to understand and master the components of one type of writing: documentation or medical record charting. A second type of essential writing comprises communication in the healthcare business such as email, memos, reports, and proposals. Many nurses also engage in professional writing to create opinion papers, program proposals and reports, as well as performing research and reporting subsequent findings in writing. Perception of your competency is often affected by your written communication.

Documentation in the medical record. Writing in this format is a legal representation of the nursing interventions and care given. With approved abbreviations and words, nurses paint a picture of the patient’s condition in a clear and succinct manner. Many institutions employ the use of an electronic medical record which may include many checklists and required narrative regarding the patient condition. Healthcare providers from all disciplines depend on the Registered Nurse to accurately document and make clinical decisions after reviewing the medical record.

Communication in the healthcare business. Effective written communication as a Registered Nurse is essential within the healthcare environment. Nurses must communicate through writing to other nurses as well as to members from all disciplines. These communications take many forms including meeting minutes, emails and memos to other staff members, project team reports and proposals.

Professional writing. Many Registered Nurses engage in professional writing with various purposes. Some Registered Nurses create opinion papers designed to inform and persuade various audiences such as patients, families, hospital administrators, government agencies, and public venues. Other nurses write proposals for funding or program development to convince organizations to provide support, whether monetary or committed resources, for projects or research. Some nurses research various topics in healthcare and nursing and write to report their findings and to suggest implications for nursing and patient care.

In this final nursing course you will engage in all three types of writing: medical record documentation, communication in the healthcare business, and professional writing. The assignments in this course will help you to continue to develop and refine your writing abilities. Your refined writing skills will ensure your communication success as a competent Registered Nurse.
Capstone Project and Paper

A Contribution to the Discipline Clinical Project and Scholarly Paper

**Purpose:** The purpose of this contribution to the discipline project and paper is to learn how to synthesize and analyze the literature from several studies on a particular topic and articulate implications for nursing practice. This assignment will help you as Bachelor of Science graduate use evidence in nursing practice. Additionally, this assignment will broaden your research, critical thinking, writing, and presentation skills. It is an opportunity for you to make a difference regarding a clinical topic identified within the clinical agency of your capstone experience.

**Due Dates:**

**By Week 5 decide on a topic:** About four weeks into the semester you should have picked out a topic for your scholarly paper and present this to your bridging instructor.

**By Week 7 submit an outline and reference list:** After you have decided on your paper topic, search the literature for a minimum of 8-10 research and evidence based articles to support your topic. Turn your reference list and a simple outline to your bridging faculty instructor.

**By Week 10 submit a draft of the evidence based practice scholarly summary and a draft of the project proposal:** The rough draft should be turned into your bridging faculty instructor on the date indicated in the section calendar.

**On week 14 submit your final summary. Your project must be completed by the last day of class:** Your final paper should be no more than 8-10 pages in length, not including title page and reference list. A current version of APA formatting is required.

**Procedure**

1) Choose a topic based on the needs or suggestions of your clinical area with input from your preceptor, nurse manager or educator. If you have difficulty choosing a project topic, consult with your bridging faculty instructor. The topic may be a nursing research question, patient or staff education or other areas for clinical improvement. See examples of past capstone projects in Appendix G.

2) Compose an **introduction**, in which you provide important background information on your topic, end with a clear purpose statement, (i.e. The purpose of this paper is…).

3) Discuss the **results** of your literature and current practice review. Describe through comparison and contrast from best practices identified.

4) In your **discussion** section, summarize, compare, and contrast the findings of each of the 8-10 articles you selected. Avoid using direct quotes. Carefully guide the reader with appropriate headings, well-chosen transitions, and logical flow of ideas. (Approximately 8 pages)

5) In your **conclusion** section, clearly identify implications for nursing practice, recommendation for implementing best practices and avenues for future research.

6) Create a current APA version formatted reference list.

7) Create a current APA formatted title page.

8) Use the language style and APA format guidelines as you edit and work toward your final draft.
Audience
The audience for many contribution to the discipline projects are the professional staff employed on the clinical unit, management and educator of the unit, patients, healthcare community, civilians and other possible change agents.

Scope
Each contribution to the discipline project is unique and therefore requires various resources. Consult with your bridging faculty instructor regarding your specific plan.

Style & Format
The audience for your contribution to the discipline project will drive the style and format. For example some projects may lend themselves to writing a draft for publication consideration. Others may involve developing on online presentation, YouTube video, presentation of an evidence based protocol in a unit, development of patient teaching material, policy change initiatives at local, state or national level. The list is as endless as your creative minds. Your contribution to the discipline project must be completed by the last day of bridging class.

Grading
The contribution to the discipline project and paper are evaluated with the “Evaluation of Student’s Contribution to the Discipline Project Evaluation” Appendix F and “Contribution to the Discipline Paper Rubric” Appendix H.

Contribution to the Discipline Project Oral Presentation Assignment
Your paper and project may be presented in a professional manner to your agency, usually near the end of the semester. You will also present your project to your peers during Bridging class. During your presentation at you clinical site and/or in the bridging setting, your bridging faculty instructor and student colleagues will complete Appendix F “Evaluation of Student’s Project Presentation.”

Audience
Usually the audience for the oral presentation is the professional staff you work with on your clinical unit. The audience may be different if the project was directed toward a different audience such as managers and/or educators. During your presentation to your peers, you will need to notify your peers what audience you will be addressing in your professional presentation so they can evaluate you in that context.

Scope
Most presentations are 10-15 minutes in length but some may be longer based on the project. The information must be presented in a concise and interesting manner. The length of bridging presentations should be no longer than 15 minutes.
**Style & Format**

The style will be determined by the audience and setting. In some settings, a PowerPoint presentation is appropriate whereas in others you may want to distribute a handout, use a poster or a piece of equipment to demonstrate part of your project.

**Grading**

The oral presentation is worth 30 points and is completed by bridging faculty and your fellow bridging students. The completed forms will be submitted your final portfolio.
Professional Portfolio Overview

The Purpose of the Portfolio is:
1. To demonstrate competency and student’s progress in the achievement of course goals and Capstone outcomes.
2. To assist the student in the transition and hiring process by demonstrating competencies, commitment, and motivation in obtaining employment after graduation.
3. To reflect the student’s best work.
4. To demonstrate professionalism.

General Information
1. The portfolio is due at midterm and at the end of the semester. The actual dates will be determined by your bridging faculty instructor. Please see the grading rubric in the syllabus.
2. Your portfolio must be submitted in a hard backed 3 ring binder that is at least 1” in width. This will accommodate several sections of the portfolio.
3. Please use ring book indexes (dividers) and label the following sections:

Section 1. Personal Information
1) Resume
   There are many references available to assist you in writing a great resume. Here are a couple good ones:
   www.free-resume-tips.com/10tips.html
   www.questcareer.com/tips.htm

2) Mission, Vision, and Values

3) Capstone Goals
   Your Capstone goals are to be written after completion of the first or second clinical. These goals are to be approved by your bridging faculty instructor then shared with your preceptor. (See appendix A – Individualized Goal Setting Form). If you revise your Capstone goals mid semester, you must include a copy of your new goals on the Capstone goal form.

Section 2. Certificates/Recognition
An original or copy of any certificate that demonstrates certification or competency in a particular area, skill or knowledge should be placed in this section. Examples: CPR, ACLS, OSHA, Skills check list, awards, scholarships, evidence of honors or outstanding performance, licenses, etc…

Section 3. Evaluation
1) Initial Self-Evaluation

   This is the initial self-evaluation tool to be completed at the beginning of Capstone. A hard copy of this tool will need to be placed in your portfolio. This evaluation may be helpful in the development of your goals (see Appendix B – Student Self-Assessment tool).

2) Mid-Term Self Evaluation
a. Complete the mid-term column on the self-evaluation tool based upon your perception of your progress.
   i. Write a 3 to 5 page mid-term evaluation including the following information:
      1. Identify both specific areas of strengths and areas for improvement.
      2. Report progress towards your Capstone goal achievement. If original Capstone goals need to be modified, write new goals and rational for goal modification.
   ii. ATI exam results
   iii. Written evaluation from clinical preceptor (Appendix C)

3) Final Self-Evaluation

a. Complete the final column on the self-evaluation tool based upon your perception of your progress.

b. Write a 3 to 5 page evaluation including the following information:
   i. Review your Capstone goals and report your achievement of them and evidence to support achievement.
   ii. Review achievement in the Capstone course in relation to:
      1. Preparation /reading for seminar
      2. Bridging discussions
      3. Project
      4. Evaluation/feedback from clinical manager and preceptor
      5. Individual reflection on your Capstone experience and your readiness to begin your nursing career.
      6. The grade you think you have earned for the course with support for your grade using specific examples and data.
      7. ATI Exam results.

4) Final Clinical Evaluation
Your clinical preceptor and are required to complete a written evaluation at the end of the semester (see appendices C and D – Clinical Preceptor Evaluation and Final Bridging Faculty Instructor Clinical Summative Assessment)

Section 4. Contribution to the Discipline
1) Evidence Based Paper
2) Summary of your contribution to the discipline projects
3) Other examples may be Power point used in professional presentations, professional scholarly papers.

Section 5. Contribution to the Community Service Log
1) A chronologic history of significant volunteer service in your community

Section 6. Student Activity Log (see Appendix E – Student Activity Log)
The purpose of the log is for tracking the number and type of hours during the Capstone semester including clinical, leadership and project hours. You are only to count the number of hours that you are actually working – this does not include lunch or break time. You must indicate the date, time, number of clinical hours, and activities that are of particular importance to you.
Midterm Portfolio Submission

Student Name: ______________________________

Include your approved Mission, Vision, Values, Resume and Goals

_____10 Portfolio Presentation
   Appearance of binder
   Title Page with identification of student
   Dividers with typed headers present
   Neatness and organization within each section
   Personal Information (resume, MVV, goals) Certificates/Recognition (CPR, ACLS, OSHA, Skills check list, awards, scholarships, evidence of honors or outstanding performance, licenses, etc.), Evaluation, Project (short paragraph describing your project, what you have done up to this point, what you will be doing to complete the project, and where or to who you will be sharing the findings), Student Activity Log, ATI grade sheets
   Self-Evaluation Tool with initial and midterm columns completed

_____30 Midterm Evaluation
   Written Self-Evaluation – 3-5 pages including the following
   1. 10pts – Written evaluation from clinical preceptor
   2. 10pts - Identify both specific areas of strengths and areas for improvement
   3. 10pts - Report progress towards Capstone goal achievement. If original goal needs to be modified, write new goals and rational for goal modification.

_____5 Contribution to the Community Service Log

_____5 Student Activity Log

_____/50 Total Points Earned
Final Portfolio Submission

Student Name: ______________________________

***Submit all previous Capstone work

_____10 Portfolio Presentation
     Appearance binder
     Title Page with identification of student
     Dividers
     Neatness
     Personal Information, Certificates/Recognition, Evaluation, ATI Grade sheets

_____30 Final Evaluation
     5pts - Self-Evaluation Tool with all columns completed
     Written Self-Evaluation – 3-5 pages including the following
     1. **10pts** - Review your Capstone goals and describe how you specifically achieved your goals.
     2. **15pts** - Review achievement in the Capstone course in relation to:
        a. Preparation/reading for seminar
        b. Bridging discussions
        c. Project
        d. Evaluation/feedback from clinical and manager preceptor
        e. Individual reflection on your Nursing Capstone Experience and your readiness to begin your nursing career.
        f. The grade you think you have earned for the course with support for your grade using specific examples and data.

_____5 Contribution to the Community Service Log

_____5 Student Activity Log

_____/50 Total Points Earned
Appendix A
Brigham Young University
College of Nursing
Individualized Clinical Goal Setting

Student Name: ____________________  Clinical Unit: ________________________

<table>
<thead>
<tr>
<th>SMART Clinical Goals</th>
<th>How I Plan To Achieve This Goal</th>
<th>How I Plan To Report This Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific, Measurable, Attainable, Realistic,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timely</td>
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<td>#1</td>
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<td>#2</td>
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<tr>
<td>#3</td>
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</tbody>
</table>

Student Signature: ________________________________  Date: _______________________

Bridging faculty instructor Signature: ______________________________
Appendix B
Student Self-Evaluation/Assessment Tool

Rate the following outcomes at the beginning, at midterm, and upon completion of the Capstone experience. Your initial self-evaluation may give you guidance on determining some goals for this semester. Evaluate yourself on behaviors that reflect achievement of the following outcomes:

1) Be proficient in the use of nursing knowledge, nursing process, behaviors, and values in patient care delivery.
2) Demonstrate an understanding and appreciation of the nursing profession while performing the various roles of the professional nurse.
3) Demonstrate appropriate, accurate, and effective communication skills with patient/family, health-care team, and faculty.
4) Reflect through behavior understanding of human and professional values.

Rating:
1= I have had a lack of opportunity; will include in my goals.
2= I function only with direct supervision.
3= I need assistance to accomplish this in the clinical setting.
4= I am able to function with minimal supportive cues and directions.
5 = I am able to function as independently as a student can be expected to in the clinical setting.

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>MidTerm</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall how well do you assess patient care situations,</td>
<td></td>
<td></td>
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<tr>
<td>gathering and utilizing data to make decisions?</td>
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<tr>
<td>2. Overall how well do you collaborate with the interdisciplinary</td>
<td></td>
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<tr>
<td>health care team to plan and provide health teaching and nursing</td>
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<tr>
<td>care?</td>
<td></td>
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<tr>
<td>3. Overall how well do you utilize critical thinking to problem</td>
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<tr>
<td>solve and make decision?</td>
<td></td>
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<tr>
<td>4. Overall how well do you plan and use unit/facility and</td>
<td></td>
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<tr>
<td>community resources to assist patients and families?</td>
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<td>5. Overall how well do you independently apply social/cultural</td>
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<td>and health promotion considerations in planning and providing</td>
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<tr>
<td>care for patients?</td>
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<td>6. Overall how well do you demonstrate competence in basic</td>
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<td>skills?</td>
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<td>7. Overall how assured are you in your interactions with the</td>
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<td>health care team?</td>
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<td>8. Overall how independent are you in communicating patient</td>
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<td>status to members of the health care team verbally and in</td>
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<td>documented form?</td>
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<tr>
<td>9. Overall how well do you apply spiritual and moral</td>
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<td>considerations in providing care; how well do you respect</td>
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<tr>
<td>human values, cultural, and social diversity?</td>
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</table>
Student Self-Evaluation/Assessment Tool (continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Beginning</th>
<th>MidTerm</th>
<th>Final</th>
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<tbody>
<tr>
<td>10. Overall how well do you demonstrate personal accountability?</td>
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<tr>
<td>11. Overall how well do you demonstrate delegation skills and follow through on assignments?</td>
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<tr>
<td>12. Overall how well do you identify self-learning needs?</td>
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<td>13. Overall how well do you prioritize, set goals for completion and evaluation of assignments?</td>
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<tr>
<td>14. Overall how well do you understand and use standards of practice promoted by the unit and/or professional/specialty organizations?</td>
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<td>15. Overall how well do you function as an effective team leader?</td>
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<tr>
<td>16. Overall how well do you function as an effective team member?</td>
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<tr>
<td>17. Overall how well do you utilize nursing research to find solutions to problems or issues in your nursing practice?</td>
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<td>18. Overall how well have you participated in staff and other unit/agency meetings?</td>
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<tr>
<td>19. Overall how committed are you in contributing to your professional organization (i.e. meetings, service)?</td>
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<tr>
<td>20. Overall how well have you committed to be a life-long learner?</td>
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Comments:
Appendix C
Clinical Preceptor Evaluation Tool

Student Name: ____________________________  Evaluator: ____________________________

Please use the following criteria and rating to evaluate the student’s performance in the clinical setting. The student is being evaluated on behaviors that reflect achievement of the following outcomes:

1) Be proficient in the use of nursing knowledge, nursing process, behaviors, and values in patient care delivery.
2) Demonstrate an understanding and appreciation of the nursing profession while performing the various roles of the professional nurse.
3) Demonstrate appropriate, accurate, and effective communication skills with patient/family, health-care team, and faculty.
4) Reflect through behavior understanding of human and professional values.

Please evaluate the student on his/her ability to perform in an independent manner. We appreciate the effort and time it takes to complete this evaluation tool. The following Likert Scale is used to evaluate your student’s performance in the clinical environment. You may award numerical points between the following values: 0--20 points. If the student’s performance is unsatisfactory please circle a number between 0 and 6; if the student’s performance requires improvement circle a number between 7 and 14. If this student nurse who is about meets or exceeds expectations circle a number between 15 and 20. If a student has not had the opportunity to take part in a specific element, the clinical preceptor can write in under the comment section “Unable to Assess”.

*Rating Key:
0-6 = Unsatisfactory performance. Student is unable to demonstrate safe appropriate nursing care.
6-14 = Performance requires improvement. Student requires constant direct supervision to function.
15-20 = Performance meets or exceeds expectations. The student is able to demonstrate safe and appropriate behaviors. Performance requires minimal improvement. Student requires minimal supportive clues and direction and is able to function at an entry level.

<table>
<thead>
<tr>
<th>Be proficient in the use of nursing knowledge, nursing process, behaviors, and values in patient care delivery.</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assesses patient care situations, gathering and utilizing data to make decisions in collaboration with the interdisciplinary team.</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
<td></td>
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<tr>
<td>2. Collaborates with the interdisciplinary team in developing and implementing nursing care plans and standards of care promoted by the profession in nursing practice.</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
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<tr>
<td>3. Identifies community resources to assist patient/families.</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
<td></td>
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<tr>
<td>4. Demonstrates critical thinking skills and decision-making skills.</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
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<tr>
<td>5. Demonstrates competence in basic skills.</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
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<tr>
<td>6. Utilizes knowledge of normal and abnormal clinical data and treatment outcomes in developing the plan of care and in providing nursing care.</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
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<tr>
<td>7. Understands and applies social and</td>
<td>0 2 4 6 8 10 12 14 16 18 20</td>
<td></td>
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<td>Rating*</td>
<td>Comments</td>
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**Demonstrate an understanding and appreciation of the nursing profession while performing the various roles of the professional nurse.**

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<tr>
<td>8.</td>
<td>As appropriate delegates and follows through. This delegation can be to other RNs as well as LPNs or non-licensed healthcare personnel.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
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<tr>
<td>9.</td>
<td>As appropriate participates in unit or support role meetings, nursing rounds, change of shift reports.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
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<tr>
<td>10.</td>
<td>Demonstrates time management in carrying out nursing assignment duties, patient care, documentation, etc.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
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**Demonstrate appropriate, accurate, and effective communication skills with patient/family, health-care team, and faculty.**

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<tr>
<td>11.</td>
<td>Seeks opportunities to promote and teach health concepts to patient/family, utilizing community resources.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
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<tr>
<td>12.</td>
<td>Appropriately communicates patient status to members of the health care team verbally, e.g. end of shift report, change in patient status, obtaining orders from physicians, and in written format.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
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<tr>
<td>13.</td>
<td>Responds appropriately when faced with conflictive situations.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
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**Reflect through behavior understanding of human and professional values.**

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<tr>
<td>14.</td>
<td>Identifies personal goals, self-learning needs, seeks evaluation of achievement and areas that need improvement.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>15.</td>
<td>Demonstrates professional behavior, assumes clinical assignments as scheduled, arrives promptly on time, and assumes accountability for making changes, accepts responsibility for actions.</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
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Total: _____/300

In evaluating the student’s overall performance what grade do you believe this student has earned in clinical? Why? Please provide additional comments to help us understand your reasoning.

**Grade Range**

- A
- A-
- B+
- B
- B-
- C+
- C
- C-
- D+
- D
- D-
- E
Appendix D

Bridging Faculty Instructor Clinical Evaluation

Student Name: _________________  Bridging Faculty Instructor: _________________

Most baccalaureate student nurses perform at the competent level at the completion of the Capstone course. Bridging faculty instructor completes assessment from direct observation and interviews with student, patients, and clinical preceptor. Circle the points which best describes student at end of the semester.

*Rating Key:
0=Unsatisfactory performance. The student is unable to demonstrate safe appropriate nursing care.
3=Performance requires improvement, student requires direct supervision to function.
5=Performance meets expectations. The student is able to demonstrate safe and appropriate behaviors. Performance requires minimal improvement. Student requires minimal supportive clues and direction and is able to function at an entry level.

<table>
<thead>
<tr>
<th>Rating*</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Be proficient in the use of nursing knowledge, nursing process, behaviors, and values in patient care delivery.</strong></td>
<td></td>
</tr>
<tr>
<td>1. Assesses patient care situations, gathering and utilizing data to make decisions in collaboration with the interdisciplinary team. 0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. Collaborates with the interdisciplinary team in developing and implementing nursing care plans and standards of care promoted by the profession in nursing practice. 0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>3. Identifies community resources to assist patient/families. 0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates critical thinking skills and decision-making skills. 0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>5. Demonstrates competence in basic skills. 0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>6. Utilizes knowledge of normal and abnormal clinical data and treatment outcomes in developing the plan of care and in providing nursing care. 0 1 2 3 4 5</td>
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<tr>
<td>7. Understands and applies social and cultural considerations in planning and providing care. 0 1 2 3 4 5</td>
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</table>

<p>| <strong>Demonstrate an understanding and appreciation of the nursing profession while performing the various roles of the professional nurse.</strong> |          |
| 8. As appropriate delegates and follows through. 0 1 2 3 4 5 |          |
| 9. As appropriate participates in unit or support role meeting, grand rounds, and change of shift reports. 0 1 2 3 4 5 |          |</p>
<table>
<thead>
<tr>
<th></th>
<th>Rating*</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Demonstrates time management in carrying out nursing assignment duties, patient care, documentation, etc.</td>
<td>0 1 2 3 4 5</td>
<td></td>
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<tr>
<td><strong>Demonstrate appropriate, accurate, and effective communication skills with patient/family, health-care team, and faculty.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Seeks opportunities to promote and teach health concepts to patient/family, utilizing community resources.</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>12. Appropriately communicates patient status to members of the health care team verbally, e.g. end of shift report, change in patient status, obtaining orders from physicians, and in written format.</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>13. Responds appropriately when faced with conflictive situations.</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td><strong>Reflect through behavior understanding of human and professional values.</strong></td>
<td></td>
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<tr>
<td>14. Identifies personal goals, self-learning needs, seeks evaluation of achievement and areas that need improvement.</td>
<td>0 1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>15. Demonstrates professional behavior, assumes clinical assignments as scheduled, arrives promptly on time, and assumes accountability for making changes, accepts responsibility for actions.</td>
<td>0 2 4 6 8 10</td>
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</tbody>
</table>

Total: _____/85

Comments:

_______________________________

Bridging Faculty Instructor

Date
Appendix E – Student Activity Log

The Student Activity Log indicates date, time and clinical hours including cumulative clinical hours and the activity. Only count hours that you are actually working. Do not include lunch, break time, prolonged shift report, or travel time to and from clinical.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>STUDENT NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

C = Staff Nursing   ED = Continuing Education   L = Leadership   P=Project hours
Contribution to the discipline Projects /Paper hours do not count toward the required 216 clinical hours
Appendix F

Evaluation of Student’s Contribution to the Discipline Project Presentation

Student: _________________________ Evaluator: ___________________________

Project Title: __________________________________________

Circle the number based upon the rating scale below.

*Rating Scale:
0= Unacceptable
2= Poor presentation skills and/or information
3= Average presentation skills and/or information
5= Very good presentation skills and/or information
6= Outstanding presentation

<table>
<thead>
<tr>
<th>Content area to be evaluated</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How effective was the student at communicating findings?</td>
<td>0 2 3 4 5 6</td>
</tr>
<tr>
<td>2. How well did the student convey the value of the information to current nursing practice?</td>
<td>0 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Were current, up-to-date references used to guide the findings?</td>
<td>0 2 3 4 5 6</td>
</tr>
<tr>
<td>4. How professionally did the student present project/paper and outcomes?</td>
<td>0 2 3 4 5 6</td>
</tr>
<tr>
<td>5. How clearly did the student provide recommendations for utilizing the information in current nursing practice?</td>
<td>0 2 3 4 5 6</td>
</tr>
</tbody>
</table>

How likely will change your nursing practice on based on the findings presented?

a) Definitely will
b) Most likely will
c) Maybe
d) Probably will not
e) Definitely will not

Total: _____/30

Comments:
Appendix G
Examples of Past Student Contribution to the Discipline Projects

Usefulness of Nursing Care Plans in the Health Care Profession
Policies and Procedures of the VHA: What is a Nurses’ Role in Improving Health Care Quality?
Guide to JCAHO Requirements for Staff
Patient Satisfaction in Newborn ICU
Staff Education of the Revised Rancho Los Amigos Levels of Cognitive Function Scale
Mentoring Newly Hired Nurses to the Medical Surgical Unit
Quality Improvement in a Surgical Center
The Empowerment of Understanding Licensure
Uterine Rupture as a Risk in Vaginal Births after Cesarean Sections
Increasing Physician Satisfaction
Patient Satisfaction in the Emergency Room
Mock Disaster: Fire
Emergency Code Activation Plans
What is the Best Bronchoscopy Instrumentation for the Removal of a Foreign Body?
Orientation and Resource Book for Newly Hired Nurses in ICU
Improving Patient and Staff Education of Breastfeeding
HypnoBirthing
Enhancing Triage Consistency in the Emergency Center
Timely Administration of Thrombolytic Therapy in Acute MI Patients
Financial Management in Critical Care
NG Tube Placement Verification
KCL Replacement Therapy
Tracheostomy Care
Efficacy of Drawing Blood Samples from IV’s
Use of Alcohol v Choroprep on Heparin Locks
Other considerations include:
Researching and developing a presentation or poster on an evidence-based practice technique that is questioned (such as is nasal canula or blow-by oxygen or NG placement)
Researching and developing a handout regarding a need on the unit (such as developing a patient handout on secondary diabetes).
Developing a packet of information of community resources that may assist the family after discharge (i.e. public health department, grief support groups, etc)
Developing a staff protocol/policy for a given issue (such as meningitis precautions or shaken baby syndrome)
Conduct interviews with patients to learn about patient satisfaction on the unit
Conduct a medication chart audit to determine the effectiveness of medication administration using the 6 rights.
At the request of the unit manager organize a mock disaster drill and review the results.
Another option would be to continue a past student’s project to see its effectiveness. (Such as the effectiveness of a hand-washing protocol or creating a plan using the results from a past student’s survey on patient satisfaction)
# Appendix H

## Contribution to the Discipline Scholarly Paper Rubric

Name: __________________

<table>
<thead>
<tr>
<th>Part I: Assignment Overview</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title page</strong>&lt;br&gt;Title, name, affiliation, running head, page number</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Introduction</strong>&lt;br&gt;(10 points)&lt;br&gt;Purpose statement is clear and concise&lt;br&gt;Relevance to nursing is articulated well&lt;br&gt;Two or three main discussion points</td>
<td></td>
<td></td>
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<tr>
<td><strong>Results</strong>&lt;br&gt;(45 points)&lt;br&gt;Introductory paragraph tells the reader what to expect&lt;br&gt;Thorough comparison and contrast of findings&lt;br&gt;Focus is on research findings&lt;br&gt;Relate to the main discussion points&lt;br&gt;Study limitations discussed</td>
<td></td>
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<tr>
<td><strong>Conclusion</strong>&lt;br&gt;(25 points)&lt;br&gt;A summary of the main points is clearly articulated&lt;br&gt;Implications for further research&lt;br&gt;Implications for nursing practice</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part II: Language Style Issues</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Logical flow of ideas</strong>&lt;br&gt;(10 points)&lt;br&gt;Smooth and logical arrangement of paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Paragraphs</strong>&lt;br&gt;(5 points)&lt;br&gt;Each paragraph identifiable topic sentence&lt;br&gt;Content is associated with topic sentence&lt;br&gt;Transitions are smooth</td>
<td></td>
<td></td>
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<tr>
<td><strong>Details of writing</strong>&lt;br&gt;(5 points)&lt;br&gt;Economy of expression&lt;br&gt;Parallel ideas are expressed in parallel format&lt;br&gt;Subjects and verbs agree&lt;br&gt;Appropriate verb tense is used&lt;br&gt;Pronoun and antecedents agree and are clear&lt;br&gt;Punctuation and spelling are correct</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Part III: APA format and design</th>
<th>Comments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>References</strong>&lt;br&gt;(10 points)&lt;br&gt;Proper formatting is used throughout the reference list&lt;br&gt;Each reference has a matching citation(s).</td>
<td></td>
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<tr>
<td><strong>Citations</strong>&lt;br&gt;(10 points)&lt;br&gt;Citations are formatted correctly in the body of the paper</td>
<td></td>
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<tr>
<td><strong>Headings</strong>&lt;br&gt;(5 points)&lt;br&gt;Appropriate APA level headings&lt;br&gt;Headings provide adequate guideposts&lt;br&gt;No headings are left alone at the bottom of a page</td>
<td></td>
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</tbody>
</table>
### Appendix I

**Contribution to the Discipline**  
**Bridging Faculty Project Evaluation Tool**

Student Name: ____________________  Project Title: ____________________________

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Point value</th>
<th>Evaluation comments by faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects applicability to today’s healthcare issues</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Thoroughness of research. Student has advanced knowledge of topic.</td>
<td>40</td>
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<tr>
<td>Appropriate target audience</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Well thought out design</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Grounded in sound, current evidence</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Education component i.e, does the project reach a large audience or is it limited in scale</td>
<td>10</td>
<td></td>
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<tr>
<td>Potential to change nursing practice</td>
<td>25</td>
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</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>/170</strong></td>
<td></td>
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</table>

Bridging faculty instructor ___________________________  Date _________________
Appendix J

Brigham Young University College of Nursing Clinical Preceptor Guide

Student: ___________________  Phone: __________  Email: ______________________

Clinical Hours:  216 clinical hours during the semester.

- The student is encouraged, but not required to complete 10-12 management/leadership hours (time with the manager, clinical educator, case manager, management meetings, in service classes, conferences etc.)
- Up to 12 hours of approved continuing education may be counted toward clinical hours at an exchange rate of 1 clinical hour for every 2 continuing education hours.
- The student should average about 1-2 shifts per week. All shifts are to be full shifts. Students should complete approximately 108 clinical hours by midterm.

Expectations:

Preceptor:
- Willing to accept the responsibilities of working with a student
- Willing to communicate the student’s progress to the student and assigned bridging faculty instructor
- Be a role model for the student
- Guide and direct student activities on a daily basis
- Be willing to discuss and help student meet clinical/learning goals
- If available, provide a unit based RN checklist to maximize student experience
- Gradually increase student responsibility/assignments to functional RN level
- Give the student the necessary autonomy for a successful learning experience
- Provide written feedback at the end of the semester *Documents will be provided by the student
- Provide timely verbal feedback to the student during the shift related to student strengths and areas to improve upon
- Willing to allow the student to carry a full patient load by the end of the semester with limited assistance from the preceptor

Student:
- Work the preceptor’s schedule, approximately 2-3 shifts/week
- Coordinate your schedule with the preceptor
- Notify preceptor and bridging faculty instructor of any changes in shifts at least 2 hours prior to the scheduled shift
- Be on time and prepared; work full shifts
- Accept the assignment given; discuss any issues with the assignment
- Meet professional standards including dress, attitude and interpersonal skills
- Share goals and final evaluation tool with preceptor early in the semester
- Take increased work load as confidence builds, with a goal of carrying a full load by the end of the semester, develop time management skills
- Notify preceptor if other experiences are needed or desired to fulfill goals
- Communicate with bridging faculty instructor on an on-going basis
- Be prepared to meet briefly with bridging faculty instructor on rounds every 2-3 weeks
- Adhere to rules, regulations, guidelines established on the assigned unit

Bridging faculty instructor:
- Place student in appropriate clinical facility
- Be aware of student’s individual mission, vision and values as well as goals. Review student goals periodically with student and preceptor
- Make visits to student on clinical unit throughout the semester
- Provide feedback regarding student’s performance both in clinical and classroom setting
- Available for individual consultations as well as midterm and final evaluations
- Act as a mentor in all circumstances, including preparation for job searches and consultation on career development